

Volume XXXVI

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# 2017 - 2018 ACADEMIC CATALOG



Undergraduate Education

DeVry   
University

In New York State, DeVry University operates as DeVry College of New York.

## Message from the President

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Dear Student,

Welcome to the DeVry University family, and congratulations on taking this important step toward realizing your educational goals. Know that our talented faculty and committed student support staff will be there for you every step of the way. It is our goal to help you become a successful student, and ultimately, a successful graduate of DeVry University.

As a DeVry student, you will be a part of an institution with a heritage of innovation. Our forward-thinking founder, Dr. Herman DeVry, believed that visual learning would advance education – and change the world. With his invention of the first portable movie projector, he expanded the reach of film, bringing movies out of the theater and into businesses, homes and most importantly, into classrooms. In 1931, he established an institution of higher learning, envisioning the kind of technology-focused, hands-on education that DeVry University still stands for today.

Through our educational options, you have the opportunity to pursue career-focused, real-world degree programs and credentials, experience a variety of class environments to complement your learning style, and tailor your class schedule to fit your life.

### **What We Teach**

Technology is at the core of many of our associate, bachelor's and certificate programs with a TechPath educational approach. Every TechPath class revolves around a unique learning rubric to help you gain skills in collaboration, adapt to new structures, create innovative ways of working, and be knowledgeable working with data and using a wide spectrum of tech-forward tools. We believe our TechPath approach helps address a growing technology skills gap among current U.S. employees and job applicants<sup>1</sup>, offering a distinct value that can help our graduates stand out in the modern workplace.

### **Where We Teach**

Whether you take courses at one of our campuses or online; our faculty and administrators are there to support you.

### **How We Teach**

DeVry professors bring years of real-world experience into your classes. They know their students by name and encourage, mentor and believe in them. In addition, we have a committed support staff who guide students through scheduling and finances and coach them on career preparation. These are the hallmarks of how we educate and support our students.

### **Why We Teach**

Seeing our students reach their potential and transform their lives is an awe-inspiring experience. It is what wakes us up in the morning and inspires us each day. We are lucky to be part of something so incredible and so important. This is why we are proud to have awarded more than 200,000 undergraduate degrees nationwide.

We are grateful for the opportunity to contribute toward your future success and we are excited about what lies ahead for you. All the best as you continue your educational journey.

Sincerely,



James Bartholomew  
President, DeVry University

[1] Career Advisory Board, "Exploring America's Tech Skills Gap and the Parallel Deficits of Applied Tech Skills and Hard Tech Skills," 2017 – executive summary – page 2, second paragraph

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*DeVry University, Inc. is a wholly owned subsidiary of Adtalem Global Education, 3005 Highland Pkwy., Ste. 700, Downers Grove, IL 60515, 630.515.7700. DeVry University operates as DeVry College of New York in New York.*

*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. This catalog supersedes all previously published editions and is in effect until a subsequent catalog is published. Information contained herein effective October 30, 2017.*

*For students who signed enrollment agreements prior to May 13, 2016, DeVry University is forgoing its right to invoke the mandatory arbitration clause in the event of student/graduate claims or controversies arising out of or related to the terms of the Enrollment Agreement or education provided by DeVry University.*

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*\* At DeVry College of New York, programs are offered by Schools within the College.*

## Academic Calendar

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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 matriculates, 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 MT on Saturday of week eight. No instruction occurs on holidays or during break periods indicated below.*

### Cycle 1

- **2017 Winter Break:** Sunday–Sunday, December 17–31
- **2018 Spring Break:** Sunday–Sunday, April 22–29
- **2018 Summer Break:** Sunday–Sunday, June 24–July 8
- **2018 Winter Break:** Sunday–Sunday, December 23–January 6

<b>Cycle 1: 2017 Fall Semester</b>		<b>August 28, 2017–December 16, 2017</b>
<b>September 2017 Session</b>		
Monday, August 28		Session Begins
Monday, September 4		Labor Day Holiday
Saturday, October 21		Session Ends
<b>November 2017 Session</b>		
Monday, October 23		Session Begins
Thursday–Friday November 23–24		Thanksgiving Break
Saturday, December 16		Session Ends
<b>Winter Break: Sunday–Sunday, December 17–31</b>		

<b>Cycle 1: 2018 Spring Semester</b>		<b>January 1, 2018–April 21, 2018</b>
<b>January 2018 Session</b>		
Monday, January 1		Session Begins, New Year's Day Holiday
Monday, January 15		Martin Luther King Jr., Day Holiday
Saturday, February 24		Session Ends
<b>March 2018 Session</b>		
Monday, February 26		Session Begins
Friday, March 30		Spring Holiday
Saturday, April 21		Session Ends
<b>Spring Break: Sunday–Sunday, April 22–29</b>		

<b>Cycle 1: 2018 Summer Semester</b>		<b>April 30, 2018–September 1, 2018</b>
<b>May 2018 Session</b>		
Monday, April 30		Session Begins
Monday, May 28		Memorial Day Holiday
Saturday, June 23		Session Ends
<b>Summer Break: Sunday–Sunday, June 24–July 8</b>		
<b>July 2018 Session</b>		
Monday, July 9		Session Begins
Saturday, September 1		Session Ends

<b>Cycle 1: 2018 Fall Semester</b>		<b>September 3, 2018–December 22, 2018</b>
<b>September 2018 Session</b>		
Monday, September 3	Session Begins, Labor Day Holiday	
Saturday, October 27	Session Ends	
<b>November 2018 Session</b>		
Monday, October 29	Session Begins	
Thursday–Friday, November 22–23	Thanksgiving Break	
Saturday, December 22	Session Ends	
<b>Winter Break: Sunday–Sunday, December 23–January 6</b>		

## Cycle 2

- **2017 Winter Break:** Sunday–Sunday, December 17–31
- **2018 Spring Break:** Sunday–Sunday, April 22–29
- **2018 Summer Break:** Sunday–Sunday, June 24–July 8
- **2018 Winter Break:** Sunday–Sunday, December 23–January 6

<b>Cycle 2: 2017 Fall Semester</b>	<b>October 23, 2017–February 24, 2018</b>
<b>November 2017 Session</b>	
Monday, October 23	Session Begins
Thursday–Friday November 23–24	Thanksgiving Break
Saturday, December 16	Session Ends
<b>Winter Break: Sunday–Sunday, December 17–31</b>	
<b>January 2018 Session</b>	
Monday, January 1	Session Begins, New Year’s Day Holiday
Monday, January 15	Martin Luther King Jr. Day Holiday
Saturday, February 24	Session Ends

<b>Cycle 2: 2018 Spring Semester</b>	<b>February 26, 2018–June 23, 2018</b>
<b>March 2018 Session</b>	
Monday, February 26	Session Begins
Friday, March 30	Spring Holiday
Saturday, April 21	Session Ends
<b>Spring Break: Sunday–Sunday, April 22–29</b>	
<b>May 2018 Session</b>	
Monday, April 30	Session Begins
Monday, May 28	Memorial Day Holiday
Saturday, June 23	Session Ends
<b>Summer Break: Sunday–Sunday, June 24–July 8</b>	

<b>Cycle 2: 2018 Summer Semester</b>	<b>July 9, 2018–October 27, 2018</b>
<b>July 2018 Session</b>	
Monday, July 9	Session Begins
Saturday, September 1	Session Ends
<b>September 2018 Session</b>	
Monday, September 3	Session Begins, Labor Day Holiday
Saturday, October 27	Session Ends

<b>Cycle 2: 2018 Fall Semester</b>	<b>October 29, 2018–March 2, 2019</b>
<b>November 2018 Session</b>	
Monday, October 29	Session Begins
Thursday–Friday, November 22–23	Thanksgiving Break
Saturday, December 22	Session Ends
<b>Winter Break: Sunday–Sunday, December 23–January 6</b>	
<b>January 2019 Session</b>	
Monday, January 7	Session Begins
Monday, January 21	Martin Luther King Jr., Day Holiday
Saturday, March 2	Session Ends

## DeVry Locations

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DeVry University offers classes at more than 55 nationwide locations, online and through extended classrooms. More information, including program availability at each location, is available via the web addresses shown below.

### Arizona

#### Glendale

6751 N. Sunset Blvd., Ste. 330, Glendale, AZ 85305  
623.872.3240

[www.devry.edu/universities/us-locations/arizona/glendale-center.html](http://www.devry.edu/universities/us-locations/arizona/glendale-center.html)

#### Mesa

1201 S. Alma School Rd., Ste. 5450, Mesa, AZ 85210  
480.827.1511

[www.devry.edu/universities/us-locations/arizona/mesa-center.html](http://www.devry.edu/universities/us-locations/arizona/mesa-center.html)

#### Phoenix

2149 W. Dunlap Ave., Phoenix, AZ 85021  
602.749.7301

[www.devry.edu/universities/us-locations/arizona/phoenix-campus.html](http://www.devry.edu/universities/us-locations/arizona/phoenix-campus.html)

### California

#### Anaheim

1900 S. State College Blvd., Ste. 150, Anaheim, CA 92806  
714.935.3200

[www.devry.edu/universities/us-locations/california/anaheim-center.html](http://www.devry.edu/universities/us-locations/california/anaheim-center.html)

#### Bakersfield

3000 Ming Ave., Bakersfield, CA 93304  
66.833.7120

[www.devry.edu/universities/us-locations/california/bakersfield-center.html](http://www.devry.edu/universities/us-locations/california/bakersfield-center.html)

#### Folsom

950 Iron Point Rd., Folsom, CA 95630  
855.577.1494

[www.devry.edu/universities/us-locations/california/folsom-campus.html](http://www.devry.edu/universities/us-locations/california/folsom-campus.html)

#### Fresno

7575 N. Fresno St., Fresno, CA 93720  
559.439.8595

[www.devry.edu/universities/us-locations/california/fresno-campus.html](http://www.devry.edu/universities/us-locations/california/fresno-campus.html)

#### Inland Empire-Colton

1090 E. Washington St., Ste. H, Colton, CA 92324  
909.514.1808

[www.devry.edu/universities/us-locations/california/colton-center.html](http://www.devry.edu/universities/us-locations/california/colton-center.html)



**Long Beach**

3880 Kilroy Airport Way, Long Beach, CA 90806  
562.427.0861

[www.devry.edu/universities/us-locations/california/long-beach-campus.html](http://www.devry.edu/universities/us-locations/california/long-beach-campus.html)

**Newark**

8000 Jarvis Avenue, Ste. 220, Newark, CA 94560  
510.574.1200

<https://www.devry.edu/universities/california/newark-campus.html>

**Oakland**

505 14<sup>th</sup> St., Ste. 100, Oakland, CA 94612  
510.267.1340

[www.devry.edu/universities/us-locations/california/oakland-center.html](http://www.devry.edu/universities/us-locations/california/oakland-center.html)

**Palmdale**

39115 Trade Center Dr., Ste. 100, Palmdale, CA 93551  
661.224.2920

[www.devry.edu/universities/us-locations/california/palmdale-center.html](http://www.devry.edu/universities/us-locations/california/palmdale-center.html)

**Pomona**

901 Corporate Center Dr., Pomona, CA 91768  
909.622.8866

[www.devry.edu/universities/us-locations/california/pomona-campus.html](http://www.devry.edu/universities/us-locations/california/pomona-campus.html)

**San Diego**

2655 Camino Del Rio North, Ste. 360, San Diego, CA 92108  
619.683.2446

[www.devry.edu/universities/us-locations/california/san-diego-campus.html](http://www.devry.edu/universities/us-locations/california/san-diego-campus.html)

**San Jose**

2160 Lundy Ave., Ste. 250, San Jose, CA 95131  
408.571.3760

[www.devry.edu/universities/us-locations/california/san-jose-center.html](http://www.devry.edu/universities/us-locations/california/san-jose-center.html)

**Sherman Oaks**

15301 Ventura Blvd., Bldg. D-100, Sherman Oaks, CA 91403  
818.713.8111

[www.devry.edu/universities/us-locations/california/sherman-oaks-campus.html](http://www.devry.edu/universities/us-locations/california/sherman-oaks-campus.html)

*A limited number of courses may also be offered at the Twentynine Palms Marine Air Ground Task Force Training Center, 1530 6th St., Twentynine Palms, CA 92278.*

**Colorado****Colorado Springs**

1175 Kelly Johnson Blvd., Colorado Springs, CO 80920  
719.632.3000

[www.devry.edu/universities/us-locations/colorado/colorado-springs-center.html](http://www.devry.edu/universities/us-locations/colorado/colorado-springs-center.html)

**Westminster**

1870 W. 122nd Ave., Westminster, CO 80234

303.280.7400

[www.devry.edu/universities/us-locations/colorado/westminster-campus.html](http://www.devry.edu/universities/us-locations/colorado/westminster-campus.html)

**Florida**

**Jacksonville**

5200 Belfort Rd., Ste. 175, Jacksonville, FL 32256

904.367.4942

[www.devry.edu/universities/us-locations/florida/jacksonville-campus.html](http://www.devry.edu/universities/us-locations/florida/jacksonville-campus.html)

**Miramar**

2300 SW 145th Ave., Miramar, FL 33027

954.499.9775

[www.devry.edu/universities/us-locations/florida/miramar-campus.html](http://www.devry.edu/universities/us-locations/florida/miramar-campus.html)

**Orlando**

7352 Greenbriar Pkwy., Orlando, FL 32819

407.345.2800

[www.devry.edu/universities/us-locations/florida/orlando-campus.html](http://www.devry.edu/universities/us-locations/florida/orlando-campus.html)

**Georgia**

**Alpharetta**

555 North Point Center East, Ste. 175, Alpharetta, GA 30022

770.619.3600

[www.devry.edu/universities/us-locations/georgia/alpharetta-campus.html](http://www.devry.edu/universities/us-locations/georgia/alpharetta-campus.html)

**Atlanta Cobb/Galleria**

100 Galleria Pkwy. SE, Ste. 100, Atlanta, GA 30339

770.916.3704

[www.devry.edu/universities/us-locations/georgia/cobb-galleria-center.html](http://www.devry.edu/universities/us-locations/georgia/cobb-galleria-center.html)

**Decatur**

1 West Court Square, Ste. 100, Decatur, GA 30030

404.270.2700

[www.devry.edu/universities/us-locations/georgia/decatur-campus.html](http://www.devry.edu/universities/us-locations/georgia/decatur-campus.html)

**Gwinnett**

3505 Koger Blvd., Ste. 170, Duluth, GA 30096

770.381.4400

[www.devry.edu/universities/us-locations/georgia/duluth-center.html](http://www.devry.edu/universities/us-locations/georgia/duluth-center.html)

**Henry County**

675 Southcrest Pkwy., Ste. 100, Stockbridge, GA 30281

678.284.4700

[www.devry.edu/universities/us-locations/georgia/stockbridge-center.html](http://www.devry.edu/universities/us-locations/georgia/stockbridge-center.html)

## **Illinois**

### **Addison**

1221 N. Swift Rd., Addison, IL 60101

630.953.1300

[www.devry.edu/universities/us-locations/illinois/addison-campus.html](http://www.devry.edu/universities/us-locations/illinois/addison-campus.html)

### **Chicago**

3300 N. Campbell Ave., Chicago, IL 60618

773.929.8500

[www.devry.edu/universities/us-locations/illinois/chicago-campus.html](http://www.devry.edu/universities/us-locations/illinois/chicago-campus.html)

### **Chicago Loop**

225 W. Washington St., Ste. 100, Chicago, IL 60606

312.372.4900

[www.devry.edu/universities/us-locations/illinois/chicago-loop-center.html](http://www.devry.edu/universities/us-locations/illinois/chicago-loop-center.html)

### **Chicago O'Hare**

8550 W. Bryn Mawr Ave., Ste. 450, Chicago, IL 60631

773.695.1000

[www.devry.edu/universities/us-locations/illinois/chicago-ohare-center.html](http://www.devry.edu/universities/us-locations/illinois/chicago-ohare-center.html)

### **Downers Grove**

3005 Highland Pkwy., Ste. 100, Downers Grove, IL 60515

630.515.3000

[www.devry.edu/universities/us-locations/illinois/downers-grove-center.html](http://www.devry.edu/universities/us-locations/illinois/downers-grove-center.html)

### **Elgin**

2250 Point Blvd., Ste. 250, Elgin, IL 60123

847.649.3980

[www.devry.edu/universities/us-locations/illinois/elgin-center.html](http://www.devry.edu/universities/us-locations/illinois/elgin-center.html)

### **Gurnee**

1325 Tri-State Pkwy., Ste. 120, Gurnee, IL 60031

847.855.2649

[www.devry.edu/universities/us-locations/illinois/gurnee-center.html](http://www.devry.edu/universities/us-locations/illinois/gurnee-center.html)

### **Naperville**

2056 Westings Ave., Ste. 40, Naperville, IL 60563

630.428.9086

[www.devry.edu/universities/us-locations/illinois/naperville-center.html](http://www.devry.edu/universities/us-locations/illinois/naperville-center.html)

### **Tinley Park**

18624 W. Creek Dr., Tinley Park, IL 60477

708.342.3300

[www.devry.edu/universities/us-locations/illinois/tinley-park-campus.html](http://www.devry.edu/universities/us-locations/illinois/tinley-park-campus.html)

## Indiana

### Merrillville

1000 E. 80th Pl., Ste. 222 Mall, Merrillville, IN 46410

219.736.7440

[www.devry.edu/universities/us-locations/indiana/merrillville-center.html](http://www.devry.edu/universities/us-locations/indiana/merrillville-center.html)

## Missouri

### Kansas City

1310 E. 104<sup>th</sup> St., 2<sup>nd</sup> Flr., Kansas City, MO 64131

816.943.7300

[www.devry.edu/universities/us-locations/missouri/kansas-city-campus.html](http://www.devry.edu/universities/us-locations/missouri/kansas-city-campus.html)

*DeVry's Kansas City campus is located in the Executive Hills East Office Park, just south of downtown Kansas City. The 19,000 square foot campus offers nine spacious standard and computer classrooms; electronics and network labs; a comfortable learning commons area for study and tutoring; and a vending area. Easily accessed from the Holmes Rd. exit off I-435, just east of the Missouri-Kansas state line, the campus serves undergraduate and graduate students seeking degree and certificate credentials.*

## Nevada

### Henderson

2490 Paseo Verde Pkwy., Ste. 150, Henderson, NV 89074

702.933.9700

[www.devry.edu/universities/us-locations/nevada/henderson-campus.html](http://www.devry.edu/universities/us-locations/nevada/henderson-campus.html)

*DeVry's Henderson campus is located in Green Valley, a resort area just a few miles from the Las Vegas strip and known for its growing business community. The 8,917 square foot campus offers 7 spacious classrooms, a fully wired computer lab and a comfortable commons area.*

*Easily accessed from the Green Valley Pkwy. exit off I-215, the University's Henderson site offers: an associate degree in Network Systems Administration; bachelor's degrees in Business Administration, Computer Information Systems, Management, Network and Communications Management and Technical Management; and a master's degree in Business Administration.*

## 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](http://www.devry.edu/universities/us-locations/new-jersey/cherry-hill-center.html)

### 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](http://www.devry.edu/universities/us-locations/new-jersey/north-brunswick-campus.html)

### Paramus

35 Plaza, 81 E. State Rte. 4, 3<sup>rd</sup> Flr., Paramus, NJ 07652

201.556.2840

[www.devry.edu/universities/us-locations/new-jersey/paramus-center.html](http://www.devry.edu/universities/us-locations/new-jersey/paramus-center.html)

## New York

### Brooklyn Extension

DeVry College of New York  
195 Montague Street, Brooklyn, NY 11201  
877.970.3900

[www.devry.edu/universities/new-york/brooklyn-center.html](http://www.devry.edu/universities/new-york/brooklyn-center.html)

### Midtown Manhattan

DeVry College of New York  
180 Madison Ave., Ste. 900 (Entrance on 34<sup>th</sup> St.)  
New York, NY 10016  
212.312.4300

[www.devry.edu/universities/us-locations/new-york/manhattan-campus.html](http://www.devry.edu/universities/us-locations/new-york/manhattan-campus.html)

### Queens

DeVry College of New York  
99–21 Queens Blvd., Rego Park, NY 11374  
718.575.7100

[www.devry.edu/universities/us-locations/new-york/regu-park-queens-center.html](http://www.devry.edu/universities/us-locations/new-york/regu-park-queens-center.html)

## North Carolina

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

### Charlotte

2015 Ayrslay Town Blvd., Ste. 109, Charlotte, NC 28273  
704.697.1020

[www.devry.edu/universities/us-locations/north-carolina/charlotte-campus.html](http://www.devry.edu/universities/us-locations/north-carolina/charlotte-campus.html)

*Nearby healthcare services are located at Novant Health Urgent Care & Occupational Medicine, 1918 Randolph Rd., Ste. 175, Charlotte, NC 28207, 704.316.1050.*

### Raleigh

555 Fayetteville Street, Ste. 300, Raleigh, NC 27601  
919.463.1380

[www.devry.edu/universities/us-locations/north-carolina/raleigh-durham-campus.html](http://www.devry.edu/universities/us-locations/north-carolina/raleigh-durham-campus.html)

*Nearby healthcare services are located at Rex Healthcare, 4420 Lake Boone Trl., Raleigh, NC 27607, 919.784.3100 and WakeMed, 3000 New Bern Ave., Raleigh, NC 27610, 919.350.8000.*

## Ohio

### Cincinnati

8800 Governors Hill Dr., Ste. 100, Cincinnati, OH 45249

513.583.5000

[www.devry.edu/universities/us-locations/ohio/cincinnati-campus.html](http://www.devry.edu/universities/us-locations/ohio/cincinnati-campus.html)

### Columbus

1350 Alum Creek Dr., Columbus, OH 43209

614.253.1525

[www.devry.edu/universities/us-locations/ohio/columbus-campus.html](http://www.devry.edu/universities/us-locations/ohio/columbus-campus.html)

### Dayton

3610 Pentagon Blvd., Ste. 100, Dayton, OH 45431

937.320.3200

[www.devry.edu/universities/us-locations/ohio/dayton-center.html](http://www.devry.edu/universities/us-locations/ohio/dayton-center.html)

### Seven Hills

4141 Rockside Rd., Ste. 110, Seven Hills, OH 44131

216.328.8754

[www.devry.edu/universities/us-locations/ohio/seven-hills-campus.html](http://www.devry.edu/universities/us-locations/ohio/seven-hills-campus.html)

## Oklahoma

### Oklahoma City

4013 NW Expressway St., Ste. 100, Oklahoma City, OK 73116

405.767.9516

[www.devry.edu/universities/us-locations/oklahoma/oklahoma-city-campus.html](http://www.devry.edu/universities/us-locations/oklahoma/oklahoma-city-campus.html)

## Pennsylvania

### Ft. Washington

1140 Virginia Dr., Ft. Washington, PA 19034

215.591.5700

[www.devry.edu/universities/us-locations/pennsylvania/ft-washington-campus.html](http://www.devry.edu/universities/us-locations/pennsylvania/ft-washington-campus.html)

### Philadelphia

1800 JFK Blvd., Ste. 200, Philadelphia, PA 19103

215.568.2911

[www.devry.edu/universities/us-locations/pennsylvania/philadelphia-center.html](http://www.devry.edu/universities/us-locations/pennsylvania/philadelphia-center.html)

## Tennessee

### Nashville

3343 Perimeter Hill Dr., Ste. 200, Nashville, TN 37211

615.445.3456

[www.devry.edu/universities/us-locations/tennessee/nashville-campus.html](http://www.devry.edu/universities/us-locations/tennessee/nashville-campus.html)

## **Texas**

*Eligibility to sit for the Certified Public Accountant (CPA) exam and be licensed as a CPA in Texas requires CPA applicants to have attended an institution accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), or by a specialized or professional accrediting organization such as the Accreditation Council for Business Schools and Programs (ACBSP). DeVry University has achieved voluntary accreditation from the ACBSP for certain business programs. See [Institutional Accreditation](#) as well as [Programmatic Accreditation and Recognition](#) for additional information.*

### **Austin**

11044 Research Blvd., Ste. B-100, Austin, TX 78759  
512.231.2500

[www.devry.edu/universities/us-locations/texas/austin-campus.html](http://www.devry.edu/universities/us-locations/texas/austin-campus.html)

### **Irving**

4800 Regent Blvd., Ste. 200, Irving, TX 75063  
972.929.6777

[www.devry.edu/universities/us-locations/texas/irving-campus.html](http://www.devry.edu/universities/us-locations/texas/irving-campus.html)

### **San Antonio**

618 NW Loop 410, Ste. 202, San Antonio, TX 78216  
210.524.5400

[www.devry.edu/universities/us-locations/texas/san-antonio-campus.html](http://www.devry.edu/universities/us-locations/texas/san-antonio-campus.html)

## **Virginia**

### **Arlington**

2450 Crystal Dr., Arlington, VA 22202  
703.414.4000

[www.devry.edu/universities/us-locations/virginia/arlington-campus.html](http://www.devry.edu/universities/us-locations/virginia/arlington-campus.html)

### **South Hampton Roads**

1317 Executive Blvd., Ste. 100, Chesapeake, VA 23320  
757.382.5680

[www.devry.edu/universities/us-locations/virginia/chesapeake-campus.html](http://www.devry.edu/universities/us-locations/virginia/chesapeake-campus.html)

### **Online Administrative Office**

1200 E. Diehl Rd.  
Naperville, IL 60563  
800.231.0497 – Admissions  
877.496.9050 – Student Services

[www.devry.edu/online-education/online-degree-programs.html](http://www.devry.edu/online-education/online-degree-programs.html)

## Student Services & ROTC

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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.

### **Career Services**

Professionals across the DeVry system work diligently to help graduates attain positions in their career fields. Although DeVry cannot guarantee employment, the University's career services staff works with graduates to guide and motivate them through the career search process. Staff members work with students on career planning, job interviewing and resume preparation. In addition, DeVry's career services professionals maintain ongoing contact with local and national employers to keep abreast of employment needs and opportunities throughout the country, and share this information with students and graduates.

As graduation approaches, students can reach out to career services for assistance in their job search or to work with an internship advisor to identify potential opportunities. Career services will partner with recent graduates for six months post degree conferral to provide job search support.

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.

For alumni who are in need of career assistance, they may partner with a career advisor for three free coaching appointments. Graduates of DeVry degree programs are entitled to career services to help them enter business or industry. While employment cannot be guaranteed, career services provides tools and resources to help students after graduation.

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 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***

Virtual career fairs are held periodically to enable students and alumni to meet and talk with recruiters from various industries.

*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/cs/services](http://www.devry.edu/cs/services).*



### **Alumni Association**

When students graduate they automatically become members of the DeVry Alumni Association, details on which are available at [alumni.devry.edu](http://alumni.devry.edu). Alumni can take advantage of career assistance and may partner with a career advisor for three free coaching appointments. They will also have on-going access to tools and resources. 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](mailto:alumni@devry.edu).

### **Alumni Benefit**

The application fee is waived for alumni who hold a DeVry University bachelor's and/or master's degree, as well as for family members who enroll in undergraduate programs. Textbooks, course materials and other fees are charged at the applicable rate. Additional information and requirements are available from DeVry admissions advisors.

*Note: Alumni who hold a DeVry University undergraduate certificate are not eligible for this benefit.*

### **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](mailto:info@myaspireonline.com).

More information is available at [www.myaspireonline.com](http://www.myaspireonline.com).

### **Student Housing**

The ASPIRE student assistance program can help students with their housing needs. Students who need assistance locating housing or who have problems related to living arrangements should contact an ASPIRE specialist by calling 888.470.1531, texting 858.224.2094, emailing [info@myASPIREonline.com](mailto:info@myASPIREonline.com) or visiting [myaspireonline.com](http://myaspireonline.com).

### **Bookstore**

Textbooks, software and required supplies, such as parts and kits for lab projects, are available from the University's online bookstore, accessed via <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 in accordance with DeVry's academic document retention schedule after the student is no longer enrolled. Students who wish to review their files must submit a written request to the registrar. Permanent student records include admission information and academic transcripts.

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**

Students and alumni are charged a fee for each electronic transcript and for each paper transcript (see [Expenses](#)). Students must submit requests for official transcripts via the student portal. Students are provided an electronic, final transcript at no charge upon graduation.

### **Document Requests**

To obtain student records such as billing statements, diplomas, enrollment agreements, registration documents and transcripts, students should contact their student support advisor at 877.496.9050. Requests may also be submitted by one of the following methods:

Email: [documentrequest@devry.edu](mailto:documentrequest@devry.edu)

Fax: 630.689.4003 (Attn: Document Request)

Mail: DeVry University  
Attn: Document Request  
1200 E. Diehl Rd.  
Naperville, IL 60563

### **Army ROTC – Columbus, Ohio**

Qualified students interested in obtaining an Officer's Commission in the U.S. Army, Ohio National Guard or Army Reserve may enroll in Army ROTC classes through a contracted agreement between Capital University and the U.S. Army.

Training is composed of classroom activities and outdoor instruction. Freshman and sophomore students may enroll in the four-year program consisting of the two-year general military course and the two-year Professional Officer course. There is no military obligation for students in the first two years of the program.

Information on specific Army ROTC courses is available from the registrar. Additional information is available from the program chairperson for military science at 614.236.7114.

### **Servicemembers Opportunity Colleges**

DeVry University is a part of the Servicemembers Opportunity Colleges (SOC) Degree Network System (DNS). As part of the DNS, DeVry adheres to academic policies intended to support all military students in their academic endeavors toward degree completion.

DeVry's participation in the DNS applies to specific academic programs and may change at any time. Additional information is available from DeVry admissions advisors/representatives and via [www.soc.aascu.org](http://www.soc.aascu.org).

### **Air University Associate to Baccalaureate Cooperative**

DeVry University is proud to have a partnership with the The Air University Associate to Baccalaureate Cooperative (AU-ABC) program. The AU-ABC program connects students and graduates of the Community College of the Air Force Associate in Applied Science (CCAF AAS) to accredited civilian academic institutions that offer online/distance learning educational opportunities at the baccalaureate level.

CCAF AAS graduates can earn a baccalaureate degree by completing no more than 60 additional semester credit hours beyond their associate degree, in most cases. Members of the U.S. Air Force with any CCAF AAS degree are eligible to participate in DeVry University's Bachelor of Science in Technical Management program.

More information is available at <http://partner.devry.edu/ccafauabc>.

## Leadership, Mission & Quality

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Backing all DeVry University 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. 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 approvals](#).

## **Adtalem Global Education Leadership**

### **Adtalem Global Education Board of Directors**

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President, DeVry University

Eric Dirst  
President, DeVry Online Services

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## **DeVry University Leadership**

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### **DeVry New Jersey Board of Trustees**

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## Mission, Accreditation & Approvals

### 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.*

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

DeVry University is accredited by The Higher Learning Commission (HLC), [www.hlcommission.org](http://www.hlcommission.org). The University's [Keller Graduate School of Management](#) is included in this accreditation.

The HLC is a regional agency that accredits U.S. colleges and universities at the institutional level; and is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation. Accreditation provides assurance to the public and to prospective students that standards of quality have been met. Contact information for the HLC is:

The Higher Learning Commission  
230 S. LaSalle St., Ste. 7-500, Chicago, IL 60604  
800.621.7440  
[www.hlcommission.org](http://www.hlcommission.org)

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](http://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 Accounting; Bachelor of Science in Business Administration with a specialization in accounting; Bachelor of Science in Technical Management with a specialization in accounting.

*Note: The Bachelor of Science in Management program is not accredited by ACBSP. DeVry will seek accreditation for this program when appropriate in accordance with ACBSP procedures. Future accreditation is not guaranteed.*

### **ETAC of ABET**

The following programs are accredited by the Engineering Technology Accreditation Commission of ABET (ETAC of ABET), [www.abet.org](http://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***

Addison, Alpharetta, Arlington, Chicago, Columbus, Decatur, Ft. Washington, Fremont, Irving, Kansas City, Long Beach, Midtown Manhattan, Miramar, Orlando, Phoenix, Pomona, Sherman Oaks, Tinley Park, Westminster

#### ***Baccalaureate Electronics Engineering Technology***

Addison, Alpharetta, Arlington, Chicago, Columbus, Decatur, Folsom, Ft. Washington, Fremont, Irving, Kansas City, Long Beach, Midtown Manhattan, Miramar, North Brunswick, Orlando, Phoenix, Pomona, Sherman Oaks, Tinley Park, Westminster

#### ***Baccalaureate Engineering Technology – Computers***

Online

### ***Baccalaureate Engineering Technology – Electronics***

Online

The most recent information on ETAC of ABET accreditation is available at each location and at <https://www.devry.edu/academics/accreditation.html>.

### **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](http://www.cahiim.org):

### ***Associate Health Information Technology***

Online

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

Online

The most recent information on CAHIIM accreditation is available at [www.devry.edu](http://www.devry.edu).

### **NAACLS**

The Baccalaureate Clinical Laboratory Science program, offered at DeVry University's Phoenix campus, is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS, 5600 N. River Rd., Ste. 720, Rosemont, IL 60018, 773-714-8880, [www.naacls.org](http://www.naacls.org)).

### **PMI GAC**

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](http://www.pmi.org).

### **SHRM**

The Society for Human Resource Management (SHRM) has acknowledged that the following programs fully align with SHRM's *HR Curriculum Guidebook and Templates*: Business Administration, with human resource management major/concentration; Management, with human resource management concentration; Technical Management, with human resource management technical specialty. More information on SHRM is available at [www.shrm.org](http://www.shrm.org).

*Note: In New York State, DeVry University operates as DeVry College of New York.*

## Approvals

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

**Alaska:** DeVry has been issued an exemption by the Alaska Commission on Postsecondary Education. DeVry's programs are exempt from authorization under AS 14.48 and 20 AAC 17.015 because the programs are online or distance delivered and do not have a physical presence in the state.

**California:** DeVry is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. For additional information please visit the Bureau's Internet website at [www.bppe.ca.gov](http://www.bppe.ca.gov).

**Colorado:** DeVry is approved to operate by the Colorado Commission on Higher Education, 1560 Broadway, Ste. 1600, Denver 80202, 303.866.2723.

**Florida:** DeVry is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines St., Ste. 1414, Tallahassee 32399-0400, toll-free telephone number 888.224.6684.

**Georgia:** DeVry is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990 by the Georgia Nonpublic Postsecondary Education Commission, 2082 E. Exchange Pl., Ste. 220, Tucker 30084, 770.414.3300.

**Illinois:** DeVry is authorized to operate and grant degrees by the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Ste. 333, Springfield 62701, 217.782.2551. Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system <http://complaints.ibhe.org/> or by mail.

**Iowa:** DeVry University is registered to offer distance education programs in Iowa by the Iowa College Student Aid Commission. Students with concerns or complaints may contact Iowa College Aid at: 877.272.4456, [www.iowacollegeaid.gov/sdrf-start](http://www.iowacollegeaid.gov/sdrf-start).

**Indiana:** This institution is authorized by Indiana Board for Proprietary Education, 101 W. Ohio St., Ste. 300, Indianapolis 46204-4206.

**Kansas:** DeVry is approved by the Kansas Board of Regents, 1000 SW Jackson St., Ste. 520, Topeka 66612, 785.430.4240.

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

**Louisiana:** DeVry University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

**Maryland:** DeVry University is registered with the Maryland Higher Education Commission, 6 N. Liberty St., 10<sup>th</sup> Flr., Baltimore 21201, 410.767.3300.

**Minnesota:** DeVry University is registered as a private institution with the Minnesota Office of Higher Education, 1450 Energy Park Drive, Ste. 3502, St. Paul, MN 55108-5227, 800-657-3866, [info.ohe@state.mn.us](mailto:info.ohe@state.mn.us), [www.ohe.state.mn.us](http://www.ohe.state.mn.us), pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The Bachelor of Science in Accounting is not a "CPA Pathway" program.

**Missouri:** DeVry is certified to operate by the Missouri Department of Higher Education, 205 Jefferson St., Jefferson City 65102-1469, 573.751.2361.

**Nevada:** DeVry is licensed to operate in the State of Nevada by the Nevada Commission on Postsecondary Education, 8778 S. Maryland Pkwy., Ste. 115, Las Vegas 89123, 702.486.7330.

*Note: The State of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. DeVry's POLI332 course fulfills this requirement.*

**New Jersey:** DeVry is licensed by the New Jersey Office of the Secretary of Higher Education, P.O. Box 542, Trenton 08625-0542, 609.292.4310.

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

**North Carolina:** DeVry has been evaluated by the University of North Carolina (910 Raleigh Rd., Chapel Hill 27515, 919.962.4559) and is licensed to conduct higher education degree activity. The School's guaranty bond for unearned prepaid tuition is on file with the Board of Governors of the University of North Carolina and may be viewed by contacting the Licensing Department at Adtalem Global Education.

**Ohio:** DeVry holds a Certificate of Authorization by the Ohio Department of Higher Education, 25 S. Front St., Columbus 43215, 614.466.6000.

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

**Oregon:** This school is a unit of a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR chapter 583, division 30. Inquiries concerning the standards or school compliance may be directed to the Commission, 775 Court St. NE, Salem 97301.

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

**South Carolina:** DeVry University is licensed by the South Carolina Commission on Higher Education, 1122 Lady St., Ste. 300, Columbia, South Carolina, 29201, 703.737.2266. Licensure indicates only that minimum standards have been met; it is not equal to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

**Tennessee:** DeVry University is authorized for operation as a postsecondary educational institution by the Tennessee Higher Education Commission, Parkway Towers, Ste. 1900, Nashville TN 37243, 615.741.5293. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Tennessee Legislation SB3789/HB3857 requires postsecondary educational institutions to make the following disclosure:

Credits earned at DeVry University may not transfer to another educational institution.\* Credits earned at another educational institution may not be accepted by DeVry University. You should obtain confirmation that DeVry University will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. The ability to transfer credits from DeVry University to another educational institution may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at DeVry University if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of DeVry University and of any other educational institution you may in the future want to transfer the credits earned at DeVry University before you execute an enrollment contract or agreement.

In order to view detailed employment statistics and graduation information on the programs offered by DeVry University, please visit: <http://www.tn.gov/thec/topic/authorized-institutions-data>"<http://www.tn.gov/thec/topic/authorized-institutions-data>.

*\*Course credits are not guaranteed to transfer to other schools. Acceptance of credits is subject to the receiving institution's requirements.*

**Texas:** DeVry is authorized to grant degrees by the Texas Higher Education Coordinating Board, Box 12788, Austin 78711, 512.427.6225, 512.427.6168 fax. Eligibility to sit for the Certified Public Accountant (CPA) exam and be licensed as a CPA in Texas requires CPA applicants to have attended an institution accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), or by a specialized or professional accrediting organization such as the Accreditation Council for Business Schools and Programs (ACBSP). DeVry University has achieved voluntary accreditation from the ACBSP for certain business programs. See [Institutional Accreditation](#) as well as [Programmatic Accreditation and Recognition](#) for additional information.

These programs are not approved or regulated by the Texas Workforce Commission.

**Virginia:** DeVry is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th St., Richmond 23219, 804.255.2621. Associate degree programs are considered terminal and credits earned in these programs are generally not applicable to other degrees. More information on applicability of credits earned in associate degree programs to bachelor's degree programs is available from DeVry admissions representatives.

**Washington:** DeVry University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes DeVry University to advertise and recruit for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430, or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

Selected programs of study at DeVry University are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

DeVry University does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

The transferability of credits earned at DeVry University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at DeVry University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at DeVry University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at DeVry University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

**Wisconsin:** DeVry is approved by the Wisconsin Educational Approval Board, 201 W. Washington Ave., 3<sup>rd</sup> Flr., Madison 53708-8696, 608.266.1996.

### **Bankruptcy Statement**

DeVry University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the U.S. Bankruptcy Code.

## Colleges & Programs of Study

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### General Notes

The pages that follow describe each DeVry University program, including program outcomes, degree or certificate 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 advisor or academic advisor, when reviewing information regarding DeVry locations, programs and courses such as:

### Enrolled Location

Students' home location is determined at the time of admission. 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.

All students enrolled in site-based programs will be required to take some coursework online. For some programs and locations, a substantial portion of the program may be required to be completed online.

### Credit Hours

DeVry follows the federal credit hour definition: one hour (i.e., 50 minutes) of classroom or direct faculty/qualified instructor instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks (i.e., 45 hours of learning activities).

At DeVry University, a credit hour is defined as the learning that takes place in at least 45 hours of learning activities, which include time in class meetings that are in person or online, laboratories, examinations, presentations, tutorials, preparation, reading, studying, hands-on experiences, simulations, case studies and other learning activities; or a demonstration by the student of learning equivalent to the established student outcomes.

### 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 advisor 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: CARD205; CARD405; CARD415; COLL148; LAS432; and senior project courses ACCT461, BUSN460, CIS474, CIS477, COMM491, COMM492, ECET390, ECET492L, ECET493L, ECET494L, JADM490, JADM494, MDD460, MDD461, NETW494 and NETW497.

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

**Program Footnotes**

Some situations may result in program requirements that differ from those shown in the program outlines. Footnotes that refer to specific state requirements indicate their applicability to students enrolled at a location within the state, to state residents enrolled as online students or to both. Footnotes refer to students' enrolled location, as defined above, regardless of the location at which students' classes are taught.

**DeVry Certificate and Associate Degree Holders**

For students who earned a DeVry undergraduate certificate or associate degree and are enrolling in a DeVry program culminating in a more advanced academic credential, the University reviews DeVry coursework for applicability to the new program of enrollment. 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. Programs and courses – offered onsite and online days, evenings and weekends – are taught by faculty with real-world experience, who translate theory into practice and provide an enriching education through experiential learning, practitioner-based projects, case studies and more. The following pages provide details on undergraduate programs offered through the College of Business & Management.

### Business & Management Programs

#### Associate Degree

- [Business](#)

#### Bachelor's Degree

- [Accounting](#)
- [Business Administration](#)
- [Management](#)
- [Technical Management](#)

#### Master's Degree

See the Keller Graduate School of Management [Catalog](#) for information on the following programs.

- Accounting
- Accounting & Financial Management
- Business Administration
- Human Resource Management
- Project Management
- Public Administration

## Business Program

DeVry's associate degree in Business is designed to prepare graduates to join the workforce as entry-level business professionals in a wide variety of industries. Through this program students can build a foundation in business by learning fundamental principles and gaining exposure to different specialties – like accounting, data analytics, marketing, HR and globalization.

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 30 semester-credit hours toward their degree.

### TECHPATH

We've put technology at the core of our business programs. With TechPath, students gain a technology foundation and through our experiential learning approach, they work through real-world business scenarios to be better prepared to tackle modern business problems. To learn more about TechPath visit [www.devry.edu](http://www.devry.edu).

*Note: Those who earn an associate degree in Business can apply credits toward a bachelor's degree in Technical Management.*

### Program Outcomes

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

- Use business and management principles to apply problem solving skills to a variety of administrative tasks in the workplace.
- Use technology for business and management tasks, including data analysis, presentations, communication and research.
- Communicate effectively both orally and in writing across environments and platforms.
- Work collaboratively in a team environment, learn to coordinate and share information to achieve a common goal.

### Program Details

**Degree:** Associate of Applied Science in Business

**Semesters:** 4 full time

**Minimum credit hours required for graduation:** 61

**Normal time to complete:** 2 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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

Additional information is available in [Programmatic Accreditation and Recognition](#).

## Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Communication Skills</b>	<b>11</b>
<ul style="list-style-type: none"><li>• ENGL112 Composition (4)</li><li>• ENGL135 Advanced Composition (4)</li><li>• SPCH275 Public Speaking (3)</li></ul>	
<b>Humanities</b>	<b>3</b>
<ul style="list-style-type: none"><li>• ETHC232 Ethical and Legal Issues in the Professions (3)</li></ul>	
<b>Social Sciences</b>	<b>3</b>
<ul style="list-style-type: none"><li>• SOCS185 Culture and Society (3)</li></ul>	
<b>Mathematics and Natural Sciences</b>	<b>8</b>
<ul style="list-style-type: none"><li>• MATH114 Algebra for College Students (4)</li><li>• SCI228 Nutrition, Health and Wellness with Lab (4)</li></ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"><li>• CARD205 Career Development (2)</li><li>• COLL148 Critical Thinking and Problem-Solving (3)</li></ul>	
<b>Business and Technology</b>	<b>18</b>
<ul style="list-style-type: none"><li>• ACCT212 Financial Accounting (4)</li><li>• BIS155 Data Analysis with Spreadsheets with Lab (3)</li><li>• BUSN115 Introduction to Business and Technology (3)</li><li>• BUSN219 Marketing Fundamentals (3)</li><li>• COMP100 Computer Applications for Business with Lab (2)</li><li>• WGD201 Visual Design Fundamentals (3)</li></ul>	
<b>Track – one option is selected</b>	<b>Credit hours vary by selection</b>
<b>General Business</b>	<b>15</b>
<ul style="list-style-type: none"><li>• BUSN278 Budgeting and Forecasting (4)</li><li>• GSCM206 Managing Operations Across the Supply Chain (4)</li><li>• MATH221 Statistics for Decision-Making (4)</li><li>• MGMT210 Human Resource Functions (3)</li></ul>	
<b>Retail Management</b>	<b>13</b>
<ul style="list-style-type: none"><li>• BUSN258 Customer Relations (4)</li><li>• MGMT210 Human Resource Functions (3)</li></ul>	

- MGMT230 Contemporary Retail Management (3)
- MKTG230 Consumer Behavior Fundamentals (3)

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Associate of Applied Science in Business are: Assistant Manager; Customer Service Representative; Management Trainee; Retail Manager; Inventory Associate; Shift Manager; Sales/Account Representative.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/ab-ge](http://devry.edu/ab-ge).***

***For additional program information, visit [devry.edu/ab](http://devry.edu/ab).***

## Accounting Program

DeVry's bachelor's degree program in Accounting is designed to prepare students for a variety of career paths including private-sector, governmental and not-for-profit accounting. The program includes coursework that provides a solid academic foundation in problem-solving, accounting research and communication skills important in the diverse field of accounting and the broader business world. The program is also designed to prepare students for graduate study in accounting or business.

### **TECHPATH**

So many aspects of today's business world are infused with technology that businesses are already experiencing a tech skills gap -- and not just hard skills like we teach in our Information Systems, Networking or Engineering programs. But also "applied tech skills," the kind it takes to get things done in offices and conference rooms around the globe. That is what students will learn through DeVry's distinctive **TechPath** approach, seamlessly integrated throughout this program. Developed at DeVry, **TechPath** business classes are designed to give students the ability and confidence to navigate our dynamic Internet of Things economy. And the knowledge and experience to connect people, process, data and devices to help solve the business challenges that come along.

### **Program Outcomes**

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

- Generate, understand and interpret financial statements and information.
- Analyze transactions and processes, evaluate risk, and recommend internal controls for operational efficiencies and integrity.
- Evaluate costing systems, and prepare budgets to support managerial decision-making.
- Analyze and clearly communicate accounting information as part of business decision-making.
- Demonstrate professional integrity in a variety of accounting scenarios.
- Participate effectively in collaborative environments.
- Apply problem-solving skills that support lifelong personal and professional development.

### **Program Details**

**Degree:** Bachelor of Science in Accounting

**Semesters:** 8 full time

**Minimum credit hours required for graduation:** 120

**Normal time to complete:** 4 years, assuming enrollment in 15 credit hours per semester and attending 2 semesters per year; enrollment in 18 credit hours (9 credit hours per session) may be needed in some semesters (see [Course Loads](#))

### **Program Outline**

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Communication Skills</b>	<b>13</b>
<ul style="list-style-type: none"> <li>• ENGL113 Composition (3)</li> <li>• ENGL136 Advanced Composition (3)</li> <li>• ENGL216 Technical Writing (4)</li> <li>• SPCH275 Public Speaking (3)</li> </ul>	
<b>Humanities</b>	<b>12</b>
<ul style="list-style-type: none"> <li>• ETHC445 Principles of Ethics (3)</li> <li>• HIST405 United States History (3)</li> <li>• HUMN303 Introduction to the Humanities (3)</li> <li>• LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• ECON312 Principles of Economics (3)</li> <li>• SOCS185 Culture and Society (3)</li> <li>• SOCS325 Environmental Sociology (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• MATH116 Algebra for College Students (3)</li> <li>• MATH226 Statistics for Decision-Making (3)</li> <li>• SCI205 Environmental Science with Lab (3)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• CARD405 Career Development (2)</li> <li>• COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Business and Technology</b>	<b>24</b>
<ul style="list-style-type: none"> <li>• ACCT212 Financial Accounting (4)</li> <li>• BIS155 Data Analysis with Spreadsheets with Lab (3)</li> <li>• BUSN115 Introduction to Business and Technology (3)</li> <li>• BUSN315 Contemporary Business (3)</li> <li>• BUSN319 Marketing (3)</li> <li>• BUSN379 Finance (3)</li> <li>• COMP100 Computer Applications for Business with Lab (2)</li> <li>• MGMT303 Principles of Management (3)</li> </ul>	
<b>Accounting Core</b>	<b>39</b>
<ul style="list-style-type: none"> <li>• ACCT303 Intermediate Accounting I (3)</li> <li>• ACCT306 Intermediate Accounting II (3)</li> <li>• ACCT313 Intermediate Accounting III (3)</li> <li>• ACCT326 Federal Tax Accounting I (3)</li> <li>• ACCT360 Managerial Accounting (3)</li> <li>• ACCT406 Advanced Accounting (3)</li> </ul>	

- ACCT426 Federal Tax Accounting II (3)
- ACCT431 Federal Income Taxation (3)
- ACCT436 Advanced Cost Management (3)
- ACCT439 Professional Ethics for Accountants (3)
- ACCT440 Accounting Research (3)
- ACCT446 Auditing (3)
- ACCT454 Accounting Information Systems with Lab (3)

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### **Accounting Senior Project**

**3**

- ACCT461 Accounting Senior Project (3)

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### **Electives**

**6**

The following suggested electives ensure students meet prerequisite requirements and offer applied tech skills for today's business world. Qualifying prior college coursework not meeting other program requirements may be applied toward the elective hours. Students may request alternate elective courses through academic advising.

- BUSN350 Business Analysis (3)
- MGMT408 Management of Technology Resources (3)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

*Note: Most state boards of accountancy require 150 credit hours of post-secondary education in order to sit for the CPA exam. As this program is less than 150 credit hours, this program alone does not meet the minimum coursework requirements to sit for the CPA exam. Students interested in sitting for the CPA exam should check their state's requirements.*

*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. DeVry is not able to recommend graduates for professional licensure in any state. New York students should contact the NYSED Office of Professions regarding professional licensure.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Accounting degree program are: Accountants; Auditors; Budget Analysts; Credit Analysts; Financial Examiners; Tax Examiners and Collectors and Revenue Agents.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/ba-qe](http://devry.edu/ba-qe).***

***For additional program information, visit [devry.edu/ba](http://devry.edu/ba).***



## Business Administration Program

Students in DeVry's Business Administration program develop competency in applying technology to business strategy, management and decision-making through case studies, team projects, Internet use and web page development, as well as computer applications and systems integration. The program offers majors (concentrations in Illinois, New York and Pennsylvania) 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 major/concentration by the time they have earned 30 semester-credit hours toward their degree.

### Program Outcomes

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

- Communicate effectively using oral, written and electronic means.
- Develop leadership skills while working in teams to accomplish common goals.
- Develop business and decision-making skills that support and enable lifelong professional development.
- Understand legal and ethical implications of personal, social and business activities.
- Use critical thinking, as well as logical analysis skills and techniques, to solve complex business problems.
- Demonstrate effective teamwork with diverse populations in multiple business settings, as well as effective use of real-world applications in business solutions.

### Program Details – Business Administration Program with Majors/Concentrations

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

**Semesters:** 8 full time

**Minimum credit hours required for graduation:** 124<sup>1,2</sup>

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor for more information.

Additional information is available in [Programmatic Accreditation and Recognition](#).

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

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<sup>1</sup> 128 for students enrolled at a New Jersey location.

<sup>2</sup> 127 for students enrolled at a Pennsylvania location.

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Communication Skills</b>	<b>15<sup>3</sup></b>
<ul style="list-style-type: none"> <li>• ENGL112<sup>4</sup> Composition (4)</li> <li>• ENGL135 Advanced Composition (4)</li> <li>• ENGL216 Technical Writing (4)</li> <li>• SPCH275 Public Speaking (3)</li> </ul>	
<b>Humanities<sup>5</sup></b>	<b>9</b>
<ul style="list-style-type: none"> <li>• HUMN303 Introduction to the Humanities (3)</li> <li>• ETHC445 Principles of Ethics (3)</li> <li>• LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• LAWS310<sup>6</sup> The Legal Environment (3)</li> <li>• SOCS185 Culture and Society (3)</li> <li>• SOCS325 Environmental Sociology (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>12<sup>7</sup></b>
<ul style="list-style-type: none"> <li>• MATH114 Algebra for College Students (4)</li> <li>• MATH221 Statistics for Decision-Making (4)</li> <li>• SCI228<sup>8</sup> Nutrition, Health and Wellness with Lab (4)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• CARD405 Career Development (2)</li> <li>• COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Business Core<sup>9</sup></b>	<b>36<sup>10</sup></b>
<ul style="list-style-type: none"> <li>• ACCT212 Financial Accounting (4)</li> <li>• ACCT346 Managerial Accounting (4)</li> <li>• BIS155 Data Analysis with Spreadsheets with Lab (3)</li> <li>• BIS245 Database Essentials for Business with Lab (4)</li> <li>• BUSN115 Introduction to Business and Technology (3)</li> <li>• BUSN319 Marketing (3)</li> <li>• BUSN379 Finance (3)</li> </ul>	

<sup>3</sup> 14 for students enrolled at a New Jersey location.

<sup>4</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>5</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<sup>6</sup> Students enrolled at a Nevada location must take POLI332 in lieu of this requirement.

<sup>7</sup> 11 for students enrolled at a New Jersey location.

<sup>8</sup> Students enrolled at a New Jersey location may take PHYS204 or SCI200 to fulfill this requirement.

<sup>9</sup> Students enrolled at a New Jersey location must also take the following to fulfill this requirement: BUSN369; BUSN412; GSMC206.

<sup>10</sup> 45 for students enrolled at a New Jersey location, where the additional credit hours satisfy the Electives course area requirement.

- COMP100 Computer Applications for Business with Lab (2)
- ECON312 Principles of Economics (3)
- MGMT303 Principles of Management (3)

Students take the course associated with their major/concentration.

*Accounting students*

- ACCT349 Advanced Cost Accounting (4)

*All other students*

- MGMT404 Project Management (4)

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**Senior Project** **3**

- BUSN460 Senior Project (3)

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**Electives<sup>11</sup>** **10**

The following suggested electives ensure students meet prerequisite requirements and offer applied tech skills for today's business world. Qualifying prior college coursework not meeting other program requirements may be applied toward the elective hours. Students may request alternate elective courses through academic advising.

- CIS115 Logic and Design (3)
- MGMT408 Management of Technology Resources (3)
- SEC310 Principles and Theory of Security Management (4)

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**Major/Concentration** **Credit hours vary by selection**

Students select one major/concentration below.

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**Accounting** **28**

- ACCT304 Intermediate Accounting I (4)
- ACCT305 Intermediate Accounting II (4)
- ACCT312 Intermediate Accounting III (4)
- ACCT405 Advanced Accounting (4)
- ACCT429 Federal Income Taxation (4)
- ACCT444 Auditing (4)
- ACCT451 Accounting Information Systems with Lab (4)

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**Business Intelligence and Analytics Management** **27**

- BIAM300 Managerial Applications of Business Analytics (4)
- BIAM400 Applied Business Analytics (4)
- BIAM410 Database Concepts in Business Intelligence (4)
- BIAM420 Introduction to Internet Analytics (4)
- BUSN350 Business Analysis (3)
- GSCM206 Managing Operations Across the Supply Chain (4)

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<sup>11</sup> Students selecting the Accounting concentration who are interested in sitting for the CPA exam in Texas completing ACCT349, ACCT440 and MGMT330 as elective course options. Successful completion of topics presented in these courses is required to sit for the CPA exam in Texas. Additional requirements also apply to students wishing to sit for the CPA exam; students should check with the Texas Board of Public Accountancy for details.

- GSCM209 Supply Chain Management Decision Support Tools and Applications (4)

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**Finance** **28**

- ACCT304 Intermediate Accounting I (4)
- ACCT429 Federal Income Taxation (4)
- BUSN278 Budgeting and Forecasting (4)
- FIN351 Investment Fundamentals and Security Analysis (4)
- FIN364 Money and Banking (4)
- FIN382 Financial Statement Analysis (4)
- FIN390 Fixed Income Securities Analysis (4)

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**Global Supply Chain Management** **28**

- GSCM206 Managing Operations Across the Supply Chain (4)
- GSCM209 Supply Chain Management Decision Support Tools and Applications (4)
- GSCM326 Total Quality Management (4)
- GSCM330 Strategic Supply and Master Planning (4)
- GSCM434 Supply Chain Logistics, Distribution and Warehousing (4)
- GSCM440 Supply Chain Procurement Management and Sourcing Strategy (4)
- GSCM460 Global Issues in Supply Chain Management (4)

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**Health Services Management** **28**

- HSM310 Introduction to Health Services Management (4)
- HSM320 Health Rights and Responsibilities (4)
- HSM330 Health Services Information Systems (4)
- HSM340 Health Services Finance (4)
- HSM410 Healthcare Policy (4)
- HSM420 Managed Care and Health Insurance (4)
- HSM430 Planning and Marketing for Health Services Organizations (4)

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**Hospitality Management** **28**

- HOSP310 Introduction to Hospitality Management (4)
- HOSP320 Foundations of Hotel Management (4)
- HOSP330 Meetings and Events Management (4)
- HOSP410 Restaurant Management (4)
- HOSP420 Food Safety and Sanitation (4)
- HOSP440 Casino Management (4)
- HOSP450 Tourism Management (4)

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**Human Resource Management** **28**

- HRM320 Employment Law (4)
- HRM330 Labor Relations (4)
- HRM340 Human Resource Information Systems (4)
- HRM410 Strategic Staffing (4)
- HRM420 Training and Development (4)

- HRM430 Compensation and Benefits (4)
- MGMT410 Human Resource Management (4)

### **Project Management**

**28**

- ACCT434 Advanced Cost Management (4)
- GSCM326 Total Quality Management (4)
- MGMT340 Business Systems Analysis (4)
- PROJ330 Human Resources and Communications in Projects (4)
- PROJ410 Contracts and Procurement (4)
- PROJ420 Project Risk Management (4)
- PROJ430 Advanced Project Management (4)

### **Sales and Marketing**

**27**

- MKTG310 Consumer Behavior (4)
- MKTG320 Market Research (4)
- MKTG340 Digital Marketing Fundamentals (3)
- MKTG410 Advertising and Public Relations (4)
- MKTG425 Personal Selling and Sales Management (4)
- MKTG430 International Marketing (4)
- SBE330 Creativity, Innovation and New Product Development (4)

### **Small Business Management and Entrepreneurship**

**28**

- BUSN258 Customer Relations (4)
- BUSN278 Budgeting and Forecasting (4)
- MGMT410 Human Resource Management (4)
- SBE310 Small Business Management and Entrepreneurship (4)
- SBE330 Creativity, Innovation and New Product Development (4)
- SBE430 E-Commerce for Small Business (4)
- SBE440 Business Plan Writing for Small Businesses and Entrepreneurs (4)

*Note: Students enrolled at a New Jersey location must take an additional six semester-credit hours of general education coursework from among the following course areas: communication skills, humanities, social sciences, mathematics and natural sciences. Courses selected in humanities or social sciences should be upper-division coursework (DeVry courses numbered 300–499).*

*Note: Students who wish to complete the internship course sequence (INTP491 and INTP492) may request approval from the appropriate academic administrator to take these courses in lieu of one of the major/concentration courses.*

*Note: Most state boards of accountancy require 150 credit hours of post-secondary education in order to sit for the CPA exam. As this program is less than 150 credit hours, this program alone does not meet the minimum coursework requirements to sit for the CPA exam. Students interested in sitting for the CPA exam should check their state's requirements.*

*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.*

### **Business Administration Program – General Business Option Plan II**

Qualified graduates of approved international three-year business-related programs may select this option, which provides a direct path to earning a recognized bachelor’s degree. International credentials considered for approval – from China, India, Singapore and the United Kingdom, among others – include higher national diplomas, three-year bachelor’s degrees and the equivalent.

Plan II also paves the way for graduate study. In lieu of choosing a major/concentration leading to specialized knowledge and skills, students choose to become business generalists, familiar with many aspects of international business and qualified for entry-level opportunities in business areas.

Eligible students receive general credit for 83 semester-credit hours for their qualifying credential and must meet the following additional course requirements for graduation.

#### **Program Outline**

Within each course area, required courses are shown with their designators (i.e., COLL148), titles and credit hours. Students should seek academic advising to ensure that any specialized requirements noted in the full program have been met. Additional information is found in [Course Descriptions](#).

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Communication Skills</b>	<b>8</b>
<ul style="list-style-type: none"> <li>ENGL112 Composition (4)</li> <li>ENGL135 Advanced Composition (4)</li> </ul>	
<b>Humanities</b>	<b>6</b>
<ul style="list-style-type: none"> <li>ETHC445 Principles of Ethics (3)</li> <li>LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>6</b>
<ul style="list-style-type: none"> <li>SOCS325 Environmental Sociology (3)</li> <li>LAWS310<sup>12</sup>The Legal Environment (3)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>CARD405 Career Development (2)</li> <li>COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>8</b>
<ul style="list-style-type: none"> <li>MATH221 Statistics for Decision-Making (4)</li> <li>SCI228 Nutrition, Health and Wellness with Lab (4)</li> </ul>	
<b>Business</b>	<b>7</b>

<sup>12</sup> Students enrolled at a Nevada location must take POLI332 in lieu of this requirement.

- 
- MGMT303 Principles of Management (3)
  - MGMT404 Project Management (4)

### Senior Project

3

- BUSN460 Senior Project (3)

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Business Administration (in New York, Bachelor of Professional Studies in Business Administration; in Ohio, Bachelor of Business Administration) degree program include: Financial Analyst; General and Operations Managers; Sales Managers; Administrative Services Managers; Industrial Production Managers; Transportation Managers, Storage and Distribution Managers; Construction Managers; Social and Community Service Managers; Cost Estimators; Management Analysts.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bba-qe](http://devry.edu/bba-qe).***

***For additional program information, visit [devry.edu/bba](http://devry.edu/bba).***

## Management Program

DeVry's Management program is designed to prepare graduates to join the workforce as management professionals in a wide variety of industries. With this bachelor's degree, students can develop the knowledge and skills needed to adapt in a rapidly changing, dynamic and competitive global marketplace.

Concentrations are offered 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 45 semester-credit hours toward their degree.

### **TECHPATH**

So many aspects of today's business world are infused with technology that businesses are already experiencing a tech skills gap -- and not just hard skills like we teach in our Information Systems, Networking or Engineering programs. But also "applied tech skills," the kind it takes to get things done in offices and conference rooms around the globe. That is what students will learn through DeVry's distinctive **TechPath** approach, seamlessly integrated throughout this program. Developed at DeVry, **TechPath** business classes are designed to give students the ability and confidence to navigate our dynamic Internet of Things economy. And the knowledge and experience to connect people, process, data and devices to help solve the business challenges that come along.

### **Program Outcomes**

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

- Objectively evaluate opportunities, independently determine which to explore and which to forego, and effectively communicate conclusions and recommendations.
- Analyze, design and implement solutions to business problems that align processes and supporting technologies to the capabilities of a workforce and organizational objectives.
- Demonstrate systems thinking and resource management skills that affect organizational performance.
- Apply leadership competencies and team-building skills that contribute to a collaborative environment.
- Distinguish ethical factors critical to sustaining organizational culture.

### **Program Details**

**Degree:** Bachelor of Science in Management

**Semesters:** 8 full time

**Minimum credit hours required for graduation:** 122<sup>1</sup>

**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](#))

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<sup>1</sup> 125 for students enrolled at a Pennsylvania location.



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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

Additional information is available in [Programmatic Accreditation and Recognition](#).

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>8</b>
<ul style="list-style-type: none"> <li>ENGL112 Composition (4)</li> <li>ENGL135 Advanced Composition (4)</li> </ul>	
<b>Humanities<sup>2</sup></b>	<b>6</b>
<ul style="list-style-type: none"> <li>ETHC445 Principles of Ethics (3)</li> <li>LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>6</b>
<ul style="list-style-type: none"> <li>ECON312 Principles of Economics (3)</li> <li>SOCS185<sup>3</sup> Culture and Society (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>12</b>
<ul style="list-style-type: none"> <li>MATH114 Algebra for College Students (4)</li> <li>MATH221 Statistics for Decision-Making (4)</li> <li>SCI228<sup>4</sup> Nutrition, Health and Wellness with Lab (4)</li> </ul>	
<b>Additional General Education Selection</b>	<b>3</b>
<ul style="list-style-type: none"> <li>SPCH275 Public Speaking (3)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>CARD405 Career Development (2)</li> <li>COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Business, Management and Technology</b>	<b>41</b>
<ul style="list-style-type: none"> <li>ACCT212 Financial Accounting (4)</li> <li>BIS155 Data Analysis with Spreadsheets with Lab (3)</li> <li>BIS245 Database Essentials for Business with Lab (4)</li> </ul>	

<sup>2</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<sup>3</sup> Students enrolled at a Nevada location take POLI332.

<sup>4</sup> Ohio residents enrolled as online students, and students enrolled at an Ohio location, must take an additional natural sciences course from those with prefixes BIOS, PHYS or SCI as part of this requirement.

- BUSN115 Introduction to Business and Technology (3)
- BUSN278 Budgeting and Forecasting (4)
- BUSN319 Marketing (3)
- CIS115 Logic and Design (3)
- CIS206 Architecture and Operating Systems with Lab (4)
- COMP100 Computer Applications for Business with Lab (2)
- MGMT303 Principles of Management (3)
- MGMT404 Project Management (4)
- MGMT410 Human Resource Management (4)

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**Senior Project** **3**

- BUSN460 Senior Project (3)

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**Analytics and Computing – selection by concentration** **12**

***Analytics<sup>5</sup> – All students except those selecting the Business Intelligence & Analytics Management concentration***

*The analytics course sequence is for students who want to learn how to implement business analytics and modelling techniques. Students leverage traditional and big data sources as well as design, develop, and implement data warehouse solutions.*

- BIAM300 Managerial Applications of Business Analytics (4)
- BIAM400 Applied Business Analytics (4)
- BIAM410 Database Concepts in Business Intelligence (4)

***Computing – Business Intelligence & Analytics Management concentration students***

*The computing course sequence is for students who want to develop a basic understanding of programming logic, databases, scripting languages, web applications applied to business models, and integrating text and graphics into web environments.*

- CIS170C Programming with Lab (4)
- CIS247C Object-Oriented Programming with Lab (4)
- COMP230 Introduction to Scripting and Database with Lab (4)

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**Concentration** **Credit hours vary by selection**

Students select one concentration below.

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**Accounting** **28**

- ACCT304 Intermediate Accounting I (4)
- ACCT305 Intermediate Accounting II (4)
- ACCT312 Intermediate Accounting III (4)
- ACCT405 Advanced Accounting (4)
- ACCT429 Federal Income Taxation (4)
- ACCT444 Auditing (4)

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<sup>5</sup> Students selecting the Accounting concentration interested in sitting for the CPA exam in Texas complete ACCT349, ACCT440 and MGMT330 as elective course options instead of the Analytics option. Successful completion of topics presented in these courses is required to sit for the CPA exam in Texas. Additional requirements also apply to students wishing to sit for the CPA exam; students should check with the Texas Board of Public Accountancy for details.

- ACCT451 Accounting Information Systems with Lab (4)

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**Business Intelligence and Analytics Management** **27**

- BIAM300 Managerial Applications of Business Analytics (4)
- BIAM400 Applied Business Analytics (4)
- BIAM410 Database Concepts in Business Intelligence (4)
- BIAM420 Introduction to Internet Analytics (4)
- BUSN350 Business Analysis (3)
- GSCM206 Managing Operations Across the Supply Chain (4)
- GSCM209 Supply Chain Management Decision Support Tools and Applications (4)

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**Finance** **27**

- ACCT304 Intermediate Accounting I (4)
- ACCT429 Federal Income Taxation (4)
- BUSN379 Finance (3)
- FIN351 Investment Fundamentals and Security Analysis (4)
- FIN364 Money and Banking (4)
- FIN382 Financial Statement Analysis (4)
- FIN390 Fixed Income Securities Analysis (4)

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**Global Supply Chain Management** **28**

- GSCM206 Managing Operations Across the Supply Chain (4)
- GSCM209 Supply Chain Management Decision Support Tools and Applications (4)
- GSCM326 Total Quality Management (4)
- GSCM330 Strategic Supply and Master Planning (4)
- GSCM434 Supply Chain Logistics, Distribution and Warehousing (4)
- GSCM440 Supply Chain Procurement Management and Sourcing Strategy (4)
- GSCM460 Global Issues in Supply Chain Management (4)

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**Health Services Management** **28**

- HSM310 Introduction to Health Services Management (4)
- HSM320 Health Rights and Responsibilities (4)
- HSM330 Health Services Information Systems (4)
- HSM340 Health Services Finance (4)
- HSM410 Healthcare Policy (4)
- HSM420 Managed Care and Health Insurance (4)
- HSM430 Planning and Marketing for Health Services Organizations (4)

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**Hospitality Management** **28**

- HOSP310 Introduction to Hospitality Management (4)
- HOSP320 Foundations of Hotel Management (4)
- HOSP330 Meetings and Events Management (4)
- HOSP410 Restaurant Management (4)
- HOSP420 Food Safety and Sanitation (4)

- HOSP440 Casino Management (4)
- HOSP450 Tourism Management (4)

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**Human Resource Management**

**28**

- BUSN412 Business Policy (4)
- HRM320 Employment Law (4)
- HRM330 Labor Relations (4)
- HRM340 Human Resource Information Systems (4)
- HRM410 Strategic Staffing (4)
- HRM420 Training and Development (4)
- HRM430 Compensation and Benefits (4)

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**Information Technology – one option is selected**

***Cisco Networking Fundamentals***

**27**

- COMP230 Introduction to Scripting and Database with Lab (4)
- NETW203 Cisco Networking Academy – Introduction to Networking with Lab (3)
- NETW205 Cisco Networking Academy – Introduction to Routing with Lab (3)
- NETW207 Cisco Networking Academy – Introduction to Switching with Lab (3)
- NETW209 Cisco Networking Academy – Introduction to WAN Technologies with Lab (3)
- NETW230 Network Operating Systems – Windows, with Lab (4)
- SEC280 Principles of Information Systems Security (3)
- SEC440 Information Systems Security Planning and Audit (4)

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***Networking Fundamentals***

**27**

- COMP230 Introduction to Scripting and Database with Lab (4)
- NETW202 Introduction to Networking with Lab (3)
- NETW204 Introduction to Routing with Lab (3)
- NETW206 Introduction to Switching with Lab (3)
- NETW208 Introduction to WAN Technologies with Lab (3)
- NETW230 Network Operating Systems – Windows, with Lab (4)
- SEC280 Principles of Information Systems Security (3)
- SEC440 Information Systems Security Planning and Audit (4)

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**Project Management**

**27**

- ACCT360 Managerial Accounting (3)
- GSCM326 Total Quality Management (4)
- MGMT340 Business Systems Analysis (4)
- PROJ330 Human Resources and Communications in Projects (4)
- PROJ410 Contracts and Procurement (4)
- PROJ420 Project Risk Management (4)
- PROJ430 Advanced Project Management (4)

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**Sales and Marketing**

**27**

- MKTG310 Consumer Behavior (4)
- MKTG320 Market Research (4)
- MKTG340 Digital Marketing Fundamentals (3)
- MKTG410 Advertising and Public Relations (4)
- MKTG425 Personal Selling and Sales Management (4)
- MKTG430 International Marketing (4)
- SBE330 Creativity, Innovation and New Product Development (4)

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### **Small Business Management and Entrepreneurship**

**28**

- BUSN258 Customer Relations (4)
- BUSN412 Business Policy (4)
- SBE310 Small Business Management and Entrepreneurship (4)
- SBE330 Creativity, Innovation and New Product Development (4)
- SBE420 Operational Issues in Small Business Management (4)
- SBE430 E-Commerce for Small Business (4)
- SBE440 Business Plan Writing for Small Businesses and Entrepreneurs (4)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

*Note: Students should check with their advisor to determine if they are able to apply prior credits to satisfy degree requirements, especially in General Education course areas (Communication Skills, Humanities, Social Sciences, Mathematics and Natural Sciences). A minimum of six credit hours is required in each General Education course area.*

*Note: Most state boards of accountancy require 150 credit hours of post-secondary education in order to sit for the CPA exam. As this program is less than 150 credit hours, this program alone does not meet the minimum coursework requirements to sit for the CPA exam. Students interested in sitting for the CPA exam should check their state's requirements.*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Management degree program include: Financial Analyst; General and Operations Managers; Sales Managers; Administrative Services Managers; Industrial Production Managers; Transportation Managers, Storage and Distribution Managers; Construction Managers; Social and Community Service Managers; Cost Estimators; Management Analysts.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bm-ge](http://devry.edu/bm-ge).***

***For additional program information, visit [devry.edu/bm](http://devry.edu/bm).***

## Technical Management Program

The bachelor's degree completion program in Technical Management is designed to prepare students to meet the challenges of a high-tech, global marketplace by bringing the real world into the classroom. This bachelor's degree can help students learn the management skills needed to work in many business areas and industries, such as accounting, project management, and information technology. Additionally, through experiential projects, students can develop the business acumen needed in today's business world.

Included with the program are technical specialties and a general technical option 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 technical specialty by the time they have earned 30 semester-credit hours toward their degree.

### **TECHPATH**

So many aspects of today's business world are infused with technology that businesses are already experiencing a tech skills gap -- and not just hard skills like we teach in our Information Systems, Networking or Engineering programs. But also "applied tech skills," the kind it takes to get things done in offices and conference rooms around the globe. That is what students will learn through DeVry's distinctive **TechPath** approach, seamlessly integrated throughout this program. Developed at DeVry, **TechPath** business classes are designed to give students the ability and confidence to navigate our dynamic Internet of Things economy. And the knowledge and experience to connect people, process, data and devices to help solve the business challenges that come along.

*Note: Prior college credit is required for those who wish to be admitted to the BSTM program, except for those enrolled at a New Jersey location (see [Additional Admission Requirements for Technical Management Program Applicants](#)).*

### **Program Outcomes**

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

- Effectively use applied research and problem-solving skills.
- Communicate effectively both orally and in writing.
- Work effectively within a team environment.
- Demonstrate supervisory and management skills within a specialty and across business functions.
- Apply critical thinking skills to identify and evaluate existing processes, assess needs and structure business approaches.

### **Individual Plans of Study**

Students should check with their advisor to determine if they are able to apply prior credits to satisfy degree requirements, especially in General Education course areas (Communication Skills, Humanities, Social Sciences, Mathematics and Natural Sciences). A minimum of six credit hours is required in each General Education course area. 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 (in New York, Bachelor of Professional Studies in Technical Management; in Ohio, Bachelor of Technical Management)

**Semesters:** 8 full time

**Minimum credit hours required for graduation:** 122<sup>1</sup>

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

Additional information is available in [Programmatic Accreditation and Recognition](#).

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>8<sup>2</sup></b>
<ul style="list-style-type: none"> <li>ENGL112<sup>3</sup> Composition (4)</li> <li>ENGL135 Advanced Composition (4)</li> </ul>	
<b>Humanities<sup>4</sup></b>	<b>6</b>
<ul style="list-style-type: none"> <li>ETHC445 Principles of Ethics (3)</li> <li>LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>6</b>
<ul style="list-style-type: none"> <li>ECON312 Principles of Economics (3)</li> <li>SOCS185<sup>5</sup> Culture and Society (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>12</b>
<ul style="list-style-type: none"> <li>MATH114 Algebra for College Students (4)</li> </ul>	

<sup>1</sup> 125 for students enrolled at a Pennsylvania location.

<sup>2</sup> 7 for students enrolled at a New Jersey location.

<sup>3</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>4</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<sup>5</sup> Students enrolled at a Nevada location must take POLI332 as part of this requirement or the General Education Option.

- MATH221 Statistics for Decision-Making (4)
- SCI228<sup>6</sup> Nutrition, Health and Wellness with Lab (4)

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**Additional General Education Selection** **3**

- SPCH275 Public Speaking (3)

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**Personal and Professional Development** **5**

- CARD405 Career Development (2)
- COLL148 Critical Thinking and Problem-Solving (3)

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**Business, Management and Technology** **27**

- ACCT212 Financial Accounting (4)
- BIS155 Data Analysis with Spreadsheets with Lab (3)
- BIS245 Database Essentials for Business with Lab (4)
- BUSN115 Introduction to Business and Technology (3)
- BUSN412 Business Policy (4)
- COMP100 Computer Applications for Business with Lab (2)
- MGMT303 Principles of Management (3)
- MGMT404 Project Management (4)

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**Senior Project** **3**

- BUSN460 Senior Project (3)

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**Electives<sup>7,8</sup>** **25**

The following suggested electives follow the TechPath and ensure students meet prerequisite requirements. Qualifying prior college coursework not meeting other program requirements may be applied toward the elective hours. Students may request alternate elective courses through academic advising.

- BUSN319 Marketing (3)
- BUSN369 International Business (4)
- CIS115 Logic and Design (3)
- CIS170C Programming with Lab (4)
- CIS206 Architecture and Operating Systems with Lab (4)
- MGMT408 Management of Technology Resources (3)
- SEC310 Principles and Theory of Security Management (4)

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<sup>6</sup> Students enrolled at a New Jersey location may take PHYS204 or SCI200 to fulfill this requirement.

<sup>7</sup> Students enrolled at a New Jersey location must take 55 semester-credit hours of general education coursework. Fifteen semester-credit hours of general education coursework may be applied to the Electives course area.

<sup>8</sup> Students selecting the Accounting technical specialty interested in sitting for the CPA exam in Texas complete ACCT349, ACCT440 and MGMT330 as elective course options. Successful completion of topics presented in these courses is required to sit for the CPA exam in Texas. Additional requirements also apply to students wishing to sit for the CPA exam; students should check with the Texas Board of Public Accountancy for details.



**Technical Specialty****Credit hours vary by selection**

Students select one of the technical specialty options below. A technical specialty consists of a sequence of interrelated courses focusing on a particular career area. With approval from their student support advisor or academic advisor, students choose one of the following options to meet this requirement.

**Option 1 – General Technical Option****27**

*The general technical option is designed for students who wish to apply prior coursework to a particular career area. DeVry coursework, qualifying coursework from a prior college experience, or a combination of DeVry and qualifying prior coursework may apply.*

**Option 2 – Business Administration Specialty<sup>9</sup>**

*The following business administration specialties are designed for students who wish to focus on a particular career area in a business or management field.*

**Accounting****28**

- ACCT304 Intermediate Accounting I (4)
- ACCT305 Intermediate Accounting II (4)
- ACCT312 Intermediate Accounting III (4)
- ACCT405 Advanced Accounting (4)
- ACCT429 Federal Income Taxation (4)
- ACCT444 Auditing (4)
- ACCT451 Accounting Information Systems with Lab (4)

**Business Intelligence and Analytics Management****27**

- BIAM300 Managerial Applications of Business Analytics (4)
- BIAM400 Applied Business Analytics (4)
- BIAM410 Database Concepts in Business Intelligence (4)
- BIAM420 Introduction to Internet Analytics (4)
- BUSN350 Business Analysis (3)
- GSCM206 Managing Operations Across the Supply Chain (4)
- GSCM209 Supply Chain Management Decision Support Tools and Applications (4)

**Finance****27**

- ACCT304 Intermediate Accounting I (4)
- ACCT429 Federal Income Taxation (4)
- BUSN278 Budgeting and Forecasting (4)
- BUSN379 Finance (3)
- FIN364 Money and Banking (4)
- FIN382 Financial Statement Analysis (4)
- FIN390 Fixed Income Securities Analysis (4)

**Global Supply Chain Management****28**

<sup>9</sup> Students enrolled at a North Carolina location may not select this option.

- GSCM206 Managing Operations Across the Supply Chain (4)
- GSCM209 Supply Chain Management Decision Support Tools and Applications (4)
- GSCM326 Total Quality Management (4)
- GSCM330 Strategic Supply and Master Planning (4)
- GSCM434 Supply Chain Logistics, Distribution and Warehousing (4)
- GSCM440 Supply Chain Procurement Management and Sourcing Strategy (4)
- GSCM460 Global Issues in Supply Chain Management (4)

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***Health Services Management*** **28**

- HSM310 Introduction to Health Services Management (4)
- HSM320 Health Rights and Responsibilities (4)
- HSM330 Health Services Information Systems (4)
- HSM340 Health Services Finance (4)
- HSM410 Healthcare Policy (4)
- HSM420 Managed Care and Health Insurance (4)
- HSM430 Planning and Marketing for Health Services Organizations (4)

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***Hospitality Management*** **28**

- HOSP310 Introduction to Hospitality Management (4)
- HOSP320 Foundations of Hotel Management (4)
- HOSP330 Meetings and Events Management (4)
- HOSP410 Restaurant Management (4)
- HOSP420 Food Safety and Sanitation (4)
- HOSP440 Casino Management (4)
- HOSP450 Tourism Management (4)

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***Human Resource Management*** **28**

- HRM320 Employment Law (4)
- HRM330 Labor Relations (4)
- HRM340 Human Resource Information Systems (4)
- HRM410 Strategic Staffing (4)
- HRM420 Training and Development (4)
- HRM430 Compensation and Benefits (4)
- MGMT410 Human Resource Management (4)

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***Information Technology – Cisco Networking Fundamentals*** **27**

- COMP230 Introduction to Scripting and Database with Lab (4)
- NETW203 Cisco Networking Academy – Introduction to Networking with Lab (3)
- NETW205 Cisco Networking Academy – Introduction to Routing with Lab (3)
- NETW207 Cisco Networking Academy – Introduction to Switching with Lab (3)

- NETW209 Cisco Networking Academy – Introduction to WAN Technologies with Lab (3)
- NETW230 Network Operating Systems – Windows, with Lab (4)
- SEC280 Principles of Information Systems Security (3)
- SEC440 Information Systems Security Planning and Audit (4)

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***Information Technology – Networking Fundamentals***

**27**

- COMP230 Introduction to Scripting and Database with Lab (4)
- NETW202 Introduction to Networking with Lab (3)
- NETW204 Introduction to Routing with Lab (3)
- NETW206 Introduction to Switching with Lab (3)
- NETW208 Introduction to WAN Technologies with Lab (3)
- NETW230 Network Operating Systems – Windows, with Lab (4)
- SEC280 Principles of Information Systems Security (3)
- SEC440 Information Systems Security Planning and Audit (4)

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***Project Management***

**27**

- ACCT360 Managerial Accounting (3)
- GSCM326 Total Quality Management (4)
- MGMT340 Business Systems Analysis (4)
- PROJ330 Human Resources and Communications in Projects (4)
- PROJ410 Contracts and Procurement (4)
- PROJ420 Project Risk Management (4)
- PROJ430 Advanced Project Management (4)

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***Sales and Marketing***

**27**

- MKTG310 Consumer Behavior (4)
- MKTG320 Market Research (4)
- MKTG340 Digital Marketing Fundamentals (3)
- MKTG410 Advertising and Public Relations (4)
- MKTG425 Personal Selling and Sales Management (4)
- MKTG430 International Marketing (4)
- SBE330 Creativity, Innovation and New Product Development (4)

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***Small Business Management and Entrepreneurship***

**28**

- BUSN258 Customer Relations (4)
- BUSN278 Budgeting and Forecasting (4)
- MGMT410 Human Resource Management (4)
- SBE310 Small Business Management and Entrepreneurship (4)
- SBE420 Operational Issues in Small Business Management (4)
- SBE430 E-Commerce for Small Business (4)
- SBE440 Business Plan Writing for Small Businesses and Entrepreneurs (4)

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

- CRMJ300 Criminal Justice (3)
- CRMJ310 Law Enforcement (3)
- CRMJ315 Juvenile Justice (3)
- CRMJ320 Theory and Practice of Corrections (3)
- CRMJ400 Criminology (3)
- CRMJ410 Criminal Law and Procedure (3)
- CRMJ420 Criminal Investigation (3)
- CRMJ425 Ethics and Criminal Justice (3)
- CRMJ450 Terrorism Investigation (3)

*Note: Students selection the general technical option or a business administration specialty who wish to complete the internship course sequence (INTP491 and INTP492) may request approval from the appropriate academic administrator to take these courses in lieu of one of the specialty courses.*

*Note: Most state boards of accountancy require 150 credit hours of post-secondary education in order to sit for the CPA exam. As this program is less than 150 credit hours, this program alone does not meet the minimum coursework requirements to sit for the CPA exam. Students interested in sitting for the CPA exam should check their state's requirements.*

*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.*

### **Technical Management Program – Health Information Management (HIM) Specialty**

The Health Information Management Specialty is designed for students who wish to develop a solid business foundation for the workplace. This specialization further focuses studies by helping students become familiar with information systems and health policy in support of careers in healthcare settings.

*To complete their program, students in the HIM technical specialty must meet requirements outlined in [Healthcare Practicum and Clinical Coursework Requirements](#) and in [Healthcare Site Requirements](#).*

*Those who have earned a Medical Billing & Coding (MBC) certificate or an associate degree in Health Information Technology (HIT) through DeVry University can apply coursework in these programs toward the bachelor's degree in Technical Management.*

#### **Program Outline**

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support

advisor to determine whether alternates are available for any course listed below. Additional information is found in [Course Descriptions](#).

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Communication Skills</b>	<b>8</b>
<ul style="list-style-type: none"> <li>ENGL112 Composition (4)</li> <li>ENGL135 Advanced Composition (4)</li> </ul>	
<b>Humanities</b>	<b>6</b>
<ul style="list-style-type: none"> <li>ETHC445 Principles of Ethics (3)</li> <li>LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>6</b>
<ul style="list-style-type: none"> <li>ECON312 Principles of Economics (3)</li> <li>SOCS185 Culture and Society (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>16</b>
<ul style="list-style-type: none"> <li>MATH114 Algebra for College Students (4)</li> <li>MATH221 Statistics for Decision-Making (4)</li> <li>BIOS105 Fundamentals of Human Anatomy and Physiology with Lab (4)</li> <li>BIOS267 Pathopharmacology (4)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>CARD405 Career Development (2)</li> <li>COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Business, Management and Technology</b>	<b>26</b>
<ul style="list-style-type: none"> <li>ACCT212 Financial Accounting (4)</li> <li>BIS155 Data Analysis with Spreadsheets with Lab (3)</li> <li>BUSN115 Introduction to Business and Technology (3)</li> <li>BUSN412 Business Policy (4)</li> <li>COMP100 Computer Applications for Business with Lab (2)</li> <li>HIT230 Health Insurance and Reimbursement (3)</li> <li>MGMT303 Principles of Management (3)</li> <li>MGMT404 Project Management (4)</li> </ul>	
<b>Senior Project</b>	<b>3</b>
<ul style="list-style-type: none"> <li>BUSN460 Senior Project (3)</li> </ul>	
<b>Health Information Technology</b>	<b>25</b>
<ul style="list-style-type: none"> <li>HIT111 Basic Medical Terminology (3)</li> <li>HIT120 Introduction to Health Services and Information Systems (4)</li> <li>HIT141 Health Information Processes with Lab (4)</li> <li>HIT170 Health Information Fundamentals Practicum (2)</li> <li>HIT203 International Classification of Diseases Coding I with Lab (3)</li> <li>HIT205 International Classification of Diseases Coding II with Lab (3)</li> </ul>	

- HIT211 Current Procedural Terminology Coding with Lab (4)
- HIT220 Legal and Regulatory Issues in Health Information (2)

### **Health Information Management Specialty**

**27**

- HIM335 Health Information Systems and Networks with Lab (3)
- HIM355 Advanced Classification Systems and Management with Lab (3)
- HIM370 Healthcare Data Security and Privacy (3)
- HIM410 Health Information Financial Management (3)
- HIM420 Healthcare Total Quality Management (4)
- HIM435 Management of Health Information Functions and Services (4)
- HIM460 Health Information Management Practicum (3)
- MATH325 Healthcare Statistics and Research (4)

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Technical Management (in New York, Bachelor of Professional Studies in Technical Management; in Ohio, Bachelor of Technical Management) degree program include: Managers, all other.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/btm-ge](http://devry.edu/btm-ge).***

***For additional program information, visit [devry.edu/btm](http://devry.edu/btm).***

## College of Engineering & Information Sciences

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

The following pages provide details on undergraduate programs offered through the College of Engineering & Information Sciences. Further information on graduate degree programs and offerings available through the College is available via [www.devry.edu](http://www.devry.edu).

### Engineering & Information Sciences Programs

#### Associate Degree

- [Electronics & Computer Technology](#)
- [Network Systems Administration](#)

#### Bachelor's Degree

- [Biomedical Engineering Technology](#)
- [Computer Engineering Technology and Engineering Technology – Computers](#)
- [Computer Information Systems](#)
- [Electronics Engineering Technology and Engineering Technology – Electronics](#)
- [Network & Communications Management](#)

#### Master's Degree

See the Keller Graduate School of Management [catalog](#) for information on the following programs.

- Information Systems Management
- Network & Communications Management

## 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.

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**.

Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

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

### **Program Outcomes**

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 of Applied Science in Electronics and Computer Technology (in Florida, Associate of Science in Electronics and Computer Technology; in New Jersey, New York and Pennsylvania, Associate in Applied Science in Electronics and Computer Technology)

**Semesters:** 5 full time

**Minimum credit hours required for graduation:** 71<sup>1,2</sup>

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<sup>1</sup> 66 for students enrolled at a New Jersey location.

<sup>2</sup> 72 for Ohio residents enrolled as online students and for students enrolled at an Ohio location.



**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>7<sup>3</sup></b>
<ul style="list-style-type: none"> <li>ENGL112<sup>4</sup> Composition (4)</li> <li>ENGL206 Technical Communication (3)</li> </ul>	
<b>Humanities</b>	<b>3</b>
<ul style="list-style-type: none"> <li>ETHC232 Ethical and Legal Issues in the Professions (3)</li> </ul>	
<b>Social Sciences</b>	<b>3</b>
<ul style="list-style-type: none"> <li>SOCS185<sup>5</sup> Culture and Society (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>8</b>
<ul style="list-style-type: none"> <li>MATH103 Beginning Algebra (4)</li> <li>PHYS204 Applied Physics with Lab (4)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>CARD205 Career Development (2)</li> <li>COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Electrical and Electronic Circuits</b>	<b>12</b>
<ul style="list-style-type: none"> <li>ECT122 Electronic Systems I with Lab (4)</li> <li>ECT125 Electronic Systems II with Lab (4)</li> <li>ECT246 Electronic Systems III with Lab (4)</li> </ul>	
<b>Digital and Computer Systems</b>	<b>16</b>
<ul style="list-style-type: none"> <li>CEIS100 Introduction to Engineering Technology and Information Sciences (2)</li> <li>CIS115 Logic and Design (3)</li> <li>CIS206 Architecture and Operating Systems with Lab (4)</li> <li>ECT114 Digital Fundamentals with Lab (4)</li> </ul>	

<sup>3</sup> 6 for students enrolled at a New Jersey location.

<sup>4</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>5</sup> Students enrolled at a Nevada location must take POLI332 in lieu of this requirement.

- SEC280 Principles of Information Systems Security (3)

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### **Integrated Electronic Systems**

**8**

- ECT263 Communications Systems with Lab (4)
- ECT284 Automation and Control Systems with Lab (4)

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### **Computer Networks**

**9<sup>6</sup>**

*One of:*

- NETW202 Introduction to Networking with Lab (3)
- NETW203 Cisco Networking Academy – Introduction to Networking with Lab (3)

*One of:*

- NETW204 Introduction to Routing with Lab (3)
- NETW205 Cisco Networking Academy – Introduction to Routing with Lab (3)

*One of:*

- NETW206 Introduction to Switching with Lab (3)
- NETW207 Cisco Networking Academy – Introduction to Switching with Lab (3)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Associate of Applied Science in Electronics and Computer Technology (in Florida, Associate of Science in Electronics and Computer Technology; in New Jersey, New York and Pennsylvania, Associate in Applied Science in Electronics and Computer Technology) degree program include: Electronics Engineering Technicians; Electrical Engineering Technicians.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/aect-ge](http://devry.edu/aect-ge).***

***For additional program information, visit [devry.edu/aect](http://devry.edu/aect).***

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<sup>6</sup> 10 for Ohio residents enrolled as online students and for students enrolled at an Ohio location

<sup>7</sup> Ohio residents enrolled as online students, and students enrolled at an Ohio location, must take one of the following in lieu of this requirement: BIOS105, ENGL135, ENGL216, MATH114, SCI228.

## 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.

The program offers tracks as shown in the following program outline. Students must choose an area of specialization before they begin the program.

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**.

Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

### **Program Outcomes**

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

**Semesters:** 5 full time

**Minimum credit hours required for graduation:** 67<sup>1,2</sup>

**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. Credit hours beyond the minimum may affect program

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<sup>1</sup> 65 for students enrolled at a New Jersey location.

<sup>2</sup> 70 for students enrolled at a Pennsylvania location.

length and cost. Students should contact their student support advisor or academic advisor for more information.

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>11<sup>3</sup></b>
<ul style="list-style-type: none"> <li>ENGL112<sup>4</sup> Composition (4)</li> <li>ENGL135 Advanced Composition (4)</li> <li>SPCH275 Public Speaking (3)</li> </ul>	
<b>Humanities<sup>5</sup></b>	<b>3</b>
<ul style="list-style-type: none"> <li>ETHC232 Ethical and Legal Issues in the Professions (3)</li> </ul>	
<b>Social Sciences</b>	<b>3</b>
<ul style="list-style-type: none"> <li>SOCS185<sup>6</sup> Culture and Society (3)</li> </ul>	
<b>Mathematics<sup>7</sup></b>	<b>8</b>
<ul style="list-style-type: none"> <li>MATH103 Beginning Algebra (4)</li> <li>MATH114 Algebra for College Students (4)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>CARD205 Career Development (2)</li> <li>COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Business and Computing Applications</b>	<b>15</b>
<ul style="list-style-type: none"> <li>CEIS100 Introduction to Engineering Technology and Information Sciences (2)</li> <li>CIS206 Architecture and Operating Systems with Lab (4)</li> <li>COMP100 Computer Applications for Business with Lab (2)</li> <li>COMP230 Introduction to Scripting and Database with Lab (4)</li> <li>SEC280 Principles of Information Systems Security (3)</li> </ul>	
<b>Network Operating Systems and Technologies</b>	<b>11</b>
<ul style="list-style-type: none"> <li>NETW230 Network Operating Systems – Windows, with Lab (4)</li> <li>NETW240 Network Operating Systems – UNIX, with Lab (4)</li> <li>NETW250 Voice/VoIP Administration with Lab (3)</li> </ul>	

<sup>3</sup> 10 for students enrolled at a New Jersey location.

<sup>4</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>5</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<sup>6</sup> Students enrolled at a Nevada location must take POLI332 in lieu of this requirement.

<sup>7</sup> Students enrolled at a New Jersey location must take one of the following additional natural science courses as part of this requirement for a total of 11-12 credit hours in this course area: BIOS105; BIOS135; PHYS204; SCI200.

**Cisco Networking Fundamentals**

- NETW203 Cisco Networking Academy – Introduction to Networking with Lab (3)
- NETW205 Cisco Networking Academy – Introduction to Routing with Lab (3)
- NETW207 Cisco Networking Academy – Introduction to Switching with Lab (3)
- NETW209 Cisco Networking Academy – Introduction to WAN Technologies with Lab (3)

**Networking Fundamentals**

- NETW202 Introduction to Networking with Lab (3)
- NETW204 Introduction to Routing with Lab (3)
- NETW206 Introduction to Switching with Lab (3)
- NETW208 Introduction to WAN Technologies with Lab (3)

Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).

**Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Associate of Applied Science in Network Systems Administration (in Florida, Associate of Science in Network Systems Administration; in New York and Pennsylvania, Associate in Applied Science in Network Systems Administration) degree program include: Computer Network Support Specialists.**

**Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/ansa-ge](http://devry.edu/ansa-ge).**

**For additional program information, visit [devry.edu/ansa](http://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 applications-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.

### Notes:

- To complete their program, BMET students must meet requirements outlined in [Electronics and Engineering Technology – General Course Requirements](#) and may also have to satisfy requirements outlined in [Healthcare Site Requirements](#).
- Coursework may be taken onsite and online, as available, to fulfil graduation 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 Association for the Advancement of Medical Instrumentation (AAMI), 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 (in New York, Bachelor of Technology in Biomedical Engineering Technology)

**Semesters:** 9 full time

**Minimum credit hours required for graduation:** 139<sup>1,2</sup>

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

Additional information is available in [Programmatic Accreditation and Recognition](#).

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>15<sup>3</sup></b>
<ul style="list-style-type: none"> <li>• ENGL112<sup>4</sup> Composition (4)</li> <li>• ENGL135 Advanced Composition (4)</li> <li>• ENGL216 Technical Writing (4)</li> <li>• SPCH275 Public Speaking (3)</li> </ul>	
<b>Humanities<sup>5</sup></b>	<b>9</b>
<ul style="list-style-type: none"> <li>• HUMN303 Introduction to the Humanities (3)</li> <li>• ETHC445 Principles of Ethics (3)</li> <li>• LAS432 Technology, Society, and Culture (3)</li> </ul>	

<sup>1</sup> 133 for students enrolled at a New Jersey location.

<sup>2</sup> 142 for students enrolled at a Pennsylvania location.

<sup>3</sup> 14 for students enrolled at a New Jersey location.

<sup>4</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>5</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<b>Social Sciences</b>	<b>6</b>
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• ECON312 Principles of Economics (3)	
• SOCS185 Culture and Society (3)	
<b>Mathematics and Analytical Methods</b>	<b>16</b>
<hr/>	
• ECET345 Signals and Systems with Lab (4)	
• MATH190 Pre-Calculus (4)	
• MATH260 Applied Calculus I (4)	
• MATH270 Applied Calculus II (4)	
<b>Natural Sciences</b>	<b>16</b>
<hr/>	
• BIOS135 Foundations in Biology and Chemistry with Lab (4)	
• BIOS195 Anatomy and Physiology for Health Sciences with Lab (4)	
• PHYS310 College Physics I with Lab (4)	
• PHYS320 College Physics II with Lab (4)	
<b>Personal and Professional Development</b>	<b>5</b>
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• CARD405 Career Development (2)	
• COLL148 Critical Thinking and Problem-Solving (3)	
<b>Electronic Circuits and Devices</b>	<b>20</b>
<hr/>	
• CEIS100 Introduction to Engineering Technology and Information Sciences (2)	
• ECET105 Digital Fundamentals with Lab (2)	
• ECET110 Electronic Circuits and Devices I with Lab (4)	
• ECET210 Electronic Circuits and Devices II with Lab (4)	
• ECET220 Electronic Circuits and Devices III with Lab (4)	
• ECET350 Signal Processing with Lab (4)	
<b>Digital Circuits and Microprocessors</b>	<b>12</b>
<hr/>	
• ECET230 Digital Circuits and Systems with Lab (4)	
• ECET330 Microprocessor Architecture with Lab (4)	
• ECET340 Microprocessor Interfacing with Lab (4)	
<b>Computer Programming and Networking</b>	<b>19</b>
<hr/>	
• CIS170C Programming with Lab (4)	
• CIS247C Object-Oriented Programming with Lab (4)	
• CIS355A Business Application Programming with Lab (4)	
• ECET375 Data Communications and Networking with Lab (4)	
• NETW310 Wired, Optical and Wireless Communications with Lab (3)	
<b>Biomedical Engineering Technology</b>	<b>16</b>
<hr/>	
• BMET313 Biomedical Equipment and Instrumentation I with Lab (4)	
• BMET323 Biomedical Equipment and Instrumentation II with Lab (4)	
• BMET433 Medical Imaging Technology with Lab (4)	
• BMET436 Telemedicine and Medical Informatics with Lab (4)	



**Senior Project Design and Development** **5**

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- ECET390 Product Development (2)
- ECET492L Senior Project Development Lab I (1)
- ECET493L Senior Project Development Lab II (1)
- ECET494L Senior Project Development Lab III (1)

**Technology Integration** **2**

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- ECET299 Technology Integration I (1)
- ECET497 Technology Integration II (1)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Biomedical Engineering Technology degree program include: Medical Equipment Repairers.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bbet-ge](http://devry.edu/bbet-ge).***

***For additional program information, visit [devry.edu/bbet](http://devry.edu/bbet).***

## Computer Engineering Technology and Engineering Technology – Computers Programs

The Computer Engineering Technology (CET) program offered at DeVry University campuses prepares students to join the workforce as technical professionals in a variety of industries, including information technology. DeVry University students also have the option of earning a degree online with our bachelor's degree program in Engineering Technology – Computers (ET–C). Coursework offered in these programs is identical, and courses may be taken onsite and online to fulfill graduation requirements.

CET and ET–C program graduates take an applications-oriented approach to designing and implementing software, interfaces that link computers to other physical systems, and computer systems or other digital subsystems. They design software systems; create code and protocols; test and evaluate hardware and software products and processes; and diagnose and solve problems. Graduates should also possess appropriate knowledge, experience and skills to function effectively in multidisciplinary teams, adapt to changes in technical environments throughout their careers and progress in their professional responsibilities.

### Notes:

- *To complete their programs, CET and ET–C students must meet requirements outlined in [Electronics and Engineering Technology Programs – General Course Requirements](#).*
- *For information on accreditation, please see the [Programmatic Accreditation and Recognition](#) section.*

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**.

Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

### Program Educational Objectives

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. Program educational objectives are based on the needs of the program's constituencies. The CET and ET–C programs have the same objectives including:

- Finding employment in a computer-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 describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program. The CET and ET–C programs have the same student outcomes including:

- 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 applicable to computer engineering technology programs contained within the ETAC of *ABET Criteria for Accrediting Engineering Technology Programs*.

## Program Details

**Degree:** Bachelor of Science in Computer Engineering Technology (in New York, Bachelor of Technology in Computer Engineering Technology) or Bachelor of Science in Engineering Technology – Computers

**Semesters:** 9 full time

**Minimum credit hours required for graduation:** 139

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

## Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support

advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Communication Skills</b>	<b>15</b>
<ul style="list-style-type: none"> <li>• ENGL112 Composition (4)</li> <li>• ENGL135 Advanced Composition (4)</li> <li>• ENGL216 Technical Writing (4)</li> <li>• SPCH275 Public Speaking (3)</li> </ul>	
<b>Humanities</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• HUMN303 Introduction to the Humanities (3)</li> <li>• ETHC445 Principles of Ethics (3)</li> <li>• LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• ECON312 Principles of Economics (3)</li> <li>• SOCS185 Culture and Society (3)</li> <li>• SOCS325 Environmental Sociology (3)</li> </ul>	
<b>Mathematics, Analytical Methods and Natural Sciences</b>	<b>24</b>
<ul style="list-style-type: none"> <li>• ECET345 Signals and Systems with Lab (4)</li> <li>• MATH190 Pre-Calculus (4)</li> <li>• MATH260 Applied Calculus I (4)</li> <li>• MATH270 Applied Calculus II (4)</li> <li>• PHYS310 College Physics I with Lab (4)</li> <li>• PHYS320 College Physics II with Lab (4)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• CARD405 Career Development (2)</li> <li>• COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Electronic Circuits and Devices</b>	<b>16</b>
<ul style="list-style-type: none"> <li>• ECET110 Electronic Circuits and Devices I with Lab (4)</li> <li>• ECET210 Electronic Circuits and Devices II with Lab (4)</li> <li>• ECET220 Electronic Circuits and Devices III with Lab (4)</li> <li>• ECET350 Signal Processing with Lab (4)</li> </ul>	
<b>Digital Circuits and Microprocessors</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• CEIS100 Introduction to Engineering Technology and Information Sciences (2)</li> <li>• ECET105 Digital Fundamentals with Lab (2)</li> <li>• ECET230 Digital Circuits and Systems with Lab (4)</li> <li>• ECET330 Microprocessor Architecture with Lab (4)</li> <li>• ECET340 Microprocessor Interfacing with Lab (4)</li> <li>• ECET365 Embedded Microprocessor Systems with Lab (4)</li> </ul>	

## **Computer Programming and Networking** **35**

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- CEIS295 Data Structures and Algorithms (3)
- CIS170C Programming with Lab (4)
- CIS247C Object-Oriented Programming with Lab (4)
- CIS336 Introduction to Database with Lab (4)
- CIS355A Business Application Programming with Lab (4)
- ECET360 Operating Systems with Lab (4)
- ECET375 Data Communications and Networking with Lab (4)
- ECET465 Advanced Networks with Lab (4)
- ECET490 Distributed Computing System Design with Lab (4)

## **Senior Project Design and Development** **5**

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- ECET390 Product Development (2)
- ECET492L Senior Project Development Lab I (1)
- ECET493L Senior Project Development Lab II (1)
- ECET494L Senior Project Development Lab III (1)

## **Technology Integration** **2**

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- ECET299 Technology Integration I (1)
- ECET497 Technology Integration II (1)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Computer Engineering Technology (in New York, Bachelor of Technology in Computer Engineering Technology) and the Engineering Technology – Computers degree programs include: Electronics Engineering Technicians; Electrical Engineering Technicians.***

***Important information about the educational debt, earnings and completion rates of students who attended these programs can be found at [devry.edu/bcet-ge](http://devry.edu/bcet-ge) or [devry.edu/bet-c-ge](http://devry.edu/bet-c-ge).***

***For additional program information, visit [devry.edu/bcet](http://devry.edu/bcet) or [devry.edu/bet-c](http://devry.edu/bet-c).***

## 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.

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**. Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that’s connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

*Note: The Cyber Security Programming track includes some material addressed in the Systems Security Certified Practitioner (SSCP®) exam. DeVry offers an optional prep course, CERT402, for this exam to students who have successfully completed all courses in either the Cyber Security Programming or Information Systems Security specialization. Detailed information on qualifications for the exam is available at [www.isc2.org](http://www.isc2.org).*

### **Program Outcomes**

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

**Semesters:** 8 full time

**Minimum credit hours required for graduation:** 124<sup>1</sup>

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>15<sup>2</sup></b>
• ENGL112 <sup>3</sup> Composition (4)	
• ENGL135    Advanced Composition (4)	
• ENGL216    Technical Writing (4)	
• SPCH275    Public Speaking (3)	
<b>Humanities<sup>4</sup></b>	<b>9</b>
• HUMN303    Introduction to the Humanities (3)	
• ETHC445    Principles of Ethics (3)	
• LAS432    Technology, Society, and Culture (3)	
<b>Social Sciences</b>	<b>9</b>
• ECON312    Principles of Economics (3)	
• SOCS185    Culture and Society (3)	
• SOCS325 <sup>5</sup> Environmental Sociology (3)	

<sup>1</sup> 127 for students enrolled at a Pennsylvania location.

<sup>2</sup> 14 for students enrolled at a New Jersey location.

<sup>3</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>4</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<sup>5</sup> Students enrolled at a Nevada location must take POLI332 in lieu of this requirement.

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**Mathematics and Natural Sciences** **12<sup>6</sup>**

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- MATH114 Algebra for College Students (4)
- MATH221 Statistics for Decision-Making (4)
- SCI228<sup>7</sup> Nutrition, Health and Wellness with Lab (4)

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**Personal and Professional Development** **5**

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- CARD405 Career Development (2)
- COLL148 Critical Thinking and Problem-Solving (3)

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**Business** **7**

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- BUSN115 Introduction to Business and Technology (3)
- MGMT404 Project Management (4)

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**Computer Systems Concepts** **12**

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- CEIS100 Introduction to Engineering Technology and Information Sciences (2)
- CIS115 Logic and Design (3)
- CIS206 Architecture and Operating Systems with Lab (4)
- SEC280 Principles of Information Systems Security (3)

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**Networking – one of the following is selected** **3**

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- NETW202 Introduction to Networking with Lab (3)
- NETW203 Cisco Networking Academy – Introduction to Networking with Lab (3)

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**Programming and Database Fundamentals** **12**

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- CIS170C Programming with Lab (4)
- CIS247C Object-Oriented Programming with Lab (4)
- CIS336 Introduction to Database with Lab (4)

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**Computer Information Systems Foundations** **Credit hours vary by track**

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Students take the course associated with their major/concentration.

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***Cyber Security Programming and Software Programming students*** **20**

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- CEIS210 Introduction to Cryptographic Methods (4)
- NETW240 Network Operating Systems – UNIX, with Lab (4)
- SEC311 Ethical Hacking (3)
- SEC321 Network Security Testing with Lab (3)

*One of:*

- NETW204 Introduction to Routing with Lab (3)
- NETW205 Cisco Networking Academy – Introduction to Routing with Lab (3)

*One of:*

- NETW206 Introduction to Switching with Lab (3)
- NETW207 Cisco Networking Academy – Introduction to Switching with Lab (3)

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<sup>6</sup> 11 for students enrolled at a New Jersey location.

<sup>7</sup> Students enrolled at a New Jersey location may take SCI200 to fulfill this requirement.



<b>All other students</b>	<b>22</b>
<ul style="list-style-type: none"> <li>• ACCT301 Essentials of Accounting (4)</li> <li>• CIS321 Structured Analysis and Design (3)</li> <li>• CIS339 Object-Oriented Analysis and Design (3)</li> <li>• CIS355A Business Application Programming with Lab (4)</li> <li>• CIS363B Web Interface Design with Lab (4)</li> <li>• CIS407A Web Application Development with Lab (4)</li> </ul>	
<b>Senior Project</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• CIS474 Computer Information Systems Senior Project I (1)</li> <li>• CIS477 Computer Information Systems Senior Project II (2)</li> </ul>	
<b>Track – one option is selected</b>	<b>Credit hours vary by track</b>
<b>Computer Forensics</b>	<b>18</b>
<ul style="list-style-type: none"> <li>• CCSI330 Digital Crime: Evidence and Procedure (3)</li> <li>• CCSI360 Computer Ethics (3)</li> <li>• CCSI410 Digital Forensics I with Lab (4)</li> <li>• CCSI460 Digital Forensics II with Lab (4)</li> <li>• SEC440 Information Systems Security Planning and Audit (4)</li> </ul>	
<b>Cyber Security Programming</b>	<b>19</b>
<ul style="list-style-type: none"> <li>• NETW411 Information Security and Mobile Devices (4)</li> <li>• SEC360 Data Privacy and Security (4)</li> <li>• SEC370 Web Security (4)</li> <li>• SEC440 Information Systems Security Planning and Audit (4)</li> <li>• CERT402 Systems Security Certified Practitioner Certification Preparation (0) <i>This optional certification exam prep course may be taken in addition to the courses above.</i></li> </ul> <p><i>One of:</i></p> <ul style="list-style-type: none"> <li>• SEC450 Advanced Network Security with Lab (3)</li> <li>• SEC453 Cisco Networking Academy – Advanced Network Security with Lab (3)</li> </ul>	
<b>Database Management</b>	<b>16</b>
<ul style="list-style-type: none"> <li>• DBM405A Advanced Database with Lab (4)</li> <li>• DBM438 Database Administration with Lab (4)</li> <li>• DBM449 Advanced Topics in Database with Lab (4)</li> <li>• SEC360 Data Privacy and Security (4)</li> </ul>	
<b>Information Systems Security</b>	<b>16</b>
<ul style="list-style-type: none"> <li>• SEC340 Business Continuity (4)</li> <li>• SEC360 Data Privacy and Security (4)</li> <li>• SEC370 Web Security (4)</li> <li>• SEC440 Information Systems Security Planning and Audit (4)</li> </ul>	

- CERT402 Systems Security Certified Practitioner Certification Preparation (0)  
*This optional certification exam prep course may be taken in addition to the courses above.*

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**Software Programming** **18**

- CEIS200 Software Engineering I (3)
- CEIS295 Data Structures and Algorithms (3)
- CEIS320 Introduction to Mobile Device Programming (3)
- CEIS390 Product, Project, and People Management (3)
- CEIS400 Software Engineering II (3)
- CEIS420 Programming Languages and Advanced Techniques (3)

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**Web Development and Administration** **16**

- SEC370 Web Security (4)
- WEB320 Principles of E-Commerce (4)
- WEB375 Web Architecture with Lab (4)
- WEB460 Advanced Web Application Development with Lab (4)

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**Web Game Programming** **16**

- WBG340 Programming Multimedia for the Web with Lab (4)
- WBG370 Game Development with Lab (4)
- WBG410 Dynamic Website Development and Database Integration with Lab (4)
- WBG450 Multiplayer Online Game Development with Lab (4)

Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).

*Note: Students enrolled at a New Jersey location must take an additional six semester-credit hours of general education coursework from among the following course areas: communication skills, humanities, social sciences, mathematics and natural sciences. Courses selected in humanities or social sciences should be upper-division coursework (DeVry courses numbered 300–499).*

*Note: Credits and degrees earned from this institution do not automatically qualify the holder to participate in professional certification or licensure exams. DeVry does not guarantee graduates will successfully pass such exams.*

**Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Computer Information Systems degree program include: Computer Programmer; Computer Systems Analyst.**

**Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bcis-ge](http://devry.edu/bcis-ge).**

**For additional program information, visit [devry.edu/bcis](http://devry.edu/bcis).**

## Electronics Engineering Technology and Engineering Technology – Electronics Programs

The Electronics Engineering Technology (EET) program offered at DeVry University campuses prepares graduates to join the work force as technical professionals in a variety of industries. DeVry University students also have the option of earning a degree online with our bachelor's degree program in Engineering Technology Electronics (ET–E). Coursework offered in these programs is identical, and courses may be taken onsite and online to fulfil graduation requirements.

The EET and ET–E programs prepare graduates to join the workforce as technical professionals in a variety of industries. These 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.

Offered within the EET and ET–E programs is an option to complete a track in Renewable Energy Engineering Technology, as shown in the following program outline. Students selecting this option must declare their intention by the time they have earned 30 semester-credit hours toward their degree.

### Notes:

- *To complete their program, EET and ET–E students must meet requirements outlined in [Electronics and Engineering Technology Programs – General Course Requirements](#).*
- *For information on accreditation, please see the Programmatic Accreditation and Recognition section.*

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**.

Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

### Program Educational Objectives

Program educational objectives are broad statements that describe what graduates are expected to attain within a few years after graduation. Program educational objectives are based on the needs of the program's constituencies. The EET and ET–E programs have the same objectives including:

- 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 describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program. The EET and ET–E programs have the same student outcomes including:

- 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 or Bachelor of Science in Engineering Technology – Electronics (in New York, Bachelor of Technology in Electronics Engineering Technology)

**Semesters:** 9 full time

**Minimum credit hours required for graduation:** 139<sup>1,2</sup>

**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. Credit hours beyond the minimum may affect program

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<sup>1</sup> 133 for students enrolled at a New Jersey location.

<sup>2</sup> 142 for students enrolled at a Pennsylvania location.

length and cost. Students should contact their student support advisor or academic advisor for more information.

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>15<sup>3</sup></b>
<ul style="list-style-type: none"> <li>ENGL112<sup>4</sup> Composition (4)</li> <li>ENGL135 Advanced Composition (4)</li> <li>ENGL216 Technical Writing (4)</li> <li>SPCH275 Public Speaking (3)</li> </ul>	
<b>Humanities<sup>5</sup></b>	<b>9</b>
<ul style="list-style-type: none"> <li>HUMN303 Introduction to the Humanities (3)</li> <li>ETHC445 Principles of Ethics (3)</li> <li>LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences – selection by program option</b>	
<i>Renewable Energy Engineering Technology students</i>	<b>7</b>
<ul style="list-style-type: none"> <li>ECON410 Environmental Economics (4)</li> <li>SOCS325 Environmental Sociology (3)</li> </ul>	
<i>All other students</i>	<b>9</b>
<ul style="list-style-type: none"> <li>ECON312 Principles of Economics (3)</li> <li>SOCS185 Culture and Society (3)</li> <li>SOCS325 Environmental Sociology (3)</li> </ul>	
<b>Mathematics and Analytical Methods</b>	<b>16</b>
<ul style="list-style-type: none"> <li>ECET345 Signals and Systems with Lab (4)</li> <li>MATH190 Pre-Calculus (4)</li> <li>MATH260 Applied Calculus I (4)</li> <li>MATH270 Applied Calculus II (4)</li> </ul>	
<b>Natural Sciences – selection by program option</b>	
<i>Renewable Energy Engineering Technology students</i>	<b>16</b>
<ul style="list-style-type: none"> <li>BIOS135 Foundations in Biology and Chemistry with Lab (4)</li> <li>PHYS310 College Physics I with Lab (4)</li> <li>PHYS320 College Physics II with Lab (4)</li> <li>SCI204 Environmental Science with Lab (4)</li> </ul>	

<sup>3</sup> 14 for students enrolled at a New Jersey location.

<sup>4</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>5</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<i>All other students</i>	<b>8</b>
<ul style="list-style-type: none"> <li>• PHYS310 College Physics I with Lab (4)</li> <li>• PHYS320 College Physics II with Lab (4)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• CARD405 Career Development (2)</li> <li>• COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Electronic Circuits and Devices</b>	<b>16</b>
<ul style="list-style-type: none"> <li>• ECET110 Electronic Circuits and Devices I with Lab (4)</li> <li>• ECET210 Electronic Circuits and Devices II with Lab (4)</li> <li>• ECET220 Electronic Circuits and Devices III with Lab (4)</li> <li>• ECET350 Signal Processing with Lab (4)</li> </ul>	
<b>Digital Circuits and Microprocessors</b>	<b>16</b>
<ul style="list-style-type: none"> <li>• CEIS100 Introduction to Engineering Technology and Information Sciences (2)</li> <li>• ECET105 Digital Fundamentals with Lab (2)</li> <li>• ECET230 Digital Circuits and Systems with Lab (4)</li> <li>• ECET330 Microprocessor Architecture with Lab (4)</li> <li>• ECET340 Microprocessor Interfacing with Lab (4)</li> </ul>	
<b>Computer Programming and Networking</b>	<b>16</b>
<ul style="list-style-type: none"> <li>• CIS170C Programming with Lab (4)</li> <li>• CIS247C Object-Oriented Programming with Lab (4)</li> <li>• CIS355A Business Application Programming with Lab (4)</li> <li>• ECET375 Data Communications and Networking with Lab (4)</li> </ul>	
<b>Senior Project Design and Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• ECET390 Product Development (2)</li> <li>• ECET492L Senior Project Development Lab I (1)</li> <li>• ECET493L Senior Project Development Lab II (1)</li> <li>• ECET494L Senior Project Development Lab III (1)</li> </ul>	
<b>Technology Integration</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• ECET299 Technology Integration I (1)</li> <li>• ECET497 Technology Integration II (1)</li> </ul>	
<b>Program Option – one is selected</b>	
<i>Renewable Energy Engineering Technology students</i>	<b>18</b>
<ul style="list-style-type: none"> <li>• ECET301 Conservation Principles in Engineering and Technology with Lab (3)</li> <li>• REET300 Introduction to Alternative Energy Technologies with Lab (3)</li> <li>• REET420 Power Electronics and Alternative Energy Applications with Lab (4)</li> <li>• REET425 Electric Machines and Power Systems with Lab (4)</li> <li>• SUST310 Renewable Energy: Science, Technology and Management (4)</li> </ul>	
<i>All other students</i>	<b>24</b>

- 
- ECET310 Communications Systems with Lab (4)
  - ECET365 Embedded Microprocessor Systems with Lab (4)
  - ECET465 Advanced Networks with Lab (4)
  - ECET402 Mechatronics with Lab (4)
  - ECT284 Automation and Control Systems with Lab (4)
  - REET425 Electric Machines and Power Systems with Lab (4)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Electronics Engineering Technology (in New York, Bachelor of Technology in Electronics Engineering Technology) and Bachelor of Science in Engineering Technology – Electronics degree programs include: Electronics Engineering Technicians; Electrical Engineering Technicians.***

***Important information about the educational debt, earnings and completion rates of students who attended these programs can be found at [devry.edu/beet-ge](http://devry.edu/beet-ge) and [devry.edu/bet-e-ge](http://devry.edu/bet-e-ge).***

***For additional program information, visit [devry.edu/beet](http://devry.edu/beet) and [devry.edu/bet-e](http://devry.edu/bet-e).***

## 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.

The program offers tracks as shown in the following program outline. Students must choose an area of specialization before they begin the program.

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**. Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

*Note: The Network & Communications Management program includes some material addressed in the Cisco Certified Network Associate (CCNA) Routing and Switching certification exam. DeVry offers an optional prep course, CERT401, for this exam to students who have successfully completed NETW208 or NETW209. Detailed information on qualifications for the exam is available at [www.cisco.com/c/en/us/training-events.html](http://www.cisco.com/c/en/us/training-events.html).*

### **Program Outcomes**

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 (in New York, Bachelor of Professional Studies in Network and Communications Management)

**Semesters:** 8 full time

**Minimum credit hours required for graduation:** 124<sup>1,2</sup>

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

## Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>15<sup>3</sup></b>
<ul style="list-style-type: none"><li>ENGL112<sup>4</sup> Composition (4)</li><li>ENGL135 Advanced Composition (4)</li><li>ENGL216 Technical Writing (4)</li><li>SPCH275 Public Speaking (3)</li></ul>	
<b>Humanities<sup>5,6</sup></b>	<b>9</b>
<ul style="list-style-type: none"><li>HUMN303 Introduction to the Humanities (3)</li><li>ETHC445 Principles of Ethics (3)</li><li>LAS432 Technology, Society, and Culture (3)</li></ul>	
<b>Social Sciences</b>	<b>9</b>
<ul style="list-style-type: none"><li>ECON312<sup>7</sup> Principles of Economics (3)</li><li>SOCS185 Culture and Society (3)</li><li>SOCS325 Environmental Sociology (3)</li></ul>	
<b>Mathematics and Natural Sciences</b>	<b>12<sup>8</sup></b>
<ul style="list-style-type: none"><li>MATH114 Algebra for College Students (4)</li></ul>	

<sup>1</sup> 128 for students enrolled at a New Jersey location.

<sup>2</sup> 127 for students enrolled at a Pennsylvania location.

<sup>3</sup> 14 for students enrolled at a New Jersey location.

<sup>4</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>5</sup> Students enrolled at a New Jersey location must take HIST410 as part of this requirement.

<sup>6</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<sup>7</sup> Students enrolled at a Nevada location must take POLI332 in lieu of this requirement.

<sup>8</sup> 11 for students enrolled at a New Jersey location.

- MATH221 Statistics for Decision-Making (4)
- SCI228<sup>9</sup> Nutrition, Health and Wellness with Lab (4)

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**Personal and Professional Development** **5**

- CARD405 Career Development (2)
- COLL148 Critical Thinking and Problem-Solving (3)

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**Business** **13**

- ACCT301 Essentials of Accounting (4)
- COMP100 Computer Applications for Business with Lab (2)
- MGMT404 Project Management (4)
- MGMT408 Management of Technology Resources (3)

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**Computing** **13**

- CEIS100 Introduction to Engineering Technology and Information Sciences (2)
- CIS206 Architecture and Operating Systems with Lab (4)
- COMP230 Introduction to Scripting and Database with Lab (4)
- SEC280 Principles of Information Systems Security (3)

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**Network Operating Systems and Technologies** **31**

- NETW230 Network Operating Systems – Windows, with Lab (4)
- NETW240 Network Operating Systems – UNIX, with Lab (4)
- NETW250 Voice/VoIP Administration with Lab (3)
- NETW310 Wired, Optical and Wireless Communications with Lab (3)
- NETW320 Converged Networks with Lab (3)
- NETW360 Wireless Technologies and Services with Lab (3)
- NETW410 Enterprise Network Design with Lab (4)
- NETW420 Enterprise Network Management with Lab (4)
- NETW471 Advanced Topics in Networking (3)

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**Senior Project** **4**

- NETW494 Senior Project I with Lab (2)
- NETW497 Senior Project II with Lab (2)

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**Track – one option is selected** **15**

***Cisco Network Fundamentals***

- NETW203 Cisco Networking Academy – Introduction to Networking with Lab (3)
- NETW205 Cisco Networking Academy – Introduction to Routing with Lab (3)
- NETW207 Cisco Networking Academy – Introduction to Switching with Lab (3)
- NETW209 Cisco Networking Academy – Introduction to WAN Technologies with Lab (3)
- SEC453 Cisco Networking Academy – Advanced Network Security with Lab (3)

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<sup>9</sup> Students enrolled at a New Jersey location may take SCI200 to fulfill this requirement.

- CERT401 Cisco Certified Network Associate Routing and Switching Certification Preparation (0)  
*This optional certification exam prep course may be taken in addition to the courses above.*

**Networking Fundamentals**

- NETW202 Introduction to Networking with Lab (3)
- NETW204 Introduction to Routing with Lab (3)
- NETW206 Introduction to Switching with Lab (3)
- NETW208 Introduction to WAN Technologies with Lab (3)
- SEC450 Advanced Network Security with Lab (3)
- CERT401 Cisco Certified Network Associate Routing and Switching Certification Preparation (0)  
*This optional certification exam prep course may be taken in addition to the courses above.*

Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).

Note: Students enrolled at a New Jersey location must take an additional six semester-credit hours of general education coursework from among the following course areas: communication skills, humanities, social sciences, mathematics and natural sciences. Courses selected in humanities or social sciences should be upper-division coursework (DeVry courses numbered 300–499).

**Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Network and Communications Management (in New York, Bachelor of Professional Studies in Network and Communications Management) degree program include: Computer Network Support Specialists.**

**Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bncm-ge](http://devry.edu/bncm-ge).**

**For additional program information, visit [devry.edu/bncm](http://devry.edu/bncm).**

## College of Media Arts & Technology

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

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

### Media Arts & Technology Programs

#### Certificates

- [Website Design](#)
- [Website Development](#)

#### Bachelor's Degree

- [Multimedia Design & Development](#)

## Website Design Program

DeVry's Website Design certificate program provides students with knowledge, skills and abilities to develop responsive web pages, web graphics, marketing collateral, web animations, web videos and multimedia projects by applying a collaborative approach.

Graduates should also possess appropriate knowledge to work in a variety of areas and organizations, such as, advertising, marketing, technical communications, publishing and training. Website designers use HTML and web-based code using software applications to design, illustrate and produce visual solutions for communications, especially for the Internet.

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**.

Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

*Note: Special requirements apply to those who wish to be admitted to the Website Design program (see [Special Admission Requirements for Medical Billing & Coding, Website Design and Website Development Program Applicants](#)).*

### **Program Outcomes**

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

- Apply basic graphic and design principles to web media using application software.
- Create HTML and other web-based code to develop responsive, interactive and data-driven websites.
- Create and/or apply animations and other media used in the creation of websites.
- Apply creative and problem-solving skills to produce graphics and multimedia solutions for websites.

### **Program Details**

**Credential:** Undergraduate Certificate in Website Design

**Semesters:** 3

**Minimum credit hours required for certificate completion:** 36

**Normal time to complete:** 1.5 years, assuming enrollment in 10–12 credit hours per semester and attending 2 semesters per year (see [Course Loads](#))

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

## Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Web Graphic Design</b>	<b>33</b>
<ul style="list-style-type: none"><li>• WGD201 Visual Design Fundamentals (3)</li><li>• WGD205 Advanced Design and Rapid Visualization (4)</li><li>• WGD210 Digital Imaging Fundamentals (4)</li><li>• WGD229 Information Design (4)</li><li>• WGD232 Web Design (4)</li><li>• WGD235 Web Animation (4)</li><li>• WGD242 Advanced Web Design (4)</li><li>• WGD251 Responsive Web Design (3)</li><li>• WGD260 Media Portfolio (3)</li></ul>	
<b>Graphic and Multimedia Design</b>	<b>4</b>
<ul style="list-style-type: none"><li>• GMD311 Web Video Fundamentals with Lab (4)</li></ul>	

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Website Design certificate program include: Graphic Designers; Web Developers; Multimedia Arts and Animators.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/ucwd-ge](http://devry.edu/ucwd-ge).***

***For additional program information, visit [devry.edu/ucwd](http://devry.edu/ucwd).***

## Website Development Program

DeVry's Website Development certificate program provides students with knowledge, skills and abilities to develop responsive web pages, web graphics, web-based databases, code to enable website interactivity and accessible websites by applying a collaborative approach.

Graduates should also possess appropriate knowledge to work in a variety of areas and organizations, such as, social media, mobile app development, communications and web design, and development firms. Website developers author in HTML, JavaScript, CSS, PHP and other web code and use software applications to design, develop, compile code and produce interactive, responsive websites for clients.

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**. Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

*Note: Special requirements apply to those who wish to be admitted to the Website Development program (see [Special Admission Requirements for Medical Billing & Coding, Website Design and Website Development Program Applicants](#)).*

### **Program Outcomes**

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

- Create code to develop responsive, interactive and data-driven websites as well as mobile web-based applications.
- Apply basic graphic and design principles to the integration of web media using application software.
- Develop interactive websites through the application of HTML, JavaScript, CSS, PHP and other web-based code.

### **Program Details**

**Credential:** Undergraduate Certificate in Website Development

**Semesters:** 3

**Minimum credit hours required for certificate completion:** 38

**Normal time to complete:** 1.5 years, assuming enrollment in 10–12 credit hours per semester and attending 2 semesters per year (see [Course Loads](#))

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

## Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Web Graphic Design</b>	<b>19</b>
<ul style="list-style-type: none"><li>• WGD210 Digital Imaging Fundamentals (4)</li><li>• WGD229 Information Design (4)</li><li>• WGD232 Web Design (4)</li><li>• WGD242 Advanced Web Design (4)</li><li>• WGD251 Responsive Web Design (3)</li></ul>	
<b>Web Development</b>	<b>20</b>
<ul style="list-style-type: none"><li>• CIS336 Introduction to Database with Lab (4)</li><li>• WBG310 Interactive Web Page Scripting with Lab (4)</li><li>• WBG340 Programming Multimedia for the Web with Lab (4)</li><li>• WBG410 Dynamic Website Development and Database Integration with Lab (4)</li><li>• WDD420 Web Accessibility with Lab (4)</li></ul>	

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Website Development certificate program include: Graphic Designers; Web Developers; Multimedia Arts and Animators.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/ucwdd-ge](http://devry.edu/ucwdd-ge).***

***For additional program information, visit [devry.edu/ucwdd](http://devry.edu/ucwdd).***



## 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.

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**. Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

### **Program Outcomes**

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<sup>1</sup>

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<sup>1</sup> 125 for students enrolled at a Pennsylvania location.

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>15<sup>2</sup></b>
<ul style="list-style-type: none"> <li>ENGL112<sup>3</sup> Composition (4)</li> <li>ENGL135 Advanced Composition (4)</li> <li>ENGL216 Technical Writing (4)</li> <li>SPCH275 Public Speaking (3)</li> </ul>	
<b>Humanities<sup>4</sup></b>	<b>9</b>
<ul style="list-style-type: none"> <li>HUMN303 Introduction to the Humanities (3)</li> <li>ETHC445 Principles of Ethics (3)</li> <li>LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>9</b>
<ul style="list-style-type: none"> <li>ECON312<sup>5</sup> Principles of Economics (3)</li> <li>SOCS185 Culture and Society (3)</li> <li>SOCS325 Environmental Sociology (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>12<sup>6</sup></b>
<ul style="list-style-type: none"> <li>MATH114 Algebra for College Students (4)</li> <li>MATH221 Statistics for Decision-Making (4)</li> <li>SCI228<sup>7</sup> Nutrition, Health and Wellness with Lab (4)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>CARD405 Career Development (2)</li> <li>COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	

<sup>2</sup> 14 for students enrolled at a New Jersey location.

<sup>3</sup> Students enrolled at a New Jersey location take ENGL108 in lieu of this course.

<sup>4</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.

<sup>5</sup> Students enrolled at a Nevada location must take POLI332 in lieu of this requirement.

<sup>6</sup> 11 for students enrolled at a New Jersey location.

<sup>7</sup> Students enrolled at a New Jersey location may take SCI200 to fulfill this requirement.

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**Business and Computing** **5**

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- BUSN115 Introduction to Business and Technology (3)
- COMP100 Computer Applications for Business with Lab (2)

**Multimedia Core** **45**

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- MDD310 Multimedia Standards (4)
- MDD340 Business of Graphics (4)
- MDD410 Emerging Multimedia Technologies (4)
- WGD201 Visual Design Fundamentals (3)
- WGD205 Advanced Design and Rapid Visualization (4)
- WGD210 Digital Imaging Fundamentals (4)
- WGD229 Information Design (4)
- WGD232 Web Design (4)
- WGD235 Web Animation (4)
- WGD242 Advanced Web Design (4)
- WGD251 Responsive Web Design (3)
- WGD260 Media Portfolio (3)

**Senior Project** **4**

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- MDD460 Senior Project I (2)
- MDD461 Senior Project II (2)

**Track – one of the following is selected** **20**

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**Graphic and Multimedia Design**

- GMD311 Web Video Fundamentals with Lab (4)
- GMD341 Advanced Imaging with Lab (4)
- GMD371 Advanced Illustration with Lab (4)
- GMD411 3D Model Design and Construction with Lab (4)
- GMD451 Animation with Lab (4)

**Web Design and Development**

- CIS336 Introduction to Database with Lab (4)
- WBD310 Interactive Web Page Scripting with Lab (4)
- WBG340 Programming Multimedia for the Web with Lab (4)
- WBG410 Dynamic Website Development and Database Integration with Lab (4)
- WDD420 Web Accessibility with Lab (4)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

*Note: Students enrolled at a New Jersey location must take an additional six semester-credit hours of general education coursework from among the following course areas: communication skills, humanities, social sciences, mathematics and natural sciences. Courses selected in humanities or social sciences should be upper-division coursework (DeVry courses numbered 300–499).*

**Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Multimedia Design and Development degree program include: Multimedia Artists and Animators; Graphic Designers.**

**Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bmdd-ge](http://devry.edu/bmdd-ge).**

**For additional program information, visit [devry.edu/bmdd](http://devry.edu/bmdd).**

## College of Health Sciences

DeVry University's College of Health Sciences offers degree and certificate 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 employment in hospitals, clinics and labs.

The following pages provide details on programs offered in the College of Health Sciences.

### Health Sciences Programs

#### Certificate

- [Medical Billing & Coding](#)

#### Associate Degree

- [Health Information Technology](#)

#### Bachelor's Degree

- [Healthcare Administration](#)

## Medical Billing & Coding and Medical Billing & Coding – Health Information Coding Programs

DeVry's Medical Billing & Coding undergraduate certificate program provides students with the knowledge, skills and abilities needed to function as entry-level coding specialists in the health information management field. Coursework, taught from the practitioner's perspective, focuses on skills and coding competencies used in settings such as hospitals and physician practices.

The MBC certificate can help students who are new to the health coding world get started. For those who have previous coursework or experience, our MBC – HIC certificate can help them prepare for more advanced entry-level positions.

### TECHPATH

We've put technology at the core of our programs in health. With TechPath, students will work in our internet-based virtual lab environment – AHIMA's VLab – an experiential, hands-on learning platform. To learn more about TechPath visit [www.devry.edu](http://www.devry.edu).

### Program Outcomes

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

- Demonstrate understanding of inpatient and outpatient coding guidelines.
- Apply knowledge of health records and data content.
- Explain reimbursement processes and methodologies.
- Relate compliance topics to coding functions.
- Describe various information technologies used to perform coding functions.
- Recognize, and be sensitive to, issues of confidentiality and privacy.

#### Notes:

*Special requirements apply to those who wish to be admitted to the MBC program (see [Special Admission Requirements for Medical Billing & Coding, Website Design and Website Development Program Applicants](#)).*

*Students who complete the Medical Billing & Coding certificate and who are later admitted to the Medical Billing & Coding – Health Information Coding certificate option may not be eligible for financial assistance. Students should contact their student support advisor or academic advisor for more information.*

*Those who earn a Medical Billing & Coding certificate or a Medical Billing & Coding – Health Information Coding certificate can apply credits earned toward an associate degree in Health Information Technology or a bachelor's degree in Technical Management.*

*The Medical Billing & Coding certificate program includes material addressed in the Certified Coding Associate (CCA) certification exam. Detailed information on qualifications for the exam is available at [www.ahima.org/certification/CCA](http://www.ahima.org/certification/CCA).*

The Medical Billing & Coding – Health Information Coding certificate program includes material addressed in the Certified Coding Specialist (CCS) certification exam. Detailed information on qualifications for the exam is available at [www.ahima.org/certification/CCS](http://www.ahima.org/certification/CCS).

## Medical Billing & Coding Program

### Program Details

**Credential:** Undergraduate Certificate in Medical Billing & Coding

**Semesters:** 3

**Minimum credit hours required for certificate completion:** 34

**Normal time to complete:** 1.5 years, assuming enrollment in 17 credit hours per semester and attending 2 semesters per year; enrollment in 18–20 credit hours may be needed in some semesters (see [Course Loads](#))

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

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Natural Sciences</b>	<b>8</b>
<ul style="list-style-type: none"> <li>• BIOS105 Fundamentals of Human Anatomy and Physiology with Lab (4)</li> <li>• BIOS267 Pathopharmacology (4)</li> </ul>	
<b>Health Information Technology</b>	<b>26</b>
<ul style="list-style-type: none"> <li>• HIT111 Basic Medical Terminology (3)</li> <li>• HIT120 Introduction to Health Services and Information Systems (4)</li> <li>• HIT141 Health Information Processes with Lab (4)</li> <li>• HIT203 International Classification of Diseases Coding I with Lab (3)</li> <li>• HIT205 International Classification of Diseases Coding II with Lab (3)</li> <li>• HIT211 Current Procedural Terminology Coding with Lab (4)</li> <li>• HIT230 Health Insurance and Reimbursement (3)</li> <li>• HIT252 Coding Practicum and Review (2)</li> </ul>	

## Medical Billing & Coding Program – Health Information Coding

### Program Details

**Credential:** Undergraduate Certificate in Medical Billing & Coding – Health Information Coding

**Semesters:** 3

**Minimum credit hours required for certificate completion:** 42

**Normal time to complete:** 1.5 years, assuming enrollment in 17 credit hours per semester and attending 2 semesters per year; enrollment in 18–20 credit hours may be needed in some semesters (see [Course Loads](#))

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

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Natural Sciences</b>	<b>8</b>
<ul style="list-style-type: none"> <li>• BIOS105 Fundamentals of Human Anatomy and Physiology with Lab (4)</li> <li>• BIOS267 Pathopharmacology (4)</li> </ul>	
<b>Health Information Technology</b>	<b>34</b>
<ul style="list-style-type: none"> <li>• HIT111 Basic Medical Terminology (3)</li> <li>• HIT120 Introduction to Health Services and Information Systems (4)</li> <li>• HIT141 Health Information Processes with Lab (4)</li> <li>• HIT203 International Classification of Diseases Coding I with Lab (3)</li> <li>• HIT205 International Classification of Diseases Coding II with Lab (3)</li> <li>• HIT211 Current Procedural Terminology Coding with Lab (4)</li> <li>• HIT213 Current Procedural Terminology Coding II with Lab (3)</li> <li>• HIT220 Legal and Regulatory Issues in Health Information (2)</li> <li>• HIT230 Health Insurance and Reimbursement (3)</li> <li>• HIT260 Coding Practicum (3)</li> <li>• HIT261 CCS Review (2)</li> </ul>	

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Medical Billing & Coding and Medical Billing & Coding – Health Information Technology certificate programs include: Medical Records and Health Information Technicians.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/ucmbc-ge](http://devry.edu/ucmbc-ge).***

***For additional program information, visit [devry.edu/ucmbc](http://devry.edu/ucmbc).***



## Health Information Technology Program

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

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**. Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

*Note: To complete their program, HIT students must meet requirements outlined in [Healthcare Practicum and Clinical Coursework Requirements](#) and in [Healthcare Site Requirements](#).*

### **Program Outcomes**

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.

*Note: Those who have earned an associate degree in Health Information Technology (HIT) through DeVry University can apply coursework in the HIT program toward the bachelor's degree in Technical Management.*

## Program Details

**Degree:** Associate of Applied Science in Health Information Technology

**Semesters:** 4 full time

**Minimum credit hours required for graduation:** 67

**Normal time to complete:** 2 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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

Additional information is available in [Programmatic Accreditation and Recognition](#).

## Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>4</b>
• ENGL112 Composition (4)	
<b>Humanities</b>	<b>3</b>
• ETHC232 Ethical and Legal Issues in the Professions (3)	
<b>Social Sciences</b>	<b>3</b>
• SOCS185 Culture and Society (3)	
<b>Mathematics and Natural Sciences</b>	<b>15</b>
• BIOS105 Fundamentals of Human Anatomy and Physiology with Lab (4)	
• BIOS260 Fundamentals of Pathophysiology (4)	
• BIOS275 Pharmacology and Medical Treatment (3)	
• MATH103 Beginning Algebra (4)	
<b>Personal and Professional Development</b>	<b>5</b>
• CARD205 Career Development (2)	
• COLL148 Critical Thinking and Problem-Solving (3)	
<b>Computer Applications</b>	<b>5</b>
• BIS155 Data Analysis with Spreadsheets with Lab (3)	
• COMP100 Computer Applications for Business with Lab (2)	
<b>Health Information Technology</b>	<b>34</b>
• HIT111 Basic Medical Terminology (3)	
• HIT120 Introduction to Health Services and Information Systems (4)	

- HIT141 Health Information Processes with Lab (4)
- HIT170 Health Information Fundamentals Practicum (2)
- HIT203 International Classification of Diseases Coding I with Lab (3)
- HIT205 International Classification of Diseases Coding II with Lab (3)
- HIT211 Current Procedural Terminology Coding with Lab (4)
- HIT220 Legal and Regulatory Issues in Health Information (2)
- HIT226 Data Applications and Healthcare Quality with Lab (3)
- HIT230 Health Insurance and Reimbursement (3)
- HIT272 Health Information Practicum Capstone (3)
- HIT272L<sup>1</sup> RHIT Certification Preparation (0)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Associate of Applied Science in Health Information Technology (in New Jersey and Pennsylvania, Associate in Applied Science in Health Information Technology) degree program include: Medical Records and Health Information Technicians.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/ahit-ge](http://devry.edu/ahit-ge).***

***For additional program information, visit [devry.edu/ahit](http://devry.edu/ahit).***

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<sup>1</sup> For all students, this practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting. Practice time is generally completed during traditional business hours.

## Healthcare Administration Program

The Healthcare Administration program is designed to prepare graduates to become managers and support professionals in the healthcare field as well as in related industries. The program helps develop versatile professionals who, using a collaborative approach, apply knowledge of information systems, policy, accounting, budgeting and analysis in diverse healthcare provider settings. The combination of management skills and knowledge of current issues in health services and systems provides Healthcare Administration graduates with a solid educational foundation on which to begin their healthcare careers.

### **TECHPATH**

Because technology is at the core of almost everything in business and industry today, we have put technology at the core of our academics and seamlessly integrated it into this program through an unconventional educational approach called **TechPath**. Hands-on, project-based, and technology-infused, **TechPath** courses help prepare our students for a world that's connected as never before through the digital mesh - an ever-expanding dynamic interaction of smart machines, information, applications and human beings. Each **TechPath** class will revolve around a specialized learning rubric developed at DeVry, which we call People-Process-Data-Devices or P2D2. **TechPath**, powered by P2D2 is designed to help students build future-facing skills and experience that can be leveraged in their careers.

### **Program Outcomes**

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

- Analyze, design and implement practical approaches to solve and prevent business problems in healthcare settings.
- Sustain a working understanding of evolving issues in the healthcare industry.
- Collaborate with others to deliver professional healthcare services in diverse work environments.
- Apply project management and business analysis principles.
- Communicate effectively both orally and in writing.

### **Program Details**

**Degree:** Bachelor of Science in Healthcare Administration

**Semesters:** 8 full time

**Minimum credit hours required for graduation:** 126

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

## Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Communication Skills</b>	<b>15</b>
<ul style="list-style-type: none"><li>• ENGL112 Composition (4)</li><li>• ENGL135 Advanced Composition (4)</li><li>• ENGL216 Technical Writing (4)</li><li>• SPCH275 Public Speaking (3)</li></ul>	
<b>Humanities</b>	<b>9</b>
<ul style="list-style-type: none"><li>• HUMN303 Introduction to the Humanities (3)</li><li>• ETHC445 Principles of Ethics (3)</li><li>• LAS432 Technology, Society, and Culture (3)</li></ul>	
<b>Social Sciences</b>	<b>9</b>
<ul style="list-style-type: none"><li>• ECON312 Principles of Economics (3)</li><li>• SOCS185 Culture and Society (3)</li><li>• SOCS325 Environmental Sociology (3)</li></ul>	
<b>Mathematics and Natural Sciences</b>	<b>12</b>
<ul style="list-style-type: none"><li>• BIOS135 Foundations in Biology and Chemistry with Lab (4)</li><li>• MATH114 Algebra for College Students (4)</li><li>• MATH221 Statistics for Decision-Making (4)</li></ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"><li>• CARD405 Career Development (2)</li><li>• COLL148 Critical Thinking and Problem-Solving (3)</li></ul>	
<b>Business and Technology</b>	<b>34</b>
<ul style="list-style-type: none"><li>• ACCT212 Financial Accounting (4)</li><li>• ACCT346 Managerial Accounting (4)</li><li>• BIS155 Data Analysis with Spreadsheets with Lab (3)</li><li>• BIS245 Database Essentials for Business with Lab (4)</li><li>• BUSN115 Introduction to Business and Technology (3)</li><li>• BUSN278 Budgeting and Forecasting (4)</li><li>• BUSN350 Business Analysis (3)</li><li>• COMP100 Computer Applications for Business with Lab (2)</li><li>• MGMT303 Principles of Management (3)</li><li>• MGMT404 Project Management (4)</li></ul>	

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**Health Services** **24**

- HSM310 Introduction to Health Services Management (4)
- HSM320 Health Rights and Responsibilities (4)
- HSM330 Health Services Information Systems (4)
- HSM340 Health Services Finance (4)
- HSM410 Healthcare Policy (4)
- HSM420 Managed Care and Health Insurance (4)

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**Senior Project** **3**

- BUSN460 Senior Project (3)

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**Healthcare Management Track** **16**

- BUSN319 Marketing (3)
- HIM335 Health Information Systems and Networks with Lab (3)
- HIM370 Healthcare Data Security and Privacy (3)
- HIM410 Health Information Financial Management (3)
- MGMT410 Human Resource Management (4)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

*Note: DeVry's Healthcare Administration program is not designed to prepare graduates for nursing home, assisted living facility, long-term-care or home care administrator positions. Students interested in practicing a regulated profession must contact the appropriate state regulatory agency for certification or licensure requirements (i.e., in Virginia certain educational and training requirements must be satisfied for initial nursing home administrator licensure or initial assisted living facility administrator licensure; DeVry's program does not satisfy the educational and/or training requirements).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Healthcare Administration degree program include: Administrative Services Managers; Medical and Health Services Managers.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bha-ge](http://devry.edu/bha-ge).***

***For additional program information, visit [devry.edu/bha](http://devry.edu/bha).***

## College of Liberal Arts & Sciences

DeVry University's College of Liberal Arts & Sciences offers degree programs focused on helping students learn to think critically and creatively, while providing focused yet flexible perspectives on the arts, social sciences and humanities, and building effective communication skills for diverse professional environments. Programs and courses – are developed with input from academic and industry leaders, are taught by faculty with relevant professional experience, and provide an enriching education through experiential learning, technologies and case studies.

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

### Liberal Arts & Sciences Programs

#### Bachelor's Degree

- [Communications](#)
- [Justice Administration](#)

## Communications Program

Students in DeVry's Communications program develop a robust set of applied skills that can transfer to a broad range of career opportunities. Graduates gain the flexibility to enter and advance in diverse roles – such as administration, communications and consulting – in public or private sector industries including manufacturing, professional services and other areas.

### Program Outcomes

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

- Apply a variety of perspectives in analyzing a problem.
- Deal effectively with diverse, multicultural and multifunctional audiences.
- Work effectively in team and collaborative environments.
- Apply critical and analytical thinking to solve complex problems.
- Communicate effectively both orally and in writing.
- Demonstrate competency in an area of specialization.

### Program Details

**Degree:** Bachelor of Science in Communications

**Semesters:** 8 full time

**Minimum credit hours required for graduation:** 122<sup>1</sup>

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

Course Area	Minimum Credit Hours
<b>Communication Skills</b>	<b>15</b>
• ENGL112 Composition (4)	
• ENGL135 Advanced Composition (4)	
• ENGL216 Technical Writing (4)	
• SPCH275 Public Speaking (3)	
<b>Humanities<sup>2</sup></b>	<b>12</b>
• ETHC445 Principles of Ethics (3)	

<sup>1</sup> 125 for students enrolled at a Pennsylvania location.

<sup>2</sup> Students enrolled at a Pennsylvania location must take HUMN451 as part of this requirement.



• HIST405	United States History (3)	
• HUMN303	Introduction to the Humanities (3)	
• LAS432	Technology, Society, and Culture (3)	
<b>Social Sciences</b>		<b>15</b>
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• LAWS310	The Legal Environment (3)	
• POLI330 <sup>3</sup>	Political Science (3)	
• PSYC305	Motivation and Leadership (3)	
• SOCS185	Culture and Society (3)	
• SOCS325	Environmental Sociology (3)	
<b>Mathematics and Natural Sciences</b>		<b>20</b>
<hr/>		
• BIOS105	Fundamentals of Human Anatomy and Physiology with Lab (4)	
• MATH114	Algebra for College Students (4)	
• MATH221	Statistics for Decision-Making (4)	
• SCI214	Integrated Science with Lab (4)	
• SCI228	Nutrition, Health and Wellness with Lab (4)	
<b>Personal and Professional Development</b>		<b>5</b>
<hr/>		
• CARD405	Career Development (2)	
• COLL148	Critical Thinking and Problem-Solving (3)	
<b>Applied Technologies</b>		<b>7</b>
<hr/>		
• BIS155	Data Analysis with Spreadsheets with Lab (3)	
• CIS206	Architecture and Operating Systems with Lab (4)	
<b>Business</b>		<b>19</b>
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• BIS245	Database Essentials for Business with Lab (4)	
• BUSN115	Introduction to Business and Technology (3)	
• BUSN319	Marketing (3)	
• COMP100	Computer Applications for Business with Lab (2)	
• ECON312	Principles of Economics (3)	
• MGMT404	Project Management (4)	
<b>Business Communications Concentration</b>		<b>28</b>
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• BUSN412	Business Policy (4)	
• MGMT303	Principles of Management (3)	
• MGMT330	Business Communication (4)	
• PSYC315	Social Psychology (3)	
• SOCS335	Workplace Culture and Communication (3)	
• SOCS350	Cultural Diversity in the Professions (3)	
• TC220	Rhetorical Strategies for Technical Communication (4)	
• TC420	Marketing and Corporate Communications (4)	

<sup>3</sup> Students enrolled at a Nevada location must take POLI332 in lieu of this course.

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- COMM491 Senior Project I (2)
  - COMM492 Senior Project II (2)

*Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Communications include: Editors; Public Relations Specialists; Copy Writers; Poets, Lyricists, and Creative Writers.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bc-ge](http://devry.edu/bc-ge).***

***For additional program information, visit [devry.edu/bc](http://devry.edu/bc).***

## Justice Administration Program

The Justice Administration program provides students with a background in various aspects of the criminal justice system and prepares students to adapt to change in this dynamic field. The program is designed to meet the education needs of individuals seeking to begin careers in criminal justice, as well as those currently working in the field or with related experience. Coursework is intended to augment government-required training programs.

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 45 semester-credit hours toward their degree.

*Note: Applicants for jobs in the justice administration field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, drug and/or alcohol testing, physical and/or psychological examinations and credit checks. Unsatisfactory screening results may result in denial of an offer for a position in the justice administration field.*

### Program Outcomes

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

- Analyze issues confronting criminal justice systems and recommend policies, procedures and/or practices to address them.
- Apply ethical, legal and regulatory principles in evaluating policies and procedures and in determining a course of action in the practice of criminal justice.
- Demonstrate project management skills and work effectively in teams.
- Communicate effectively both orally and in writing.
- Apply information literacy and problem-solving skills that support lifelong personal and professional development.

### Program Details

**Degree:** Bachelor of Science in Justice Administration

**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. Credit hours beyond the minimum may affect program length and cost. Students should contact their student support advisor or academic advisor for more information.

### Program Outline

Within each course area, courses are shown with their designators (i.e., COLL148), titles and credit hours. Students interested in alternate course options should contact their student support advisor to determine whether alternates are offered for any course listed below. Additional information is found in [Course Descriptions](#).

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Communication Skills</b>	<b>15</b>
<ul style="list-style-type: none"> <li>• ENGL112 Composition (4)</li> <li>• ENGL135 Advanced Composition (4)</li> <li>• ENGL216 Technical Writing (4)</li> <li>• SPCH275 Public Speaking (3)</li> </ul>	
<b>Humanities</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• HUMN303 Introduction to the Humanities (3)</li> <li>• ETHC445 Principles of Ethics (3)</li> <li>• LAS432 Technology, Society, and Culture (3)</li> </ul>	
<b>Social Sciences</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• POLI330<sup>1</sup> Political Science (3)</li> <li>• SOCS185 Culture and Society (3)</li> <li>• SOCS325 Environmental Sociology (3)</li> </ul>	
<b>Mathematics and Natural Sciences</b>	<b>12</b>
<ul style="list-style-type: none"> <li>• MATH114 Algebra for College Students (4)</li> <li>• MATH221 Statistics for Decision-Making (4)</li> <li>• SCI228 Nutrition, Health and Wellness with Lab (4)</li> </ul>	
<b>Personal and Professional Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• CARD405 Career Development (2)</li> <li>• COLL148 Critical Thinking and Problem-Solving (3)</li> </ul>	
<b>Business</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• MGMT404 Project Management (4)</li> </ul>	
<b>Computing</b>	<b>2</b>
<ul style="list-style-type: none"> <li>• COMP100 Computer Applications for Business with Lab (2)</li> </ul>	
<b>Justice Administration Foundation</b>	<b>48</b>
<ul style="list-style-type: none"> <li>• JADM100 Introduction to Criminal Justice (3)</li> <li>• JADM110 Introduction to Criminology (3)</li> <li>• JADM120 Introduction to Policing (3)</li> <li>• JADM200 Introduction to Criminal Law (3)</li> <li>• JADM210 Introduction to Corrections (3)</li> <li>• JADM220 Introduction to Ethics and Criminal Justice (3)</li> <li>• JADM230 Introduction to Juvenile Justice (3)</li> <li>• JADM240 Introduction to the Criminal Courts (3)</li> <li>• JADM250 Police Report Writing (3)</li> </ul>	

<sup>1</sup> Students enrolled at a Nevada location take POLI332.

- JADM270 Correctional Counseling (3)
- JADM300 Multiculturalism in Criminal Justice Systems (3)
- JADM310 Drugs and Society (3)
- JADM320 Criminal Procedure (3)
- JADM330 Victimology (3)
- JADM340 Criminal Evidence (3)
- JADM350 Research Methods in Criminal Justice (3)

**Senior Project** **4**

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- JADM490 Senior Project I (2)
- JADM494 Senior Project II (2)

**Track – one of the following is selected** **Credit hours vary by selection**

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**Digital Forensics** **18**

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- CCSI410 Digital Forensics I with Lab (4)
- CCSI460 Digital Forensics II with Lab (4)
- CIS206 Architecture and Operating Systems with Lab (4)
- NETW202 Introduction to Networking with Lab (3)
- SEC280 Principles of Information Systems Security (3)

**Homeland Security Studies** **15**

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- JADM423 Terrorism Investigation (3)
- JADM455 Emergency Management (3)
- JADM480 Homeland Security and Terrorism (3)
- JADM485 Security Intelligence Analysis (3)
- POLI457 International Relations (3)

**Policing** **15**

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- JADM400 Interviewing and Interrogation (3)
- JADM403 Cybercrime (3)
- JADM407 Criminal Investigation (3)
- JADM413 Police Administration (3)
- JADM423 Terrorism Investigation (3)

Note: All students should see [General Notes](#) at the beginning of [Colleges & Programs of Study](#).

**Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Bachelor of Science in Justice Administration degree program include: Correctional Officers and Jailers; First-Line Supervisors of Police and Detectives.**

**Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [devry.edu/bja-ge](http://devry.edu/bja-ge).**

**For additional program information, visit [devry.edu/bja](http://devry.edu/bja).**

## Course Descriptions

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Within this section are descriptions of courses. To learn which courses apply to the chosen curriculum, see [Colleges & Programs of Study](#). Course descriptions are presented alphabetically, by course designator. Please make note of the following indicators:

- Courses marked with an asterisk (\*) require successful completion of required math and English transitional studies courses. Required transitional studies coursework may affect program length and cost.
- Courses marked with a caret (^) are licensed in New Jersey; students whose enrolled location is in New Jersey may enroll in these courses in the onsite, online and blended modalities.
- Courses marked with a plus sign (+) are available as honors courses (restrictions apply).

*Note:* To enroll in a course with a corequisite, students must have either successfully completed the corequisite course during a prior session or concurrently enroll in the corequisite course.

Please take note of the meaning of the following indicators which may be found next to certain course titles: \* requires successful completion of required math and English transitional studies courses., ^ course available for students enrolled at a New Jersey location, + honors course version is available. Return to the [course description main page](#) for more details.

Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
<b>Accounting</b>				
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 services. Students make extensive use of spreadsheet applications to analyze accounting records and financial statements.	COMP100; and MATH114 or MATH116	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.	BUSN115 or CEIS100	4
ACCT303	Intermediate Accounting I*^	This course expands on topics covered in ACCT219 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.	ACCT212	3
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.	ACCT212	4
ACCT305	Intermediate Accounting II*^	This second course in intermediate accounting addresses financial accounting, with an emphasis on external reporting to the investing public in accordance with generally accepted accounting principles. Topics include property; plant and equipment; intangible assets; investments; current, long-term and contingent liabilities; and leases.	ACCT304	4
ACCT306	Intermediate Accounting II*^	This second course in intermediate accounting addresses financial accounting, with an emphasis on external reporting to the investing public in accordance with generally accepted accounting principles. Topics include property; plant and equipment; intangible assets; investments; current, long-term and contingent liabilities; and leases.	ACCT303	3
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.	ACCT305	4
ACCT313	Intermediate Accounting III*^	This course continues topics covered in ACCT306 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.	ACCT306	3
ACCT326	Federal Tax Accounting I*	This course covers federal income tax concepts and their effect on individuals. Topics include the history and background of taxes, gross income, exclusions, allowable deductions, and the basis for gain and loss on the disposition of property.	Corequisite: ACCT212	3
ACCT346	Managerial Accounting*^	This course introduces how managers use accounting information in business decision-making. Topics include standard cost systems, budgeting, break-even analysis, relevant cost issues, and the effect of state and federal taxes on decision-making. These principles apply to all types of businesses, including the service industry, manufacturing and merchandising. Students use spreadsheet applications to analyze and provide solutions to challenges faced by management in today's business environment.	ACCT212	4
ACCT349	Advanced Cost Accounting*	This capstone course addresses additional management accounting topics to further refine students' abilities to present information to management. Students participate in the decision-making process, in which activity-based costing and management, pricing strategies and profitability are emphasized. Current approaches to cost control, such as learning curves, life cycle costing and just-in-time (JIT) principles, are included.	ACCT346	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
ACCT360	Managerial Accounting*^	This course introduces how managers use accounting information in business decision-making. Topics include standard cost systems, budgeting, break-even analysis, relevant cost issues, and the effect of state and federal taxes on decision-making. These principles apply to all types of businesses, including the service industry, manufacturing and merchandising. Students use spreadsheet applications to analyze and provide solutions to challenges faced by management in today's business environment.	ACCT212	3
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.	ACCT312	4
ACCT406	Advanced Accounting*^	This course addresses financial accounting practice and theory in relation to consolidations, pushdown accounting, foreign currency transactions, financial statement re-measurement and translation, and partnership accounting.	ACCT313	3
ACCT426	Federal Tax Accounting II*	This course addresses the special tax issues of corporations, partnerships, S corporations, gift taxes, estates and trusts. Tax forms, tax software, the Internet, spreadsheets and word processing programs are used to research, solve and analyze tax problems relating to corporate and partnership income taxes.	ACCT326	3
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.	ACCT212	4
ACCT431	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.	ACCT212	3
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, as are spreadsheet and presentation software skills.	ACCT346	4
ACCT436	Advanced Cost Management*^	This course addresses students' ability to present information to management as part of the decision-making process. Resource planning, cost estimating, cost budgeting and cost control are emphasized. Activity-based costing, pricing strategies and profitability are addressed. Current approaches to cost control such as life cycle costing and just-in-time (JIT) are included. Internet and library research competencies are developed, as are spreadsheet and presentation software skills.	ACCT360	3
ACCT439	Professional Ethics for Accountants*	This course provides a framework for decision-making in the accounting profession. Core values such as ethical reasoning, integrity, objectivity and independence, social responsibility, legal and regulatory requirements, and professional codes of conduct are explored. State, national, and international ethics and legal developments are examined. General principles are applied using case studies from the accounting profession.	ACCT312 or ACCT313	3
ACCT440	Accounting Research*	This course introduces professional research skills critical in the accounting profession. Students learn to apply research methods using a real-world case study approach in the areas of financial accounting, tax and audit. Students identify research problems and authoritative sources, develop search criteria, gather and evaluate data, formulate conclusions, prepare a written report of their research and findings, and present recommendations.	ACCT312 or ACCT313; and ENGL216	3



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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
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.	ACCT312	4
ACCT446	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.	ACCT313	3
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.	ACCT312	4
ACCT454	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.	ACCT313	3
ACCT461	Accounting Senior Project	Students in this course synthesize business and accounting concepts, applying theory to accounting practice. Problem-solving, and legal and ethical considerations are examined. Case analysis or extensive inquiry culminates in an individual essay.	Successful completion of 89 semester credit hours and ACCT444 and enrollment in the BSAC program and permission from the appropriate academic administrator	3
<b>Business Intelligence and Analytics Management</b>				
BIAM300	Managerial Applications of Business Analytics*	This course examines major themes of business intelligence and business analytics. Through case studies, students explore how analytics impact organizational management in today's data-rich environment. Coursework addresses implementing business analytics techniques, business modeling, data sources, the business analyst's role in the organization, business process modeling, key performance indicators, use of data warehouses and data mining.	BIS245 and MATH221	4
BIAM400	Applied Business Analytics*	This course examines use of optimized modeling techniques, including break-even analysis, optimization modeling, sensitivity analysis, linear programming, network models, regression, time series analysis, decision-making under uncertainty and simulation models.	BIAM300	4
BIAM410	Database Concepts in Business Intelligence*	This course explores designing, developing, implementing and using a database to derive business intelligence solutions. Topics include roles, responsibilities, object relational impedance mismatch, data warehousing, online analytical processing and implementation of data mining tools. Case studies focusing on analyzing and interpreting data to support decision-making are used.	BIS245	4
BIAM420	Introduction to Internet Analytics*	This course focuses on analyzing and interpreting data to support decision-making for planning and performance assessment. Students are introduced to data sources such as web logs, big data, social data (e.g., emails, blogs, tweets), common key performance indicators and Internet analytics tools.	BIAM300	4
<b>Biosciences</b>				
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.	None	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
<b>BIOS135</b>	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.	MATH114	4
<b>BIOS195</b>	Anatomy and Physiology for Health Sciences with Lab*^	This course covers fundamentals of human anatomy and physiology while providing dynamic insights into body systems and physiology. Lab exercises provide experience in measuring biological and physiological signals and processes. Supporting concepts of chemistry and biology are presented.	Corequisite: MATH114	4
<b>BIOS260</b>	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.	BIOS105 and HIT111	4
<b>BIOS267</b>	Pathopharmacology	This course combines the study of common human diseases and corresponding drug therapies used in their treatment. Students are provided the opportunity to explore the fundamental concepts of the disease process, while also integrating basic pharmacology concepts and drug therapies associated with treatment of common pathologies within the context of a particular organ system. Emphasis is placed on disease etiology, signs and symptoms, and diagnostic measures, as well as dosage, actions, and administration routes, and other characteristics of typical drug treatment modalities.	BIOS105	4
<b>BIOS275</b>	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.	BIOS105 and HIT111	3
<b>Business Information Systems</b>				
<b>BIS155</b>	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.	COMP100	3
<b>BIS245</b>	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.	BIS155	4
<b>Biomedical Engineering Technology</b>				
<b>BMET313</b>	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, plethysmographs, tonometers, digital thermometers, phonocardiographs and Doppler flow meters. Various transduction processes are presented, emphasizing physiological signal measurement and basic quantitative analysis techniques.	BIOS135 and BIOS195 and ECET340 and PHYS320	4
<b>BMET323</b>	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, dialysis 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.	BMET313	4
<b>BMET433</b>	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.	BMET323 and ECET350	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
<b>BMET436</b>	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.	BMET323 and ECET375	4
<b>Business</b>				
<b>BUSN115</b>	Introduction to Business and Technology^	This course introduces business and the environments in which businesses operate. Students examine the roles of major functional areas of business and interrelationships among them. Organizational theories and techniques are examined, and economic, cultural, political and technological factors affecting business organizations are evaluated.	None	3
<b>BUSN219</b>	Marketing Fundamentals*^	This course introduces the theory, systems and processes of communicating the value of goods and services to satisfy needs and wants, while considering business goals and social responsibilities. Product definition, market research, customer identification, branding and pricing are addressed	BUSN115 and MATH114	3
<b>BUSN258</b>	Customer Relations*	This course examines components of a solid customer relations program and develops students' ability to recognize and participate in such programs. Students develop interpersonal communication and listening skills as well as conflict resolution skills. They also explore customer relations as an effective sales technique.	BUSN115	4
<b>BUSN278</b>	Budgeting and Forecasting*	In this course students design and implement a departmental budget encompassing the various processes that account for resource expenditures. Students develop a long-range budget forecast and then assess its impact on departmental planning.	ACCT212	4
<b>BUSN315</b>	Contemporary Business	This course provides an overview of business and economic principles and theory. Students consider ways in which businesses must respond to a constantly changing competitive environment that is both local and global in scale. Coursework addresses business institutions; roles and responsibilities of management; and functions such as finance, accounting, organizational management, marketing and human resources. Ethics, social responsibility and the impact of technology on business are considered. This course may not be applied to elective course requirements.	Successful completion of 60 semester credit hours	3
<b>BUSN319</b>	Marketing*^	In this course students apply principles and strategies for marketing products and services to industrial, commercial and governmental entities. Topics include ways in which market information and product life cycle affect product and production design; forecasting techniques; interdependencies between marketing and operations functions; and selling skills.	BUSN115; and MATH114 or MATH116	3
<b>BUSN350</b>	Business Analysis*	This course introduces tasks and techniques used to systematically understand the structure, operations, processes and purposes of an organization. Approaches to needs assessment, data collection, elicitation, analysis and synthesis are covered. Problems and cases are used to explore various organizational functions with multiple stakeholders.	Successful completion of 56 semester-credit hours and MATH221 or MATH226	3
<b>BUSN369</b>	International Business*^	This course introduces key concepts defining today's competitive global environment – including various cultural, political, economic and legal systems – and their impact on international business. In addition, students examine various international business issues, trends, monetary systems, trade policies and institutions, as well as regional economic integration.	BUSN115	4
<b>BUSN379</b>	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.	ACCT212	3
<b>BUSN412</b>	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.	Successful completion of 80 semester-credit hours.	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
<b>BUSN460</b>	Senior Project <sup>*^</sup>	Working in teams, students apply knowledge and skills, including competencies in problem-solving, critical thinking, research, teamwork, and oral and written communication, to real-world problems in a client-based environment. Assignments are based on competencies developed in students' prior coursework. This course must be taken at DeVry.	Successful completion of 89 semester-credit hours and permission from the appropriate academic administrator	3
<b>Career Development</b>				
<i>Note: For students enrolled at a New Jersey location, credit hours awarded for required Personal and Professional Development courses, CARD205 and CARD405, result in institutional credit only.</i>				
<b>CARD205</b>	Career Development <sup>*^</sup>	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.	Successful completion of 40 semester-credit hours	2
<b>CARD405</b>	Career Development <sup>^</sup>	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.	Successful completion of 89 semester-credit hours	2
<b>CARD415</b>	Career Development Strategies <sup>^</sup>	Building on self-presentation and career planning skills gained earlier, students in this course acquire knowledge of ongoing career development strategies. Through research, analysis and discussion of case studies, videos, role-plays and contemporary business literature, students identify principles and practices associated with professionalism in today's careers. Students develop potential career paths that suit personal strengths and aspirations, and develop greater awareness of themselves as communicators, problem-solvers and team players. This course must be taken at DeVry. Students who receive credit for this course may not also receive credit for CARD405.	Successful completion of 78 semester-credit hours and CARD205	1
<b>Computer Forensics</b>				
<b>CCSI330</b>	Digital Crime: Evidence and Procedure <sup>*^</sup>	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.	SEC280	3
<b>CCSI360</b>	Computer Ethics <sup>*^</sup>	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.	SEC280	3
<b>CCSI410</b>	Digital Forensics I with Lab <sup>*^</sup>	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.	CCSI330 or JADM340; and NETW202	4
<b>CCSI460</b>	Digital Forensics II with Lab <sup>*^</sup>	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.	CCSI410	4
<b>Engineering Technology and Information Sciences</b>				
<b>CEIS100</b>	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.	None	2

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
CEIS200	Software Engineering I	This course applies tools that are typical of software engineering settings and explores requirements; design; testing; metrics; process improvement; quality assurance; software configuration management, maintenance, and release, as well as ethics.	CIS247C	3
CEIS210	Introduction to Cryptographic Methods*	This course illustrates where and how cryptography is used. Also addressed are cryptographic algorithms and protocols, and how they are used to protect information in various states. Topics include number theory; types of attacks; and cryptographic modes, protocols and security functions.	Prerequisite: CIS170C; and Corequisite: SEC280	4
CEIS295	Data Structures and Algorithms	This course introduces structures that allow efficient organization and data retrieval, frequently used algorithms and basic techniques for modeling, as well as understanding and solving algorithmic problems. Arrays and linked lists; hash tables and associative arrays; sorting and selection; priority queues; sorted sequences; trees; graph representation; graph traversal; and graph algorithms are covered.	CIS247C	3
CEIS320	Introduction to Mobile Device Programming	This course introduces mobile operating systems programming. Students explore the Android and iOS operating systems with the goal of creating an application for one of these systems. Topics include menu systems, user interfaces, 2D graphics and audio.	CIS247C	3
CEIS390	Product, Project, and People Management	This course introduces basic concepts of project management in an organization and explores both technical and human aspects of projects. The roles and responsibilities of a project manager and contributions to the management of small projects are covered.	MATH221	3
CEIS400	Software Engineering II	This course emphasizes best practices in the implementation phase of the software development life cycle (SDLC). Application software engineering techniques are reinforced using UML/OOAD and project management skills covered in CEIS200 to an application-oriented team project based on a business scenario. The project provides real-world experience by integrating software engineering practices focusing on programming, testing and other implementation activities to deliver a product that meets approved specifications through lab assignments.	CEIS200	3
CEIS420	Programming Languages and Advanced Techniques	Students focus on programming language concepts and design principles of programming paradigms (imperative, functional, object-oriented and logical). Topics include a history of programming languages, data types supported, control structures and run-time management of dynamic structures.	CIS247C	3
<b>Certification Preparation</b>				
CERT401	Cisco Certified Network Associate Routing and Switching Certification Preparation*	This course is designed to prepare students for the Cisco Certified Network Associate (CCNA) Routing and Switching certification exam, which tests and validates foundational knowledge in routing, switching and basics of network infrastructure. Students complete learning modules and quizzes to assess their preparedness to pass the exam. The minimum requirement to pass this course is 70 percent. This course is optional, graded on a Satisfactory/Unsatisfactory basis and may not be repeated.	Successful completion of 90 semester-credit hours and; NETW208 or NETW209	0
CERT402	Systems Security Certified Practitioner Certification Preparation*	This course is designed to prepare students for the Systems Security Certified Practitioner (SSCP) certification exam, which tests and validates knowledge in seven security domains: access controls; risk identification, monitoring and analysis; cryptography; networks and communications security; incident response and recovery; systems and application security; and security operations and administration. Students complete learning modules and quizzes to assess their preparedness to pass the exam. The minimum requirement to pass this course is 70 percent. This course is optional, graded on a Satisfactory/Unsatisfactory basis and may not be repeated.	Successful completion of 60 semester-credit hours and SEC440	0
<b>Computer Information Systems</b>				
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 to design and document program specifications using tools such as flowcharts, structure charts and pseudocode. Program specification validation through desk-checking and walk-throughs is also covered.	Corequisite: CEIS100 or COMP100	3
CIS170C	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.	CIS115 or ECET105	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
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.	Corequisite: CEIS100 or COMP100 or ECT122	4
CIS247C	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.	CIS170C	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.	CIS170C	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: CIS170C or Corequisite: WBG310	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.	CIS321	3
CIS355A	Business Application Programming with Lab*^	Building on analysis, programming and database skills developed in previous courses, this course introduces fundamental principles and concepts of developing programs that support typical business processing activities and needs such as transaction processing and report generation. Students develop business-oriented programs that deal with error handling, data validation and file handling. Java is the primary programming language used.	CIS247C	4
CIS363B	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), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting. Extensible HTML (XHTML) and JavaScript are the primary software tools used.	CIS247C	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, C++.Net or C#.Net is used to implement web-based applications. ASP.Net is the primary software tool used.	CIS336 and CIS363B	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.	CIS407A and ENGL216	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.	CIS474	2
<b>Critical Thinking</b>				
<b>Note:</b> For students enrolled at a New Jersey location, credit hours awarded for required Personal and Professional Development courses result in institutional credit only.				
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. This course must be taken at DeVry.	None	3

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
<b>Communications</b>				
<b>COMM491</b>	Senior Project I	In this course, the first in a two-course sequence, students propose and begin development of an original thesis paper focusing on a critical issue within their area of concentration. Students apply acquired knowledge and skills, including competencies in problem-solving, critical thinking, research, teamwork, and oral and written communication, to a real-world problem at the conceptual and practical levels.	Successful completion of 89 semester-credit hours and ENGL135 and permission from the appropriate academic administrator	2
<b>COMM492</b>	Senior Project II	In this course, the second in a two-course sequence, students complete, prepare and present an original thesis paper focusing on a critical issue within their area of concentration. Students apply acquired knowledge and skills, including competencies in problem-solving, critical thinking, research, teamwork, and oral and written communication, to a real-world problem at the conceptual and practical levels.	COMM491	2
<b>Computer Applications and Programming</b>				
<b>COMP100</b>	Computer Applications for Business with Lab <sup>^</sup>	This course introduces basic concepts and principles underlying personal productivity tools widely used in business such as word processors, spreadsheets, email and web browsers. Students also learn basic computer terminology and concepts. Hands-on exercises provide students with experience in use of PCs and current personal productivity tools.	None	2
<b>COMP230</b>	Introduction to Scripting and Database with Lab <sup>^</sup>	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.	CEIS100 or COMP100	4
<b>Criminal Justice</b>				
<b>CRMJ300</b>	Criminal Justice*	This course focuses on criminal and juvenile justice, and examines the total system of police, courts and corrections. Emphasis is given to interaction of law, crime and criminal justice agency administration in preventing, treating and controlling crime. This course is designed for students with one year of professional experience in law enforcement, criminal justice or a closely related field.	None	3
<b>CRMJ310</b>	Law Enforcement*	This course covers the roles of police and law enforcement, and examines the profession, from its historical roots to current concepts such as community policing and homeland security. Policing functions, actions, technology, control and standards are analyzed.	CRMJ300	3
<b>CRMJ315</b>	Juvenile Justice*	Students in this course examine causes of offending juvenile behavior and analyze juvenile justice system responses, including historical development of the system. Agencies, the police, law, courts and corrections dealing with juveniles are covered. Contemporary issues such as gangs and juveniles in adult courts are explored.	Corequisite: CRMJ300	3
<b>CRMJ320</b>	Theory and Practice of Corrections*	This course examines the historical foundations, ideological and pragmatic justifications for punishment, sentencing trends and alternatives to incarceration. Organization, operation and management of correctional institutions; systems of correction; and inmate life, treatment, discharge and parole are examined.	CRMJ300	3
<b>CRMJ400</b>	Criminology*	This course examines theories and causes of crime, as well as behavior of criminals. Coursework also focuses on victims and societal reaction to crime. Criminal statistics, patterns of crime and typologies are examined, as are ways in which theories are employed within the criminal justice system.	CRMJ300	3
<b>CRMJ410</b>	Criminal Law and Procedure*	This course addresses crimes and penalties as defined by law, as well as procedural law regulating enforcement of criminal law. Constitutional principles, types of offenses and the process of law enforcement and procedures (i.e., search, seizure, arrest, interrogation, identification, trial, sentencing, punishment and appeal) are covered.	CRMJ300	3
<b>CRMJ420</b>	Criminal Investigation*	This course covers theory, practice, techniques and elements of crime and criminal investigation. Recognizing crime, suspects and perpetrators is approached through problem-solving methodology. Case preparation, testimony, and the evidentiary process for investigating and reconstructing crime are examined.	CRMJ400	3

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
CRMJ425	Ethics and Criminal Justice*	This course introduces basic ethical theories, emphasizing how such theories can be applied to contemporary problems in law enforcement, corrections and adjudications. Students apply various ethical frameworks to typical moral dilemmas in criminal justice.	CRMJ300	3
CRMJ450	Terrorism Investigation*	This course focuses on techniques law enforcement professionals employ in investigating terrorism. Strategic, political, social and religious underpinnings of terrorism are examined, as are current challenges, laws and policies in defense of the U.S. homeland. Preparations for, and responses to, terrorist attacks are covered.	CRMJ310	3
<b>Database Management</b>				
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.	CIS336	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.	DBM405A	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.	DBM438	4
<b>Electronics and Computer Engineering Technology</b>				
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 combinatorial 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: CEIS100	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.	Prerequisite: ECET105; and Corequisite: MATH190	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.	ECET110	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.	ECET210	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.	Prerequisite: CIS170C and ECET210; Corequisite: ECET220	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.	Completion of at least 40 credit hours in required CIS, ECET and MATH courses, including CIS355A and ECET220 and ECET230 and MATH270	1



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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
ECET301	Conservation Principles in Engineering and Technology with Lab*	This course examines conservation laws of mass, energy, charge and momentum. Students apply fundamental engineering concepts to problems in statics, dynamics, fluid mechanics, electrical circuits and thermodynamics. In the lab, students model systems presented in case studies involving alternative energy deployment, biomedical technologies and industrial process controls.	Prerequisite: PHYS320; and Corequisite: SUST310	3
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.	ECET220 and ECET230	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.	Prerequisite: ECET230; and Corequisite: CIS355A	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/As, keyboards, displays, and serial and parallel communication channels – are studied. Software (high-level and assembly) and hardware aspects of these devices are developed. Polling and interrupt-driven software drivers are compared and contrasted. Integration and testing of designs are emphasized.	Prerequisite: ECET330; and Corequisite: ECET299	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.	Prerequisite: MATH270; and Corequisite: ECET340	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.	ECET345	4
ECET360	Operating Systems with Lab*	This course introduces basic operating system concepts such as process states and synchronization, multiprocessing, multiprogramming, processor scheduling, resource management, static and dynamic relocation, virtual memory, logical and physical input/output, device allocation, disk scheduling and file management. Also introduced are techniques required to develop device drivers. Computer software is used throughout the course.	CEIS295	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.	ECET340	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.	Corequisite: ECET340	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. Each student team prepares a written proposal for a senior project and makes an oral presentation of the proposal to the class. The approved proposal forms the basis for the capstone project, which is developed and completed in the subsequent series of lab courses.	ECET345	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.	ECET340 and ECET345	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.	ECET375	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
ECET490	Distributed Computing System Design with Lab*	This course introduces techniques used to develop a distributed computer system in a networked environment. Protocols, flow control, buffering and network security are covered. Coursework focuses on design of a distributed computing system and its implementation in the lab.	CIS336	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.	Corequisite: ECET390	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.	ECET492L	1
ECET494L	Senior Project Development Lab III*^	In this final course of the three-course project development lab sequence, student teams complete development of the senior project. Teams submit written progress reports, make oral presentations describing project progress, and provide concluding written and oral presentations. This course must be taken at DeVry.	ECET493L	1
ECET497	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.	ECET340 and ECET350 and PHYS320; and BMET323 or CIS336 or ECET310 or REET300	1
<b>Economics</b>				
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. Macroeconomic topics include gross domestic product (GDP), and fiscal and monetary policy, as well as international topics such as trade and exchange rates. The course stresses analyzing and applying economic variables of real-world issues.	ENGL112 or ENGL113; and MATH104 or MATH114 or MATH116 or placement into MATH190	3
ECON410	Environmental Economics	This course introduces the concept of applying economic models to the environment (air, water, land). Systems that interface with the environment, processes that use materials from the environment, and waste products of systems and processes are analyzed with economic models providing insight into managing businesses and our lives in a sustainable fashion.	SOCS325	4
<b>Electronics and Computer Technology</b>				
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.	CIS206	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.	MATH103	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.	ECT122	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.	ECT125	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
ECT263	Communications Systems with Lab <sup>^</sup>	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.	ECT246	4
ECT284	Automation and Control Systems with Lab <sup>^</sup>	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.	ECT246 and PHYS204	4
<b>English Composition</b>				
<i>Note: Required transitional studies coursework may affect program length and cost.</i>				
ENGL062	Introduction to Reading and Writing <sup>^</sup>	This transitional studies 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 credit hours required for graduation.	Eligibility to enroll in the course is based on placement results	4
ENGL108	Composition with Lab <sup>^</sup>	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 stress 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 on successful completion of ENGL062.	3
ENGL112	Composition+	This course develops writing skills through analysis of essays, articles and other written works that are used as models for writing practice and development. Writing assignments stress process approaches, development, organization, revision and audience awareness. Students use word processing and web-based tools to develop written work. Students who receive credit for this course may not also receive credit for ENGL108.	Eligibility to enroll in the course is based on placement results or on successful completion of ENGL062	4
ENGL113	Composition	This course develops writing skills through analysis of essays, articles and other written works that are used as models for writing practice and development. Writing assignments stress process approaches, development, organization, revision and audience awareness. Students use word processing and web-based tools to develop written work.	Eligibility to enroll in the course is based on placement results or successful completion of ENGL062.	3
ENGL135	Advanced Composition <sup>^+</sup>	This course builds on the conventions and techniques of composition through critical reading requirements and longer, more sophisticated reports, including a documented library research paper. Assignments require revising and editing for an intended audience. Students are also taught search strategies for accessing a variety of print and electronic resources.	ENGL108 or ENGL112	4
ENGL136	Advanced Composition <sup>^+</sup>	This course builds on the conventions and techniques of composition through critical reading requirements and longer, more sophisticated reports, including a documented library research paper. Assignments require revising and editing for an intended audience. Students are also taught search strategies for accessing a variety of print and electronic resources.	ENGL108 or ENGL112 or ENGL113	3
ENGL206	Technical Communication <sup>^</sup>	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.	ENGL108 or ENGL112	3
ENGL216	Technical	This course builds on basic composition principles and focuses on common	ENGL108 or	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
	Writing <sup>^+</sup>	technical and 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.	ENGL112 or ENGL113	
<b>Ethics</b>				
<b>ETHC232</b>	Ethical and Legal Issues in the Professions <sup>^</sup>	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.	ENGL108 or ENGL112	3
<b>ETHC445</b>	Principles of Ethics <sup>^+</sup>	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.	ENGL135 or ENGL136	3
<b>Finance</b>				
<b>FIN351</b>	Investment Fundamentals and Security Analysis*	This course introduces security analysis and valuation, focusing on how to make investment decisions. Topics include the nature of securities, mechanics and costs of trading, the way in which securities markets operate, the relationship between risk and return, equity securities, fixed income securities, portfolio diversification and concepts of valuation.	BUSN379	4
<b>FIN364</b>	Money and Banking*	This course introduces the global financial system, focusing on the role of financial services companies in money and capital markets. Topics include the nature of money and credit, U.S. banking systems, central bank policies and controls, funds acquisitions, investments and credit extension.	BUSN379	4
<b>FIN382</b>	Financial Statement Analysis*	This course covers financial statement analysis and interpretation. Topics include techniques used to analyze and interpret financial statements in order to understand and evaluate a firm's financial strength, income potential, working capital requirements and debt-paying ability.	BUSN379	4
<b>FIN390</b>	Fixed Income Securities Analysis*	This course introduces the role of fixed-income securities in corporate finance with a focus on the characteristics of fixed-income securities and how they are traded along with how bond prices and yields are determined. Topics include sinking funds; bond redemption; debt market structure; bond investment risk; global bond sectors and instruments; yield spreads and measures; bond valuation; interest rate term structure and volatility. In addition, students explore mortgage-backed securities, asset-backed securities, trading strategies, and the investment process.	BUSN379	4
<b>Graphic and Multimedia Design</b>				
<b>GMD311</b>	Web Video Fundamentals with Lab <sup>^</sup>	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.	Corequisite: WGD260	4
<b>GMD341</b>	Advanced Imaging with Lab <sup>^</sup>	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.	MDD310 and WGD210	4
<b>GMD371</b>	Advanced Illustration with Lab <sup>^</sup>	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.	MDD310	4
<b>GMD411</b>	3D Model Design and Construction with Lab <sup>^</sup>	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	MDD310	4

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		constructed assets.		
<b>GMD451</b>	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.	GMD411 and MDD310	4
<b>Global Supply Chain Management</b>				
<b>GSCM206</b>	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.	BUSN115	4
<b>GSCM209</b>	Supply Chain Management Decision Support Tools and Applications*	This course introduces numerical models used as decision-making tools in operations practice and examines how they impact supply chain efficiency. Coursework is designed to enhance students' skills in problem identification and formulation; solution derivation; and decision-making.	GSCM206	4
<b>GSCM326</b>	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 using control charts and sampling plans. Probability and statistical concepts as related to process control are examined in depth.	MATH221	4
<b>GSCM330</b>	Strategic Supply and Master Planning*	This course focuses on the supply chain planning process and addresses formal master production scheduling (MPS), materials resource planning (MRP), capacity resource planning (CRP) and inventory techniques required for optimal supply chain efficiencies. Contemporary topics such as the Theory of Constraints are also examined.	GSCM206	4
<b>GSCM434</b>	Supply Chain Logistics, Distribution and Warehousing*	This course introduces logistics, distribution, transportation and warehousing fundamentals, which form the backbone of supply chain management. Coursework provides end-to-end views of the global supply chain management environment, as well as a holistic view of system objectives related to customer service and total cost issues.	GSCM206	4
<b>GSCM440</b>	Supply Chain Procurement Management and Sourcing Strategy*	This course examines supply chain management fundamentals, strategy and execution. Coursework examines the role of supply management across the entire supply chain and addresses strategic cost management; make versus buy versus partner decisions; supplier evaluation, selection, assessment and quality assurance; the sourcing/procurement process; and e- and global sourcing.	GSCM206	4
<b>GSCM460</b>	Global Issues in Supply Chain Management*	Students in this course apply supply chain management tools and procedures to real-world case studies. Coursework emphasizes applying SCM elements in order to enhance supply chain effectiveness and efficiency; analysis, problem-solving, prediction and system implementation skills used in best-in-class supply chain organizations; estimating risk; and forecasting business results.	GSCM206	4
<b>Health Information Management</b>				
<b>HIM335</b>	Health Information Systems and Networks with Lab*	This course builds on coursework in healthcare information systems, and introduces information technologies – architecture, tools, network topologies and devices – that support storage and communication of health information. Also included are telecommunications systems, transmission media and interfaces that provide interoperability of organization-wide healthcare information systems.	HIT230 or HSM310	3
<b>HIM355</b>	Advanced Classification Systems and Management with Lab*	This course covers advanced classification systems, as well as application and management of these systems in healthcare organizations. Principles and guidelines for using SNOMED CT and DSM-IV are introduced. Implementation, management, control and quality monitoring of coding applications and processes are covered. Electronic applications for clinical classification and coding are explored. Also addressed are uses of clinical data in healthcare delivery reimbursement systems, and the importance of compliance and reporting requirements.	HIT230	3

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
<b>HIM370</b>	Healthcare Data Security and Privacy*	This course builds on coursework in healthcare delivery systems and regulatory issues, introducing processes, procedures and equipment for data storage, retrieval and retention. Coursework addresses laws, rules and regulations governing access to confidential healthcare information, as well as managing access to, and disclosure of, health information. Coursework focuses on developing and implementing policies, procedures and processes to protect healthcare data security and patient privacy.	HIT230 or HSM310	3
<b>HIM410</b>	Health Information Financial Management*	This course builds on coursework in healthcare reimbursement and delivery systems. The accounting system, as well as essential elements of cost/benefit analysis and managerial accounting within the context of healthcare finance and resource management, are addressed. Capital, operating and other budgeting methods are studied in relation to goal attainment and organizational success in healthcare facilities. Reimbursement methodologies for healthcare services and the role of health information management professionals are studied. Prerequisite: / 3-3	HIT230 or HSM310	3
<b>HIM420</b>	Healthcare Total Quality Management*	This course addresses knowledge, skills, attitudes and values needed to coordinate quality and resource management programs. Quality planning, assurance and control are covered as parts of a total quality system, as are utilization review and risk management. Also covered are data collection and statistical analysis, as related to performance improvement; and practice-related ethical issues, especially as they relate to quality management in healthcare.	MATH325	4
<b>HIM435</b>	Management of Health Information Functions and Services*	This course builds on coursework in health data sources, healthcare delivery systems, and structure and content of the health record. Coursework focuses on principles applied to health information management functions; health data development; and organization, availability and analysis of health information for quality of care and regulatory compliance. Also examined is operation of health information management services to meet the needs of internal healthcare organization information users as well as external users. Health information management staffing and project management are addressed.	HIT230	4
<b>HIM460</b>	Health Information Management Practicum*	This course emphasizes managerial aspects of health information management and provides students with practical experience in a health information department or health-related organization. Students apply concepts and skills learned in areas such as department organization and personnel management, financial management, quality and performance improvement, interdepartmental relations, information systems applications, and data security and privacy. Students prepare a written report and present a summary of their practical learning experience.	Completion of, or current enrollment in, all courses required for the Health Information Management technical specialty and permission from the appropriate academic administrator	3
<b>History</b>				
<b>HIST405</b>	United States History	This course examines American history from the formation of the 13 original colonies to the present. Coursework addresses the struggle to define American citizenship and government, development of the nation and a national economy, and racial exclusion in American society. Also examined are the country's transformation to a world power, Reconstruction, resurgence, recession and reform, principles of justice and the American experience. Students who receive credit for this course may not also receive credit for HIST225.	ENGL135 or ENGL136	3
<b>HIST410</b>	Contemporary History^	This course examines major 20th century political, social, economic and technological developments in a global context. It also establishes a context for historical events and suggests relationships among them. The impact of technological innovation on contemporary society, politics, military power and economic conditions is explored.	ENGL135	3
<b>Health Information Technology</b>				
<b>HIT111</b>	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 meanings of terms used in a professional healthcare setting are covered, as is recognition of common abbreviations.	None	3
<b>HIT120</b>	Introduction to Health Services	This course covers history, organization and current issues in the U.S. healthcare delivery system. Interrelationships among system components and	None	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
	and Information Systems*^	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.		
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.  Note: To successfully complete HIT170, students must meet requirements outlined in Healthcare Practicum and Clinical Coursework Requirements.	HIT120	4
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.	HIT111 and HIT141	2
HIT203	International Classification of Diseases Coding I with Lab*^	This course, the first in a two-course sequence, addresses principals, guidelines, definitions and coding conventions of the International Classification of Diseases-10-Procedural Coding System (ICD-10-PCS). Coursework is designed to help students gain experience needed for accurately dissecting operative reports and building codes in ICD-10-PCS. Also examined are anatomy and code structure for each of the body systems and related sections of ICD-10-PCS; health records; manual and computerized coding methods; and coding references.	Prerequisite: BIOS267 -or- Prerequisite: BIOS260 and Corequisite: BIOS275	3
HIT205	International Classification of Diseases Coding II with Lab*^	This course, the second in a two-course sequence, introduces clinical vocabularies and classification systems. Principles and guidelines for using the ICD-10-Clinical Modification (ICD-10-CM) system to code diagnoses are introduced. Patient records and exercises using coding manuals and software tools provide further practice in coding and sequencing diagnoses and procedures. Coding ethics, data quality and application of coding principles to electronic record systems are explored.	HIT203	3
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.	HIT203	4
HIT213	Current Procedure Terminology Coding II with Lab	This course explores advanced coding techniques and guidelines from the Current Procedural Terminology code set and the International Classification of Diseases. Students code complex case studies and medical reports by utilizing manuals and software tools. Coding theory is used to examine principles and application of coding systems.	HIT205 and HIT211	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.	HIT120	2
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	Prerequisite: BIS155 and HIT141; Corequisite: HIT170	3

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
		variations and deficiencies are examined and used. Research techniques and statistical methods are applied to transform data into effective informational displays and reports to support a quality improvement program. Case studies and projects reinforce learning.		
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.	Prerequisite: HIT141; and Corequisite: HIT203	3
HIT251	Coding Practicum and Review	This course is designed to prepare students for the Certified Coding Associate (CCA) certification exam, which determines aptitude in six competency domains: clinical classification systems, reimbursement methodologies, health records and data content, compliance, information technologies, and confidentiality and privacy. The minimum requirement to pass this course is 70 percent. This course is optional, graded on a Satisfactory/Unsatisfactory basis and may not be repeated.	HIT204A or HIT205; and HIT211	0
HIT252	Coding Practicum and Review	This course is designed to prepare students for the Certified Coding Associate (CCA) certification exam, which determines aptitude in six competency domains: clinical classification systems, reimbursement methodologies, health records and data content, compliance, information technologies, and confidentiality and privacy. The minimum requirement to pass this course is 70 percent. This course is graded on a Satisfactory/Unsatisfactory basis.	Prerequisites: HIT205 and HIT211; Corequisite: HIT230	2
HIT260	Coding Practicum with Lab	This course is designed to provide students with hands-on experience with coding authentic patient records. Included is a minimum of 40 hours of practical experience in medical coding for a variety of patient types and encounters. Students have the opportunity to apply their knowledge and skills to complex case studies in a virtual setting.	HIT213 and HIT220 and HIT230	3
HIT261	CCS Review	This course is designed to prepare students for the Certified Coding Specialist (CCS) certification exam, which determines aptitude in three competency domains: health information documents; diagnosis and procedure coding; and regulatory guidelines and reporting requirements for Acute Care (Inpatient) service. The minimum requirement to pass this course is 70 percent. This course is graded on a Satisfactory/Unsatisfactory basis.	Corequisite: HIT260	2
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.	Permission from the appropriate academic administrator upon completion of, or concurrent enrollment in all other HIT courses in the program, except HIT272L	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.	HIT226 and HIT230	0
<b>Hospitality Management</b>				
HOSP310	Introduction to Hospitality Management*	This course introduces the major fields within the hospitality industry: lodging, meetings/events, restaurants, casinos and tourism. Operations and management are covered in the context of history, society and leadership.	BUSN115	4
HOSP320	Foundations of Hotel Management*	This course examines the lodging industry – from its traditional roots to contemporary structures – and addresses management, economics and measurement of hotel operations. Reservation systems, staffing, housekeeping, security and facility maintenance operations are examined and related to management responsibilities.	HOSP310	4
HOSP330	Meetings and Events Management*	This course introduces event, meeting and convention management – one of the fastest growing segments of the hospitality industry. Coursework addresses the diverse demands of multiple stakeholders who plan, organize,	HOSP310	4



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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
		lead and control organized functions. Models of events are introduced, enabling students to explore issues related to sponsorship, venues, staffing, finance, exhibit coordination, contracted services, legal implications, marketing and convention bureaus.		
<b>HOSP410</b>	Restaurant Management*	This course introduces operational and management practices of both startup and established restaurants. Concepts related to mission, marketing strategy and menu are addressed. Financial management of restaurants is examined, including pricing, budgets, cost control, payroll, fixed assets, leasing, and cash and revenue control, as are service and customer relations challenges.	HOSP310	4
<b>HOSP420</b>	Food Safety and Sanitation*	This course covers fundamental aspects of food safety, sanitation and food service operations. Coursework is based on the 2001 FDA Food Code and focuses on management of sanitation, factors contributing to unsafe food, food-borne illnesses, food production flow, the Hazard Analysis Critical Control Point system, accident and crisis management, employee training, food safety regulations, and facilities and equipment cleaning and sanitation.	HOSP310	4
<b>HOSP440</b>	Casino Management*	This course introduces operating conditions and management responsibilities in casinos, and related properties and services. Gaming history and regulations are covered, as are modern gaming laws, controls, taxes, accounting, reporting, marketing, and the mathematics and statistics of games and casinos.	HOSP310	4
<b>HOSP450</b>	Tourism Management*	This course introduces the many interdisciplinary aspects of the growing tourism industry, with emphasis on managerial challenges and responsibilities. The structure and function of major tourism delivery systems are covered, as are social and behavioral aspects of tourism. Additionally, supply and demand for products and services are analyzed, and forecasting demand, revenue and yield management approaches are explored.	HOSP310	4
<b>Human Resource Management</b>				
<b>HRM320</b>	Employment Law*	This course provides a comprehensive survey of federal and state laws as they affect the human resource function. Topics include equal employment opportunity, employment agreements, wage and overtime payment, and other regulatory issues.	BUSN115	4
<b>HRM330</b>	Labor Relations*	This course provides a perspective on the evolution of interaction between management and labor in a corporate environment. Topics include the American labor movement; federal and state labor laws; and collective bargaining, mediation and work stoppage.	BUSN115	4
<b>HRM340</b>	Human Resource Information Systems*	This course focuses on applying technology to developing, maintaining and managing human resource information. Students work with various hardware and software options available for managing the human resource function.	COMP100 and MGMT410	4
<b>HRM410</b>	Strategic Staffing*	This course focuses on developing a strategic structure for providing corporations with human resources necessary to achieve organizational goals. Students learn strategies and techniques for planning, recruiting, selecting, training and retaining employees.	MGMT410	4
<b>HRM420</b>	Training and Development*	This course examines training and organizational development techniques used by corporations to improve individual and corporate effectiveness. Topics include needs analysis, implementation planning and outcomes assessment for individuals and organizations.	MGMT410	4
<b>HRM430</b>	Compensation and Benefits*	This course focuses on how organizations use pay systems and benefit plans to achieve corporate goals. Topics include pay systems design, analysis and evaluation, and legally required and voluntary benefit options.	MGMT410	4
<b>Health Services Management</b>				
<b>HSM310</b>	Introduction to Health Services Management*	This course provides an overview of unique characteristics of U.S. healthcare systems, and surveys the major components and their interrelationships. Topics include internal and external influences on delivery of services, healthcare professions and key trends.	BUSN115	4
<b>HSM320</b>	Health Rights and Responsibilities*	This course examines legal and ethical issues of healthcare services. Topics include legal relationships among providers, payers and patients, and issues of professional liability. Ethical aspects of rights and duties are explored in a healthcare context.	HSM310	4
<b>HSM330</b>	Health Services Information Systems*	This course focuses on applying technology to developing and maintaining health services information systems. Students become familiar with hardware and software options for managing patient records, insurance and billing data. Related policy issues of confidentiality and information security are addressed.	COMP100 and HSM310	4

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<b>HSM340</b>	Health Services Finance*	This course focuses on the complexities of healthcare financing in the United States. Topics include multiple payment sources and reimbursement systems; problems and issues in financial planning; and trends in healthcare costs and expenditures.	HSM310	4
<b>HSM410</b>	Healthcare Policy*	This course focuses on the impact of public policy on healthcare delivery in the United States. Political, social, economic and technological influences are explored, as are cultural values and beliefs regarding health that underlie our policy-making process.	HSM310	4
<b>HSM420</b>	Managed Care and Health Insurance*	This course surveys the development of health insurance products and managed care approaches to the financing and delivery of healthcare services in the United States. Fundamental concepts of insurance risk management and various types of managed care organizations are discussed in relation to the consumer, provider and insurer.	HIT141 or HSM310	4
<b>HSM430</b>	Planning and Marketing for Health Services Organizations*	This course presents a framework for planning and implementing marketing initiatives for health services. Topics include market segmentation, targeting, positioning and communication, as well as ethical issues and examples unique to the healthcare industry.	HSM310	4
<b>Humanities</b>				
<b>HUMN303</b>	Introduction to the Humanities <sup>^+</sup>	This course introduces vital areas of the humanities, such as the visual and performing arts, literature, history and philosophy. Students analyze and evaluate works of art, and develop connections among these works and their historical, cultural and philosophical contexts. Discussions, writings, oral presentations, group activities and visits to cultural venues prepare students for more advanced inquiry in subsequent courses.	ENGL135 or ENGL136	3
<b>HUMN451</b>	Contemporary Fine Arts <sup>^</sup>	This course introduces contemporary fine arts, primarily in areas other than literature. Emphasis may be placed on visual arts such as painting, sculpture, architecture and photography, or the focus may be on music, dance, film and other performance arts. Understanding and appreciation of these art forms are enhanced by relating art fields and stylistic trends to one another as well as to historical developments.	ENGL135	3
<b>Internship</b>				
<b>INTP491 Internship I<sup>^</sup></b>		Students in this course, the first in a two-course sequence, begin an education-related field experience with a local business or community organization. As they contribute knowledge and skills to a business project or process – and acclimate to a business environment and culture – students gain valuable insight through self-reflection, assessment, and host-business analysis and feedback. In addition to the classroom component, this course requires a minimum of 10 to 12 hours per week of supervised practical experience at an approved external site.	Successful completion of 70 semester-credit hours and permission from the appropriate academic administrator	2
<b>INTP492 Internship II<sup>^</sup></b>		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.	INTP491 and permission from the appropriate academic administrator	2
<b>Justice Administration</b>				
<b>JADM100</b>	Introduction to Criminal Justice	This course surveys the history, structure and practice of the criminal justice system in the United States. Responsibilities and constraints of primary agencies are overviewed, as are basics of institutional and community corrections as well as juvenile justice.	None	3
<b>JADM110</b>	Introduction to Criminology*	This course examines individual and social theories of crime. Approaches to researching the incidents, types and causes of crime are examined, as are consequences of crime and governmental interventions. Topics also include violent crimes, crimes against property, white-collar and corporate crime, and public disorder crimes.	JADM100	3
<b>JADM120</b>	Introduction to Policing*	This course introduces the roles and organizations responsible for enforcing the law and affecting social order. History of American policing and issues in contemporary policing are covered. Careers in policing are explored along with trends in types of policing, such as community policing, and new strategies in law enforcement.	JADM100	3
<b>JADM200</b>	Introduction to Criminal Law*	This course covers the purpose, nature and nomenclature of criminal law, including consequences of noncompliance, elements of a crime, categories of	JADM100	3

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		crime, criminal procedures defined by the law, and principles of criminal cases. Constitutional limitations in criminal law are also studied.		
JADM210	Introduction to Corrections*	This course introduces corrections, including its history. An overview of policy and the goals and operations of the jail, prison, and parole and probation systems are examined, as are current trends in corrections.	JADM100	3
JADM220	Introduction to Ethics and Criminal Justice*	This course prepares students for ethical situations encountered in the criminal justice arena. Constitutional and religious ethics, along with the more traditional topics of philosophical and professional ethics, are covered. Ethical choices in relation to the "war on terror" are also analyzed.	JADM100	3
JADM230	Introduction to Juvenile Justice*	This course examines the juvenile justice system through policies, programs and practices associated with juvenile courts, law and procedures. Coursework introduces history and current debates in U.S. juvenile justice. Juvenile deviant behavior, delinquency prevention and the future of juvenile justice are also covered.	JADM100	3
JADM240	Introduction to the Criminal Courts*	This course provides an overview of the American courts and criminal justice system. Coursework examines the courtroom work group, as well as the trial process and challenges to the process, and also reviews the juvenile court system.	JADM100	3
JADM250	Police Report Writing*	This course covers the most common types of writing required of law enforcement personnel, including narrative reports, proposals, memos, short reports, letters and email, emphasizing clarity and professionalism in communications. Coursework examines how computers and technology are used in the process.	COMP100	3
JADM270	Correctional Counseling*	This course introduces basic elements of interviewing, counseling, and techniques applicable to the criminal justice and correctional setting. Topics include treatment guidelines, evidence-based counseling practices, research findings, trends and statistics, program evaluations and positions presented in journal review articles.	JADM210	3
JADM300	Multiculturalism in Criminal Justice Systems*	This course covers topics and issues concerning diversity and multiculturalism in today's policing environment. Common situations are studied from the perspectives of culture, race and ethnicity.	JADM100	3
JADM310	Drugs and Society*	This course examines the effects of drug and alcohol abuse on society, justice institutions and related legislation. Drugs and their effects on the body, current means of treatment, education, rehabilitation, prevention of abuse, theories of use, the drug business and drug law enforcement are also covered.	JADM100	3
JADM320	Criminal Procedure*	This course addresses individuals' rights under the U.S. Constitution during criminal litigation. The workings of the criminal courts are examined, including investigations, charges and incitements, the grand jury, bail, trial procedures, post-trial and conviction processes. Specific procedures such as acquiring and serving warrants, managing the chain of evidence and securing confessions are covered.	JADM100	3
JADM330	Victimology*	This course focuses on victimization, including the relationship between criminal offenders and their victims, and treatment of victims in the justice system by police and the courts. Issues of law and protection of victims are covered, as are societal perceptions of victims.	JADM100	3
JADM340	Criminal Evidence*	This course examines the rules of evidence associated with trials and administrative procedures. The legal boundaries essential to the collection and seizure of admissible evidence and legal interrogation are also covered.	JADM100	3
JADM350	Research Methods in Criminal Justice*	Current research in criminal justice is examined for methodological approaches, design and analysis, as well as relevance to the field of justice administration. Use of statistics in research is covered.	JADM100 and MATH221	3
JADM400	Interviewing and Interrogation*	This course covers protocols and techniques used in criminal justice interviews and interrogations, including standards and laws relevant to obtaining statements, admissions and confessions. Integrity of verbal and nonverbal communication is also analyzed.	JADM120	3
JADM403	Cybercrime*	This course examines criminal activity that uses or threatens computers or networks, including prevention of and controlling high-tech crime. The discipline of information technology, the sociology/anthropology of cyber space, computer security, deviancy, law, criminal justice, risk management and strategic thinking are explored.	JADM120 and JADM340	3
JADM407	Criminal Investigation*	This course introduces approaches and procedures used to identify and document criminal cases through collecting information about criminal offenses and preparing expert testimony. Topics include dealing with complaints, collecting evidence, recognizing jurisdiction of crimes, following up on clues and witnesses, and suspect and perpetrator identification and apprehension.	JADM340	3
JADM413	Police Administration*	Students in this course explore organizational and leadership theory and practice of complex organizations, and apply this understanding to functions	JADM120	3

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		and roles in police departments. Organizational design and development, management styles, planning and fiscal approaches, as well as aspects of human resource management, are covered.		
<b>JADM423</b>	Terrorism Investigation*	This course focuses on techniques law enforcement professionals employ in investigating terrorism. Strategic, political, social and religious underpinnings of terrorism are examined, as are current challenges, laws and policies in defense of the U.S. homeland. Preparations for, and responses to, terrorist attacks are covered.	JADM120	3
<b>JADM455</b>	Emergency Management*	This course deals with emergency or disaster risk mitigation, preparedness, response and recovery. Topics include managing complex organizations and emergency decision-making, interagency cooperation, risk assessment, planning preparations, humanitarian interventions and recovery challenges.	JADM100	3
<b>JADM480</b>	Homeland Security and Terrorism*	This course provides a foundation for understanding the scope of homeland security, including responsibilities and strategies of the Department of Homeland Security and related government agencies. Types and sources of terrorism, as well as methods for responding to terrorist threats, are examined.	JADM110	3
<b>JADM485</b>	Security Intelligence Analysis*	This course investigates intelligence analysis principles and methods as applicable to homeland-security-related case studies and scenarios. Critical thinking skills and application of structured analytical techniques are emphasized.	JADM480	3
<b>JADM490</b>	Senior Project I*	In this course, the first in a two-course sequence, students apply knowledge and mastered skills, including problem-solving techniques, research and oral/written communication to real-world projects in a justice administration environment. Working individually or in teams, students draw on knowledge and competencies developed through prior coursework.	ENGL216 and JADM350 and permission from the appropriate academic administrator	2
<b>JADM494</b>	Senior Project II*	In this course, a continuation of JADM490, students further apply their knowledge and mastered skills, including problem-solving techniques, research and oral/written communication to real-world projects in a justice administration environment. Working individually or in teams, students apply knowledge and competencies as they prepare and present final work deliverables.	JADM490	2
<b>Liberal Arts and Sciences</b>				
<b>LAS432</b>	Technology, Society, and Culture^+	In this capstone course, the relationship between society and technology is investigated through reading, reflection, research and reports. The course identifies conditions that have promoted technological development and assesses the social, political, environmental, cultural and economic effects of current technology. Issues of control and ethical considerations in the use of technology are primary. Discussion and oral and written reports draw together students' prior learning in specialty and general education courses. This course must be taken at DeVry.	Successful completion of 89 semester-credit hours and all general education requirements except courses with the prefix CARD, and permission from the appropriate academic administrator	3
<b>Legal Issues</b>				
<b>LAWS310</b>	The Legal Environment^	This course examines the North American legal system, focusing on aspects of the law as they relate to social, economic and ethical issues. Students explore regulatory matters, intellectual property, employer-employee relationships, antitrust, environmental issues, consumer protection, and civil versus criminal law distinctions.	None	3
<b>Mathematics</b>				
<i>Note: Required transitional studies coursework may affect program length and cost.</i>				
<b>MATH062</b>	Beginning Algebra^	This transitional studies 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	Eligibility to enroll in the course is based on placement results.	4

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
		applicable to credit hours required for graduation. Students who receive credit for this course may not also receive credit for MATH103.  <i>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. Required transitional studies coursework may affect program length and cost.</i>		
<b>MATH103</b>	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. 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
<b>MATH114</b>	Algebra for College Students <sup>^</sup>	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 on successful completion of MATH062 or MATH103	4
<b>MATH116</b>	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	3
<b>MATH190</b>	Pre-Calculus <sup>^</sup>	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 on successful completion of MATH104 or MATH114.	4
<b>MATH221</b>	Statistics for Decision-Making <sup>^+</sup>	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.	MATH114	4
<b>MATH226</b>	Statistics for Decision-Making <sup>^</sup>	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.	MATH114 or MATH116	3
<b>MATH260</b>	Applied Calculus I <sup>^</sup>	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.	MATH190	4
<b>MATH270</b>	Applied Calculus II <sup>^</sup>	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.	MATH260	4
<b>MATH325</b>	Healthcare Statistics and Research	In this course, students apply statistical analysis tools and biomedical research methodologies to health information management processes and cases. Descriptive statistics, nonparametric methods and inferential concepts are used to organize health data and present health information. Vital	HIT230 and MATH221	4

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		statistics methods and epidemiological principles are applied. The course also covers research design/methods and research protocols.		
<b>Multimedia Design and Development</b>				
<b>MDD310</b>	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.	WGD242	4
<b>MDD340</b>	Business of Graphics*^	This course focuses on issues critical to leading successful multimedia projects and businesses. Topics include scoping work for clients, legal considerations and financial aspects. In addition, the course introduces management principles applied to creative production. Students develop a pro forma media project plan that uses multiple resources.	WGD229	4
<b>MDD410</b>	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.	WGD260	4
<b>MDD460</b>	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.	CIS363B or MDD310; and ENGL216	2
<b>MDD461</b>	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.	MDD460	2
<b>Management</b>				
<b>MGMT210</b>	Human Resource Functions*	This course surveys components and management of human resources in organizations. Real-world examples and exercises are used and address regulations and guidelines, job analysis and design, employee recruiting, selection, salary and benefits, performance assessment, development and termination. Labor relations is introduced.	BUSN115	3
<b>MGMT230</b>	Contemporary Retail Management*	This course explores retailing processes, functions and planning as components of marketing distribution in the domestic economy and global supply chain. Market and consumer analysis; store location and layout; merchandizing; promotion; customer relations; and financial, legal, ethical and environmental aspects are emphasized.	BUSN115	3
<b>MGMT303</b>	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.	BUSN115	3
<b>MGMT330</b>	Business Communication	This course reinforces professional communication competencies and extends essential principles to include advanced messaging strategies for the workplace. Effective methods for creating professional documents, managing routine communication, and conveying technical information and recommendations are addressed. Strategies for orchestrating collaborative writing projects, directing virtual teams and providing feedback on work in progress are emphasized. Also addressed are methods for creating effective oral presentations.	ENGL216 and MGMT303	4
<b>MGMT340</b>	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.	BIS155	4
<b>MGMT404</b>	Project Management^	This course enhances students' ability to function in a project leadership role. While exploring the project life cycle, they gain experience in budget and timeline management. Project management software is used to design project schedules using methods such as bar charts, program evaluation review technique (PERT) and critical path method (CPM) to produce project plans to apply to the solution of case studies.	Successful completion of 56 semester-credit hours and MATH221	4
<b>MGMT408</b>	Management of Technology Resources^	This course focuses on developing and applying management and business skills in typical technical environments, as well as on technical support operations. Management approaches in resource planning, resource utilization, staffing, training, customer service, cost/benefit analysis and ongoing support are presented. Students apply business skills in developing and evaluating requests for proposal (RFPs) and related acquisition methods, and consider issues related to in-house and outsource solutions.	ACCT212 or ACCT301	3

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<b>MGMT410</b>	Human Resource Management*	Students in this course explore contemporary concepts and techniques essential to managing corporate human resources. Topics include resource planning, staffing and rewards, as well as developing and maintaining positions and people.	BUSN115	4
<b>Marketing</b>				
<b>MKTG230</b>	Consumer Behavior Fundamentals*^	Through socioeconomic and psychological approaches, students analyze factors that influence behavior of individuals and society as needs are considered, products and services used and satisfaction expressed. Decision-making processes of individual buyers and groups are studied, typically from researched buying behavior. Influences on consumers, including marketing and social media, are assessed.	BUSN115	3
<b>MKTG310</b>	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.	BUSN319	4
<b>MKTG320</b>	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.	BUSN319	4
<b>MKTG340</b>	Digital Marketing Fundamentals*^	Providing a framework and tools for managing an organization's digital marketing efforts and presence, this course introduces students to a paradigm of dynamic and direct customer interaction. Through an interactive weekly blog assignment, students experience and analyze effects of creating, promoting and adapting an online identity.	BUSN319	3
<b>MKTG410</b>	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.	BUSN319	4
<b>MKTG425</b>	Personal Selling and Sales Management*^	This course examines the roles of personal selling and sales management in supporting organizations' marketing and revenue goals. Professional selling techniques such as prospecting, qualifying, listening, problem-solving, and closing and servicing clients are addressed. Students analyze customer situations and develop strategic selling approaches using personal communication and technology platforms. Coursework also addresses skills and processes required for sales management and professional development.	BUSN319	4
<b>MKTG430</b>	International Marketing*^	This course provides a conceptual framework for marketing internationally, whether exporting or establishing a multi-national enterprise (MNE). Students explore development of international marketing programs, as well as various macroenvironmental factors that affect decision-making in an international setting.	BUSN319	4
<b>Networks</b>				
<b>NETW202</b>	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 Systems 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.	CIS206 or COMP230	3
<b>NETW203</b>	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 Systems 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.	CIS206 or COMP230	3
<b>NETW204</b>	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.	NETW202 or NETW203	3
<b>NETW205</b>	Cisco Networking Academy – Introduction to	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	NETW203	3

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Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
	Routing with Lab <sup>^</sup>	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.		
<b>NETW206</b>	Introduction to Switching with Lab <sup>^</sup>	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.	NETW204 or NETW205	3
<b>NETW207</b>	Cisco Networking Academy – Introduction to Switching with Lab <sup>^</sup>	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.	NETW205	3
<b>NETW208</b>	Introduction to WAN Technologies with Lab <sup>^</sup>	This 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.	NETW206 or NETW207	3
<b>NETW209</b>	Cisco Networking Academy – Introduction to WAN Technologies with Lab <sup>^</sup>	This 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.	NETW207	3
<b>NETW230</b>	Network Operating Systems – Windows, with Lab <sup>^</sup>	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.	COMP230; and NETW204 or NETW205	4
<b>NETW240</b>	Network Operating Systems – UNIX, with Lab <sup>^</sup>	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.	COMP230 or NETW204 or NETW205	4
<b>NETW250</b>	Voice/VoIP Administration with Lab <sup>^</sup>	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.	NETW204 or NETW205	3
<b>NETW310</b>	Wired, Optical and Wireless Communications with Lab <sup>*^</sup>	This course examines wired, optical and wireless signals and their transmission in the network. Topics include codes and numbering systems, data transmission methods, basic point-to-point networks, error detection and correction, and Internet access technologies.	ECET375 or NETW204 or NETW205	3
<b>NETW320</b>	Converged Networks with Lab <sup>*^</sup>	This course examines foundations for current and emerging networks that deliver voice, data and video/imaging through various technologies. Topics include core switching, broadband and edge access, Internet protocol telephony, adding packet capabilities to circuit-switched networks, 3G solutions, presence-enabled communications, security and troubleshooting. Telecommunications regulation and standards are discussed.	NETW360	3
<b>NETW360</b>	Wireless Technologies and Services with Lab <sup>*^</sup>	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.	NETW310	3



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<b>NETW410</b>	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.	NETW230 or NETW240	4
<b>NETW411</b>	Information Security and Mobile Devices*	This course addresses information security on mobile devices. Topics include information to be protected; risks involved; types of mobile devices; information at rest and in motion; encryption; attack scenario vulnerabilities; and aspects of defense-in-depth controls.	SEC321	4
<b>NETW420</b>	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.	MATH221 and NETW410	4
<b>NETW471</b>	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.	Corequisite: NETW420	3
<b>NETW494</b>	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.	MGMT404, NETW420 and permission from the appropriate academic administrator	2
<b>NETW497</b>	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.	NETW494	2
<b>Physics</b>				
<b>PHYS204</b>	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.	ECT125 and MATH103	4
<b>PHYS310</b>	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.	MATH260	4
<b>PHYS320</b>	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.	MATH260 and PHYS310	4
<b>Political Science</b>				
<b>POLI330</b>	Political Science^	This course explores political systems in a comparative way, with emphasis on governmental forms, constitutions, determinants of foreign policy and methods of political change. Studies of recent political history, current world affairs and the structure of political institutions are included.	None	3
<b>POLI332</b>	Political Science	This course explores political systems in a comparative way, with emphasis on governmental forms, constitutions, determinants of foreign policy and methods of political change. Studies of recent political history, current world affairs and the structure of political institutions are included. This course fulfills the state requirement for study of the State of Nevada and U.S. constitutions.	None	3
<b>POLI457</b>	International Relations	This course examines world politics as related to international conflict and security. Behavior and relationships among states are explored through case studies and real-world events. Also studied, from a global political perspective, are environmental concerns, human rights and trade issues.	POLI330 or POLI332	3
<b>Project Management</b>				
<b>PROJ330</b>	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.	MGMT303	4

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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.	MGMT404	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.	MGMT404	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.	ACCT360 or ACCT346; and PROJ420	4
<b>Psychology</b>				
PSYC305	Motivation and Leadership^+	This course focuses on human motivation and leadership skills required to effectively manage groups and individuals. Topics include basic motivation principles, leadership styles, workplace stress and conflict, and the dynamics of group development.	SOCS185	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.	SOCS185	3
<b>Renewable Energy Engineering Technology</b>				
REET300	Introduction to Alternative Energy Technologies with Lab	This course addresses renewable alternative energy technologies including photovoltaics, solar thermal systems, wind power, fuel cells, hydroelectricity, the smart grid, alternative fuels, geothermal power, waste heat and biofuels. Socioeconomic, environmental, political and regulatory issues are considered. Students explore key aspects of alternative power sources and sustainable energy solutions that meet today's power demands.	ECET301	3
REET420	Power Electronics and Alternative Energy Applications with Lab	This course covers power switching circuits such as rectifiers, AC-DC and DC-DC converters, inverters and motor drives. Power semiconductor devices, thermal management, efficiency and power electronics applications are emphasized. Lab projects involve simulation and construction of power electronic circuits needed to convert power derived from both conventional systems and alternative energy sources such as solar and wind.	ECET345	4
REET425	Electric Machines and Power Systems with Lab	This course presents electric machines and power systems, with emphasis on renewable energy applications. Topics include three-phase circuits, power factor correction, transformers, synchronous machines, DC motors, induction motors, power system transmission and distribution, and power flow studies. In the lab, students simulate and construct machines needed for power transmission.	ECET345	4
<b>Small Business Management and Entrepreneurship</b>				
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.	BUSN115	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 to implementing and expanding product lines in corporate and entrepreneurial ventures. A structure for introducing new products is presented.	BUSN115	4
SBE420	Operational Issues in Small Business Management*	This course covers issues that are unique to small business management, including improving the success rate for new firms; financing small businesses; determining the effect of regulations on small firms; and obtaining information to improve performance.	BUSN115	4
SBE430	E-Commerce for Small Business*	This course explores the potential of e-commerce and its impact on small business practices. Topics include opportunities, issues, alternatives and	BUSN115	4

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		techniques to support the development of an Internet marketing plan and related website.		
<b>SBE440</b>	Business Plan Writing for Small Businesses and Entrepreneurs*	This course focuses on creating a comprehensive business plan for a small business. Coursework addresses research sources; plan presentation; follow-up; and business plan components, including executive summary, company description, target market, competition, marketing and sales, operations, management structure, future development and financials.	BUSN115	4
<b>Sciences</b>				
<b>SCI200</b>	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.	MATH114	3
<b>SCI204</b>	Environmental Science with Lab	This interdisciplinary science course integrates natural and social science concepts to explore the interrelatedness of living things. Coursework focuses on environmental issues, problems and possible solutions. Topics include sustainability, ecosystems, biodiversity, population dynamics, natural resources, waste management, energy efficiency and pollution control, as well as associated ethics and politics. Through lab exercises, students apply general principles using a variety of methods and explore a broad range of topics.	MATH114	4
<b>SCI205</b>	Environmental Science with Lab	This interdisciplinary science course integrates natural and social science concepts to explore the interrelatedness of living things. Coursework focuses on environmental issues, problems and possible solutions. Topics include sustainability, ecosystems, biodiversity, population dynamics, natural resources, waste management, energy efficiency and pollution control, as well as associated ethics and politics. Through lab exercises, students apply general principles using a variety of methods and explore a broad range of topics.	MATH116	3
<b>SCI214</b>	Integrated Science with Lab	This interdisciplinary science course draws on basic principles and insights from physics, chemistry, biology, geology, astronomy and information technology, which are linked within four fundamental principles of science: Newton's laws of force and motion, laws of thermodynamics, laws of electromagnetic force and the atomic structure of all matter. The course provides an understanding of science while clarifying the role of technology and strengthening decision-making. Lab exercises help students further explore theories through observation and application using a variety of methods.	MATH114	4
<b>SCI228</b>	Nutrition, Health and Wellness with Lab	This course provides an overview of basic nutrients the body requires for health and life, and dispels common nutrition myths. The role of nutrition in various biological phases of the human life cycle, as well as psychological and sociological implications of food, are discussed. Students also learn how the scientific method of inquiry is used in the nutritional science and health fields. In the lab, students collect observational data, employ computer simulations, and prepare and sample various foods.	None	4
<b>Information Systems Security</b>				
<b>SEC280</b>	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.	CIS206 or COMP230 or NETW202 or NETW203	3
<b>SEC311</b>	Ethical Hacking*	This course provides knowledge and skills related to activities behind hacking attacks and countermeasures. Coursework helps students build defense mechanisms to protect applications, systems and networks from hackers. Security loopholes, as well as common attack tools used by black hat hackers, are examined.	SEC280	3
<b>SEC321</b>	Network Security Testing with Lab*	This course examines network security testing, including testing countermeasures against malware threats; denial of service (DOS) and distributed denial of service (DDOS) attacks; email; Web; and Wireless using a layered approach requiring design, implementation, and testing of attack countermeasures.	NETW206 or NETW207; and NETW230 or NETW240; and SEC280	3

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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.	SEC280	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.	SEC280	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.	SEC280	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 designs processes. Auditing practices used to verify compliance with policies and procedures, as well as for building a case for presentation in private and public settings, are also covered.	CIS247C or NETW230 or NETW240; and SEC280	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.	NETW230 or NETW240; and SEC280	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.	NETW230 or NETW240; and SEC280	3
<b>Security Management</b>				
SEC310	Principles and Theory of Security Management*	This course surveys the scope of security management, introducing principles and frameworks for recognizing security issues and solutions. Aspects of protecting people, information and physical assets are examined, including loss prevention. Legal foundations, historical roots, operations and tools of security management are introduced, as is the role of security in contemporary business, government and public settings.	BUSN115	4
<b>Social Sciences</b>				
SOCS185	Culture and Society*+	This course explores the role of culture in social organizations. Social institutions, and the issues of race and gender within social structures, are analyzed in the context of multicultural societies and increasing global interaction. Basic sociological principles and research findings are used to support analysis of cultural and social issues.	None	3
SOCS325	Environmental Sociology*+	Students in this course explore environmental issues as perceived by society. Coursework addresses cultural norms, ideologies, beliefs, and economic and gender-related factors that affect finding and providing sustainable solutions to environmental problems. Through discussions of research, problem-solving projects and presentations, students learn to identify causes of environmental problems and apply practical solutions to particular cases.	ENGL135 or ENGL136	3
SOCS335	Workplace Culture and Communication	Students build on prior work in communication and the social sciences to examine various genres of workplace culture through which workers communicate, such as writing, dress, humor, workspace decoration, rituals, technology-based expressions and others. Analyzing workplaces as complex systems with subgroups, students identify challenges of cross-cultural communication as well as strategies for meeting those challenges, and explore how workers adapt to cultural change in the workplace.	SOCS185	3
SOCS350	Cultural Diversity in the Professions	Students explore cross-cultural issues and diversity to help create a positive foundation for understanding and working effectively with others. Cultural issues – including values, beliefs and practices that affect individuals, groups	SOCS185	3

Please take note of the meaning of the following indicators which may be found next to certain course titles: \* requires successful completion of required math and English transitional studies courses., ^ course available for students enrolled at a New Jersey location, + honors course version is available. Return to the [course description main page](#) for more details.

Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
		and communities – are discussed. Case studies and other applications are examined, particularly as they relate to the workplace and to professional practice. Experiential learning designed to increase understanding and appreciation of differing cultures is included.		
<b>Speech</b>				
<b>SPCH275</b>	Public Speaking <sup>^+</sup>	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.	ENGL108 or ENGL112 or ENGL113	3
<b>Sustainability Management</b>				
<b>SUST310</b>	Renewable Energy: Science, Technology and Management	This course introduces science and technology behind renewable energy technology while considering business decisions required to invest in – and manage – systems using this technology. Among others, solar technologies, fuels synthesized from biomass, hydrogen and wind are explored.	BIOS135 and SCI204	4
<b>Technical Communication</b>				
<b>TC220</b>	Rhetorical Strategies for Technical Communication*	Students in this course use audience and context analysis, determination of purpose and other rhetorical strategies to create technical documents for persuasive and informative purposes. Major emphasis is placed on logic, argument, evidence and various appeals in producing documents containing sound reasoning and effective language. Studies include logical fallacies; social, ethical, political and practical influences; and ways of incorporating quantitative and qualitative information into documents.	ENGL135	4
<b>TC420</b>	Marketing and Corporate Communications*	Students in this course apply rhetorical strategies and composition principles to create marketing literature, investor communications, media releases and executive presentations. The course includes current communication issues in business, such as globalization, cross-cultural influences, technological advances, ethics and regulatory requirements. Students develop and present oral and written reports in a variety of media and channels. Client practitioner involvement is used as available.	BUSN319 and TC220	4
<b>Web Game Programming</b>				
<b>WBG310</b>	Interactive Web Page Scripting with Lab <sup>^</sup>	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.	Corequisite: CIS336 or WGD260	4
<b>WBG340</b>	Programming Multimedia for the Web with Lab <sup>^</sup>	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.	CIS363B or MDD310 or WBG310	4
<b>WBG370</b>	Game Development with Lab <sup>^</sup>	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.	CIS363B or WBG340	4
<b>WBG410</b>	Dynamic Website Development and Database Integration with Lab <sup>^</sup>	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.	CIS363B or WBG340	4
<b>WBG450</b>	Multiplayer Online Game Development with Lab <sup>^</sup>	This course surveys design, development and play characteristics of multiplayer online games. Students install, configure and maintain game server software; deploy a simple multimedia game using the server; and manage and audit the server. ActionScript is used to configure server functionality.	WBG340 and WBG370	4
<b>Web Design and Development</b>				
<b>WDD420</b>	Web Accessibility with Lab <sup>^</sup>	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.	WBG410	4
<b>Web Development and Administration</b>				

Please take note of the meaning of the following indicators which may be found next to certain course titles: \* requires successful completion of required math and English transitional studies courses., ^ course available for students enrolled at a New Jersey location, + honors course version is available. Return to the [course description main page](#) for more details.

Course Designator and Number	Course Title	Course Description	Prerequisite	Credit Hours
<b>WEB320</b>	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).	BUSN115 and CIS407A	4
<b>WEB375</b>	Web Architecture with Lab*^	Building on networking concepts and principles explored in NETW202, this course introduces students to web architecture and connectivity. Topics include Internet protocols such as transmission control protocol/Internet protocol (TCP/IP); domain name server (DNS); simple mail transfer protocol (smtp), hypertext transfer protocol (http) and file transfer protocol (ftp); and design of an Internet or corporate intranet infrastructure to meet specific needs.	NETW202 or NETW203	4
<b>WEB460</b>	Advanced Web Application Development with Lab*^	This course builds on basics of design, coding and scripting, as well as database connectivity for web-based applications. Coursework introduces concepts of data interchange, message exchange and web application components. A programming language such as Java, C++.Net or Visual Basic.Net is used to implement business-related web-based applications.	CIS407A	4
<b>Web Graphic Design</b>				
<b>WGD201</b>	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.	None	3
<b>WGD205</b>	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.	WGD201	4
<b>WGD210</b>	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.	None	4
<b>WGD229</b>	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.	Corequisite: WGD205 or WGD210	4
<b>WGD232</b>	Web Design^	This course introduces fundamentals of web design principles and web content management. Topics include the user interface, web page conceptualization, page structure, extensible hypertext markup language (XHTML), cascading style sheets (CSS), WYSIWYG editors, scripting and web accessibility standards.	Corequisite: WGD229	4
<b>WGD235</b>	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.	WGD232	4
<b>WGD242</b>	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.	WGD232 or WGD235	4
<b>WGD251</b>	Responsive Web Design^	This course focuses on advanced web design techniques using hypertext 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.	WGD232	3
<b>WGD260</b>	Media Portfolio^	This capstone course culminates in a professional portfolio that showcases students' web graphic products, including component examples and web designs.	WGD251	3

## General Student Information

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For more than 85 years, DeVry has focused on preparing students to harness the power of innovation in a technical world and to bring that strength and vision to business and industry. Today, more than 45,000 students take advantage of our programs and services and trust DeVry to deliver on its promise of education excellence. The following pages provide important information regarding students' education experience.

In this section learn more about:

- [General Information](#)
- [Admission Requirements & Procedures](#)
- [Academic Policies & Graduation Requirements](#)
- [Tuition & Expenses, Effective July 2017 Session through May 2018 Session](#)
- [Financial Assistance, Effective July 2017 Session through May 2018 Session](#)
- [Cancellations & Refunds](#)
- [Regulations](#)

## 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. All students enrolled in site-based programs will be required to take some coursework online and, for some programs and locations, a substantial portion of the program may be required to be completed online. 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 online and independent study components that require students to commit to substantial out-of-class work. Additionally, some courses may be offered via videoconference, whereby instruction is provided from a single DeVry site and, through technology, is delivered to other locations in the DeVry system. DeVry reserves the right to alter the number of contact hours listed for reasons including, but not limited to, occurrences beyond DeVry's control, holidays, special institution activity days and registration days. Services and administrative office hours vary by location and may be limited evenings and weekends.

Online coursework includes an independent study component that requires students to commit to substantial work apart from classroom or online activities. Additionally, online course availability may be subject to enrollment minimums and maximums. Courses delivered onsite and online are designed to achieve the same student outcomes and are academically equivalent. Onsite course schedules are available from the chief location administrator.

At DeVry University sites in Pennsylvania, all courses in the blended and onsite modalities are delivered at least 50 percent onsite.

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.

#### Student-Centric-Period Cycles

Semester	Cycle 1 Sessions	Cycle 2 Sessions
Spring	January, March	March, May
Summer	May, July	July, September
Fall	September, November	November, January

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



basis.

### **Hours of Operation**

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

### **Student Advising**

Students are encouraged to consult a student support 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 MT on Saturday of week eight. 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 affect program length and cost (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 area options. Course descriptions list all courses that may fulfill graduation requirements, and each location advises students of available options. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only.

Courses with the CARD prefix, COLL148, 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/or 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](#)).

All students enrolled in site-based programs will be required to take some coursework online and, for some programs and locations, a substantial portion of the program may be required to be completed online.

### **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/system-requirements.html](http://www.devry.edu/online-education/system-requirements.html).

### **Awards Granted**

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

Awards are granted by the location at which the student completed the program requirements, unless an exception regarding the location granting the award is made. Students are subject to any special conditions associated with DeVry's state approval for that location. Awards granted may vary by state (see [Colleges & Programs of Study](#)).

### **Curriculum Changes**

Students are generally governed by graduation requirements in effect at the time of initial enrollment, provided their enrollment has been continuous. However, curriculum changes may occur, as DeVry reserves the right to change graduation requirements and to revise, add or delete courses. Consequently, 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. Alternate plans may result in additional coursework requirements and financial obligations. Program or policy changes that affect students already enrolled are announced at least 90 days prior to the effective date of the change.

Students who for any reason withdraw from, are dismissed from, or fail courses or programs may require additional coursework and incur additional financial obligations when they resume their studies.

The University also reserves the right to cancel a section of a course if enrollment is insufficient.

Students may transfer to another location within the DeVry system and retain credit for all coursework completed; however, program availability varies by location.

### **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. Applied lab activities may also be provided via these remote capabilities to onsite students, particularly at smaller locations.

### **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**

DeVry University's library supports the educational goals and instructional needs of our students. Our librarians are focused on developing quality digital collections that align with DeVry's programs, providing reference services and informative resources in support of student learning.

Students can access library materials digitally via their personal devices, 24/7, from the library website at <http://library.devry.edu/>. Resources include periodical and research databases, as well as e-books, a vast collection of full-text journal articles and information from academic and trade publications. Students also have the option of visiting one of our on-site Learning Commons, located at 24 campuses. The Learning Commons is an open space where students can collaborate, study or visit the library website via a workstation.

Our professional librarians can help students with their research skills and provide instruction in information literacy. The librarians can assist students onsite, via telephone or email; and are available via live chat seven days a week via Ask a Librarian.

### **Elective and/or Alternate Courses**

DeVry University offers a variety of undergraduate-level elective and alternate courses that supports each program's outcomes and graduation requirements. In consultation with faculty and program administrators, students may select these courses, as shown in this 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 advisor/academic advisor. Students must communicate this intention prior to enrolling in coursework applicable to the bachelor's degree program only.

<b>Corresponding DeVry Associate and Bachelor's Degree Programs</b>	
<b>Associate Degree Program(s)</b>	<b>Bachelor's Degree Program(s)</b>
Network Systems Administration	Network & Communications Management, Technical Management
All other associate degree programs	Technical Management

*Note: Restrictions on financial aid for these courses may apply (see [Financial Aid Applicability to Elective and/or Alternate Courses](#)).*

### **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.

### **Honors Certificate and Coursework**

DeVry notifies eligible students that they may apply to the University's honors certificate program. Those accepted who successfully complete at least five honors courses earn an honors certificate.

Successful completion of an honors course is defined as earning a grade of A, B or C. Courses in which a grade of D is earned do not fulfill honors certificate requirements; however, they may fulfill program requirements. Courses marked with a plus sign (+) in [Course Descriptions](#) are available as honors courses.

Students work with an appropriate academic administrator to select and register for honors courses appropriate for their programs; self-registration for these courses is restricted.

Students accepted to the honors certificate program must meet specific criteria to remain active in the program. Students should see an advisor for more information.

Honors courses are designated on students' schedules by the standard course number followed by an "H." In addition, all completed honors courses appear on students' transcripts.

### **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 learning management system, 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 outcomes 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.

All students enrolled in site-based programs will be required to take some coursework online and, for some programs and locations, a substantial portion of the program may be required to be completed online.

**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 learning management system, 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.

**Accounting Courses**

Several DeVry accounting courses integrate the learning approaches and materials of Becker Professional Education, which help prepare students for the world of professional accounting.

**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. Lab activities may also be provided via these capabilities to onsite students, particularly students taking blended courses at smaller DeVry locations.

***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 an Incomplete 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. Required transitional studies coursework may affect program length and cost.

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 advisor 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.

Transitional studies courses are unlikely to transfer to other institutions.

### **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.

### **Employment in Justice Administration**

Applicants for jobs in the justice administration field may be subject to pre-employment screenings such as, but not limited to, criminal background checks, drug and/or alcohol testing, physical and/or psychological examinations and credit checks. Unsatisfactory screening results may result in denial of an offer for a position in the justice administration field.

### **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.

### **Healthcare Site General Information**

Transportation to off-campus healthcare sites, meals at such sites and personal expenses are not included when calculating students' annual costs. These expenses vary according to individual student needs. DeVry attempts to place students at healthcare sites within a 50-mile radius of the campus they attend; however, distances may be greater.



## 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, Massachusetts, Minnesota and Nebraska, and online) 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 may be taken through the end of late registration only. DeVry reserves the right to deny admission to any applicant and to change entrance requirements without prior notice. Applicants are notified of their admission acceptance or denial in writing.

Applicants should note that color is one method used for coding electronic components; consequently, color-blind individuals may have difficulty in some courses.

Students attending a New Jersey or New York location must present proof of immunization against certain diseases as required by state law. Applicants should contact the Student Services Office for further information.

### **Age Requirement**

Each applicant must be at least 17 years old on the first day of classes. Documentation of age may be required.

### **Prior Education Requirement**

Each applicant must have earned one of the following educational credentials from a DeVry-recognized organization: a high school diploma or equivalent; a General Educational Development (GED<sup>®</sup>) 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 University grants an extension. An official high school transcript (or equivalent documentation) with the high school graduation date; an official GED<sup>®</sup> transcript with content scores and an indicator that the student passed the GED<sup>®</sup> test; or an official college transcript (or equivalent documentation) with the grade point average (GPA) and, if applicable, the 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.

*Note: Tennessee residents must provide one of the following: a copy of an official high school transcript; a GED<sup>®</sup> certificate or the equivalent; or an official transcript of a post-secondary*

degree. The post-secondary transcript must include the name of the high school and the high school graduation date.

### **College-Level Skills Evaluation Requirement**

Prior educational performance is considered in conjunction with demonstrated proficiency in college-level skills to determine admissibility. 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 earned a high school diploma or the equivalent, as well as 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 an Armed Forces Qualification Test (AFQT) score of at least 60 on their Armed Services Vocational Aptitude Battery (ASVAB) for admission to the military as documented on an original score report. (This applies to U.S. active duty military personnel, National Guard members and Reserve military personnel only; military spouses, dependents, U.S. Department of Defense civilians, separated veterans and military retirees are excluded. Applicants accepted based on an AFQT score must complete placement testing to determine initial course placement.)

### **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 – 500; SAT Reading – 25. Applicants with lower scores in one or both areas may still demonstrate college-level skills in any of the other ways listed. In addition, applicants should note that minimum scores considered for SAT examinations taken prior to March 2016 are: Math – 460; English – 460.
- Attain 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. Foundations courses are unlikely to transfer to other institutions. 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 skills 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 advisor 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.

Transitional studies courses are unlikely to transfer to other institutions.

### **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.

### **Special Admission Requirements for Medical Billing & Coding, Website Design and Website Development Program Applicants**

Applicants to these programs must complete DeVry's English placement exam; those who place into transitional studies coursework in English must take ENGL062 in their first session as part of their program requirements. Required transitional studies coursework may affect program length and cost.

These applicants are not required to complete the University's math placement exam. In addition, such applicants without prior education experience and who test into foundations coursework are not admitted but are offered enrollment in ENGL017.

### **Additional Admission Requirements for Technical Management Program Applicants**

Applicants to the Technical Management program must have successfully completed at least 12 semester-credit hours at a recognized post-secondary institution, or must hold a DeVry-recognized associate degree or higher.

*Note: Admission to the Technical Management program does not require prior college credit for those enrolled at a New Jersey location.*

### **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. Students must also own or have off-site access to a PC or laptop computer that meets location- or program-based requirements, including Internet access. They are also responsible for checking hardware/software requirements before registering for courses. Computer requirements for students enrolled in online courses are specified at [www.devry.edu/online-education/system-requirements.html](http://www.devry.edu/online-education/system-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 (see [Specially Recruited International Applicants](#)). Foreign diplomas and supporting foreign transcripts not written in English must be translated into English by a certified translator and may require review by one of the following approved educational credentials evaluation agencies at the applicant's expense\*:
  - A current member of the National Association of Credential Evaluation Services (NACES)
  - AACRAO International Education Services (formerly AACRAO's Foreign Educational Credential Service)
  - Educated Choices, LLC
  - Foreign Credentials Service of America
  - Institute of Foreign Credential Services
  - A current member of the Association of International Credentials Evaluators (AICE)
- 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 educational 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.

*\* DeVry may require an applicant's foreign credentials to be evaluated by a specific agency. In the event an applicant has already submitted a credentials evaluation from another agency and DeVry determines an additional evaluation is required, DeVry will pay for the additional evaluation.*

### **Special Admission – Newark J-1 Visa Program**

The J-1 Exchange Visitor Program provides exchange visitors with the opportunity to participate in educational and cultural programs in the United States and encourages Americans to participate in educational and cultural programs in other countries. 22 CFR § 62.1(b).

DeVry University has been approved by the U.S. State Department to serve as visa sponsor for students from DeVry Brasil – an affiliated university-level educational institution in Brazil – who want to attend DeVry University as J-1 exchange visitors. Through a partnership facilitated by the universities, Brazilian students study at DeVry University's Newark, California, campus for one semester.

Applicants admitted to this program are admitted as nonmatriculated students and must meet all other DeVry University admission requirements. Certain financial and academic documentation may also be required for admittance. Program participants enter the United States with a J-1 Visa and are identified as exchange visitors.

### **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 <http://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. The English-language proficiency requirement is waived for applicants who meet one of the following criteria:

- English is identified as the official/native language of the country in which the applicants completed all of their secondary education, or postsecondary, advanced or professional degree, as designated in the CIA's *The World Factbook*, at [www.cia.gov/library/publications/the-world-factbook](http://www.cia.gov/library/publications/the-world-factbook).
- English is not the official/native language of the country in which the applicants completed their secondary or postsecondary education; however, English was the principal language of instruction at their institution\*.

Applicants whose native language is other than English may also demonstrate English-language proficiency by providing evidence of one of the following:

- Submission of a U.S. high school diploma (completed in English) 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, 190 on the computer-based TOEFL or 61 on the Internet-based TOEFL.
- Submission of an overall band score of at least 6.0 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.
- Submission of an overall score of at least 58 on the Pearson Test of English (PTE) Academic.
- 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\*\*.

*\*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.*

### **Additional Admission Requirements for Home-Schooled Applicants**

Home-schooled applicants must provide one 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, 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 DeVry University Assessment Center evaluates and approves portfolios. Applicants whose portfolios indicate achievement of a level equivalent to high school work will be notified and may proceed with all other admission requirements.

Applicants may also gain admission by earning a GED® certificate or by presenting official documentation of having met state requirements for the equivalent of a high school diploma.

### **Additional Admission Requirements for Business Administration Program Applicants Selecting General Business Option Plan II**

In addition to meeting all regular admission requirements, applicants selecting this option must have earned a business-related credential approved by DeVry for articulation. Among others, the following credentials are considered:

- A three-year bachelor of commerce or bachelor of business administration degree in India. The credential, as well as the granting institution, must be recognized by the appropriate agency in India, and the applicant's overall average marks in the program must have been at an acceptable level, as defined by DeVry.
- A higher national diploma meeting the requirements of the Scottish Qualifications Authority or other approved authority. The credential, as well as the granting institution, must be recognized by the appropriate national agency.

### **Special Admission Requirements for Nonmatriculated Applicants**

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-Proiciency 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 or who failed to meet DeVry's standards of academic progress 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 matriculated student application; and sign a new enrollment agreement before permission to pursue the program of study is granted.

Nonmatriculated students are not eligible for the Dean's List recognition, career services, housing assistance, part-time-employment assistance, federal or state financial aid, or benefits through the U.S. Department of Veterans Affairs.

### **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 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., BUSN369), plus "SA" (e.g., BUSN369SA). 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 (see [Repeated Courses](#)). The highest grade earned is used in computing the CGPA.

More information on the Study Abroad program is available from student support advisors 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/representative 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 support advisor for the location they plan to attend.

Onsite students unable to attend an NSO or to visit the University 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 expulsion 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.

## Academic Policies & Graduation Requirements

### Grade Point System and Grade Point Averages

GPA's 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 GPA's are maintained on student records:

- The term GPA (TGPA) 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 award conferral is based, becomes fixed at graduation.

All GPA's exclude grades earned in non-GPA courses (see [Prior Learning Credit](#)).

### Grades and Designators

DeVry uses the grading system outlined below. Designators indicate academic action rather than grades and are not included when computing academic averages. Grades are posted and made available via the student portal at the end of each session. Final grades are based on the percentage equivalent in the chart below and are not rounded to the next higher letter grade. Term, semester and cumulative grade point averages (GPA's) are calculated at the end of the session. Academic honors and academic progress evaluations – including academic standing – are calculated at the completion of each student's semester/student-centric period. GPA's are calculated using grades from undergraduate-level courses taken at DeVry University only. Grades and designators are assigned as follows:

Grade	Percentage Equivalent	Grade Index Points
A	100% to 90.0%	4
B	<90.0% to 80.0%	3
C*	<80.0% to 70.0%	2
D*	<70.0% to 60.0%	1
F	<60.0% to 0.0%	0

Designator	Definition
AU	Course Audit
EX	Exemption
I	Incomplete
IP	In Progress
PLA	Prior Learning Assessment
S	Satisfactory
U	Unsatisfactory
W	Withdrawal (prior to official withdrawal deadline)

\* *C and D are not assigned in certain 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.*

### **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.

### **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. If, in professors' opinions, audit students do not fulfill the above obligations, audit status may be revoked, and students may be removed from class.

Not all courses are eligible for audit status.

### **Designator of EX – Exemption**

EX designators signify block transfer credit was awarded (see [Credit for Previous College Coursework – Block Transfer Credit for Eligible Associate Degree Holders](#)).

### **Designator of I – Incomplete**

An I signifies that required coursework was not completed during the session of enrollment. Designators 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 Sunday 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 designator 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. The student must submit a Request for Course Incomplete form and obtain approval from the professor and the appropriate academic administrator prior to

the grade roster deadline in order for an incomplete to be granted.

***Designator of PLA – Prior Learning Assessment***

PLA designators signify proficiency credit award for prior learning assessed via portfolio (see [Prior Learning Assessment](#)).

***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 advisor 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 MT.

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 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 contact their professor by Sunday of week four 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 request to the appropriate academic administrator, or to their student support advisor/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
- Prior Learning Assessment
- 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](mailto: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:

- Critical Thinking and Problem-Solving - COLL148
- 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, e.g., the transferability of courses may be limited by programmatic accreditation requirements.

### ***Credit for Previous College Coursework – All Students***

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](http://www.devry.edu/admissions/college-transfer-students.html). Additionally, DeVry admissions advisors/representatives, student support advisors and academic advisors are available to assist students with transfer credit evaluation requests.

### ***Credit for Previous College Coursework – Block Transfer Credit for Eligible Associate Degree Holders***

Applicants admitted to a DeVry bachelor's degree program who hold an associate of arts or associate of science degree from a DeVry-recognized post-secondary institution, and whose cumulative grade point average was at least 2.0 (on a 4.0 scale), may transfer credits earned in the associate degree program to DeVry. This block transfer of credit is provided only when students' chosen bachelor's degree program directly parallels the associate degree and area of specialization.

Students' academic plans at DeVry include courses that must be completed to ensure academic preparedness for the intended program, as well as remaining coursework required in the bachelor's degree program.

Students should note that:

- Block credit awards vary by program and by state.
- Evidence of completion of specific math and English coursework is required from all students. In addition, students enrolled in certain programs must provide evidence of either specific science coursework or portfolio completion.
- Additional coursework may be required to meet prerequisites for upper-level courses in the major and/or to meet state-specific general education credit-hour requirements for degree conferral. Additional coursework may increase program length and financial obligations.
- Course-by-course evaluations are completed for students enrolling in DeVry's Management and Technical Management programs.
- Course-by-course evaluations are completed for international students who hold foreign credentials/transcripts.

- Academic plans are revised for students who transfer programs while at DeVry.

Exemptions are applied for courses within the block of transfer credit awarded to eligible students (see [Designator of EX – Exemption](#)). DeVry admissions advisors/representatives are available to assist students with questions about block transfer credit.

### ***Credit for Military Coursework and Training Experience***

DeVry University is a part of the Servicemembers Opportunity Colleges (SOC) Degree Network System (DNS). As part of the DNS, DeVry adheres to academic policies intended to support all military students in their academic endeavors toward degree completion.

DeVry's participation in the DNS applies to specific academic programs and may change at any time. Additional information is available from DeVry admissions advisors/representatives and via [www.soc.aascu.org](http://www.soc.aascu.org).

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/representatives.

### ***Prior Learning Assessment***

DeVry University offers students the opportunity to earn college credit for prior learning by means of a Prior Learning Assessment (PLA), submitted by the student in the form of a PLA portfolio. Credit is awarded for demonstrated knowledge and application of that knowledge; it is not awarded for experience alone. Submission, evaluation and documentation is administered by the Council for Adult and Experiential Learning (CAEL) as part of its LearningCounts program. All PLA portfolios must be submitted through the LearningCounts program. Students can access resources and guidance for submitting a PLA portfolio at [www.learningcounts.org](http://www.learningcounts.org).

Prior to submitting a PLA portfolio, eligible students must register for and complete an online, self-paced, non-credit portfolio development course administered through LearningCounts. The course guides students through preparation, compilation and submission of a PLA portfolio. The nonrefundable course fee covers evaluation of the student's first portfolio. After completion of the one-time portfolio development course, future portfolio submissions are subject to a portfolio assessment fee only, paid per submission.

### ***PLA Eligibility***

To be eligible for PLA credit, students must:

- Demonstrate basic English proficiency in one of the following ways:
  - Standard placement in English by means of DVU-administered testing, eligible ACT or SAT English scores or acceptable grades in qualifying college-level coursework;
  - Transfer of academic credit equivalent to ENGL112; or
  - Successful completion of ENGL112.
- Reside in the United States. (This includes international students on an F-1 visa; however, PLA hours do not count toward the required minimum number of credit hours to be considered full-time.)

- Submit a PLA application to their student support or academic advisor while enrolled and attending classes as matriculated students in undergraduate coursework for the current session and prior to the final term of enrollment. *Note: Students who previously attended DeVry and are not currently enrolled are eligible to apply for PLA.*
- Submit transcripts from all previously attended post-secondary institutions and request transfer credit prior to submitting the PLA application.
- Verify with an academic advisor that the course(s) for which PLA credit is being sought applies to their program requirements.
- Have satisfied DeVry University residency requirements or have enough required DeVry coursework remaining to satisfy residency requirements after PLA credit has been awarded.

### **PLA Policies**

Students pursuing PLA credit must adhere to the following University policies:

- The first portfolio must be submitted no later than six months from the date of payment for the portfolio development class.
- Prior to submitting each additional portfolio, students must submit a PLA Portfolio Request form to their student support or academic advisor; students pay an additional portfolio assessment fee for each subsequent portfolio submitted and have six months from the date of payment to submit the portfolio.
- Students may not seek PLA credit for:
  - A DeVry University course previously attempted, regardless of the grade or designator assigned to the attempt.
  - A DeVry University course in which they are currently enrolled.
  - A course equivalent to one for which they have already earned credit.
- PLA credit does not waive any prerequisite or corequisite requirements associated with the credited course; prerequisite and corequisite course credits must be earned independently.
- PLA portfolio credit is treated as proficiency credit and does not count toward the residency requirement; the maximum allowable number of PLA credits is determined by the program residency requirement (see [General Graduation Requirements – All Students](#)).
- Partial credit is not awarded for portfolio submissions.
- The maximum number of allowable PLA portfolio submissions for a given course is two.
- PLA fees are nonrefundable, paid directly to LearningCounts and are as follows:
  - Portfolio development course and first portfolio assessment – \$254
  - Each additional portfolio assessment – \$125
- Students may not use financial assistance to cover the LearningCounts cost associated with PLA portfolio submissions.
- Students are responsible for ensuring they are not enrolled in a course for which they intend to seek PLA credit. DeVry will not refund the tuition at a later date to students who pay for such a course.

*Note: Students enrolled at a Nevada location may receive a maximum of 10 percent of the total semester credit hours required in their degree program through PLA. The maximum for students enrolled at a Texas location is 15 percent.*



### ***Credit for Professional Certifications and Training***

As appropriate, DeVry applies proficiency credit for professional certifications and training toward students' program 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/representatives, student support advisors 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](http://www.devry.edu/admissions/college-transfer-students.html).

### ***Prior Learning Credit – Veterans***

Students using veterans benefits are required to submit official transcripts of all prior 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**

The following appear on students' transcripts but are omitted from GPA calculations:

- Prerequisite skills courses
- Courses graded on a Satisfactory/Unsatisfactory basis
- Zero-credit-hour courses
- Audited courses

If students are required to take such courses, credit is considered when determining students' academic level and progress.

### **Internal Transfers**

*Note: Credit transferability may vary based on programmatic accreditation and/or state requirements.*

*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.*

All students intending to transfer from one program and/or DeVry location to another must:

- Apply for permission to transfer.
- Meet all admission requirements of the intended program and location.
- Meet all graduation requirements for the intended program and location in order to graduate.

### **Program Transfers**

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 by Sunday of 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 and/or Alternate Courses\*](#)). Students should contact their student support advisor 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 Sunday 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 a Request for Home Location Change form 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**

Course credits are not guaranteed to transfer to other schools. Acceptance of credits is subject to the receiving institution's requirements.

*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 advisor/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 Sunday 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 advisor 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/student-centric period (SCP). Enrollment status is determined as of the first scheduled class in the student's earliest session (first day of the earliest session for online students). Enrollment status is not affected by the date of application.

Enrollment status is determined as follows:

<b>Credit Hours Enrolled per Semester/SCP</b>	<b>Enrollment Status</b>
12 or more	Full time
9–11	Three-quarter time
6–8	Half time
Less than 6*	Less than half time

*\* Students enrolled in courses that do not carry credit hours are also considered enrolled less than half time.*

*Note: The Department of Homeland Security requires F-1 students to maintain a full course of study in their program. Exceptions to this requirement must be approved and updated in the student's Student and Exchange Visitor Information System ([SEVIS](#)) record prior to a change in enrollment (see the Student Handbook for more information). To maintain a full course of study, at least 12 credit hours per semester, students must enroll in no more than three credit hours in an online course and no fewer than nine credit hours in onsite courses. Additionally, F-1 students must enroll in at least one onsite course each eight-week session.*

### **Course Loads**

Students in good standing may register for as many as 12 semester-credit hours per session. 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 course can be repeated two times only. Thus, a given course can be taken three times at most (i.e., the first attempt of the course and two repeats of the same course). A student may repeat a course once without permission. The third attempt must be approved by the appropriate academic administrator; subsequent attempts are not permitted (see [Standards of Academic Progress](#)). 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 support advisor to determine how their financial assistance may be affected.

*Note: Certain courses may not be repeated. Course descriptions for such courses note this restriction (see [Course Descriptions](#)).*

### **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 withdrawal. Students may be 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 Withdrawal Notification, which indicates students must complete an academic event within the next seven consecutive calendar days or they will be withdrawn from the course.

### ***Blended Courses***

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

### ***Onsite Courses***

Attendance in onsite courses is defined as attending each scheduled class meeting of such courses. Students who do not attend an onsite course at least once in any seven-consecutive-calendar-day period are sent, via email, a Pending Attendance Withdrawal Notification, which indicates students must attend within the next seven consecutive calendar days or they will be 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 Withdrawal Appeal form to the professor via the student portal within five calendar days of receipt of their attendance withdrawal notification. Students in online courses whose appeals are approved, but who do not complete an academic event in the appropriate period, are 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 Withdrawal Appeal form to the professor via the student portal within five calendar days of receipt of their attendance withdrawal notification. Students in blended and onsite courses whose appeals are approved, but who do not return to class in the appropriate period, are 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 withdrawn. 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 withdrawn 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 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 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 the appropriate academic administrator.

Students' records are evaluated at the end of the session to determine if a federal Title IV student financial aid refund calculation is required when:

- Students have not completed a week eight academic event or attend class during week eight and;
- Students subsequently received only grades of F and/or designators of U or W in all of the courses in which they are enrolled.

If such a calculation is required, the most recent last date of attendance in the course(s) is used to determine the amount of federal aid that the student earned.

DeVry presumes students who receive a passing grade, or who earned a grade of F or designator of U by attending and completing the course content in one or more courses taken during the session, completed the course(s) and thus earned the grade(s)/designator(s).

For more information, please see the [Federal Return of Funds Policy](#) section.

### **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.

### **Missed Exams**

Students are expected to take quizzes and exams at regularly scheduled times. When this is not possible because of circumstances beyond their control, such as documented illness or work-related travel, students may arrange to take a make-up quiz or exam by contacting their professor.

Final exams must be taken during week eight of the session. For all other types of exams and quizzes, the professor and student agree upon an appropriate day and time to make-up the missed exam or quiz.

### **Withdrawal from a Course**

Students may withdraw from a course by making a formal request. Withdrawal requests must be communicated to a student support advisor 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 are considered to have revoked their withdrawal request.

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 MT on Friday of week seven. Withdrawal is not allowed after this time.

### ***Military Withdrawal***

Active Duty, Reserve and National Guard students deployed or participating in required training for more than 14 consecutive days are granted special consideration.

The student or designated officer in the student's chain of command must notify the student's student academic support advisor/academic advisor or registrar of a deployment situation that would require special consideration. For additional information contact a student support/academic advisor. A brief overview of the Adtalem Global Education Deployment policy is available at [www.devry.edu/d/military-deployment-policy.pdf](http://www.devry.edu/d/military-deployment-policy.pdf).

### **Interruption of Study/Withdrawal**

Students who must interrupt studies during a semester or who defer starting the next semester must follow the University's official withdrawal procedure, which includes completing 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 financial obligations.

Resuming students who have missed at least six consecutive sessions must request readmission through standard admission procedures.

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 I, a designator of U, 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:

<b>Title</b>	<b>CGPA</b>
Cum Laude	3.50–3.69
Magna Cum Laude	3.70–3.89
Summa Cum Laude	3.90–4.00

A graduate from a nonbaccalaureate program who has a CGPA of at least 3.50 graduates "with Honors."

### **Standards of Academic Progress**

Students must demonstrate satisfactory academic progress toward completing their academic programs by meeting DeVry's established standards of academic progress in each of five specific measurable areas:

- Grade point averages
- Successful completion of transitional studies coursework
- Course repeats
- 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 advisor 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 Transitional Studies Coursework:** To remain in good academic standing, a student must successfully complete all transitional studies coursework attempted. A student who attempts a transitional studies 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 course twice in one semester and does not pass the course is dismissed. Required transitional studies coursework may affect program length and cost.

**Course Repeats:** To remain in good academic standing, a student must successfully complete all courses by the second attempt. A student who attempts a course a second time and at the end of the semester does not pass the course is placed on financial aid warning (academic warning). A student who attempts a course a third time and at the end of the semester 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 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 transitional studies courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- 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, b) remains on financial aid probation (academic probation) for one additional semester according to the predetermined academic plan or 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 transitional studies courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- 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; or the student exceeded the maximum coursework allowance, and the semester pace was at least 67 percent.
- 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 transitional studies courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- 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 dismissal by submitting an Academic Dismissal Appeal form to the appropriate academic administrator prior to the established deadline. A student who is dismissed for failure to pass the third attempt of a course may not appeal to request a fourth or subsequent course attempt. Students should contact a student support advisor for more information. Students may appeal their academic standing a total of four times in their current 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 by the appropriate academic administrator. A student continuing in a course or courses 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) or financial aid probation (academic probation) 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 enroll in 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 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 and have their enrollment certifications terminated for unsatisfactory progress. Students who are dismissed for failing to meet standards of academic progress may appeal. Students may not continue their studies unless the appeal is approved.

Those with approved appeals are placed on financial aid probation (academic probation) and must follow a predetermined academic plan, see [Requirements for Students Starting the Semester on Financial Aid Warning \(Academic Warning\) or Financial Aid Probation \(Academic Probation\)](#). Students who do not successfully appeal their dismissals are dismissed and have their enrollment certifications terminated for unsatisfactory progress. The VA is notified of such dismissals.

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 by Sunday of 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.

**Note:**

- *Students may not pursue dual degrees in two engineering technology programs.*
- *Students are limited to earning certificates that do not require the same courses included in a prior certificate unless it is an advanced certificate building off of an entry-level certificate (e.g., MBC and MBC-HIC).*

**General Graduation Requirements – All Students**

To graduate, a student must:

- Achieve a CGPA of at least 2.00.
- Satisfactorily complete all curriculum requirements. 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.

*Note: Students enrolled at a Virginia location are required to earn at least 30 percent of the program's required credit hours through coursework completed at DeVry. Active-duty military students must earn at least 25 percent of the program's required credit hours through coursework completed at DeVry and are required to earn at least 30 percent of the program's required credit hours through coursework completed at DeVry if enrolled at a Virginia location.* 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 award has been granted. Certain exceptions apply and are noted in the student handbook.

Awards are conferred six times per year, at the end of each session. Students are granted their awards 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 grade issues. Students who fail to meet the graduation requirements deadline are granted their awards 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.

In addition, the State of Nevada requires students to meet its requirement for study of the State of Nevada and U.S. constitutions. Students should see their academic administrator for details on options for meeting this graduation requirement.

### **University Suspension or Expulsion**

Code of conduct violations can result in university suspension and expulsion.

Students suspended for a defined period of time are eligible to graduate once their suspension has been lifted and all graduation requirements have been fulfilled. Those expelled from the University are not eligible to graduate.

### **Diplomas and Transcripts**

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

### **Commencement Ceremonies**

Graduation ceremonies are generally held at the end of the spring and fall semesters. Dates vary by location. Students may participate in a ceremony prior to satisfying all graduation requirements as long as they have no more than eight (8) credit hours remaining in a certificate program or no more than two sessions remaining in an associate or bachelor's degree program.

Separate graduation ceremonies are not held for online students; however, such students may attend a University commencement ceremony held anywhere in the country.

More information about commencement ceremonies is available from a student support advisor/academic advisor.

*Note: To officially graduate from DeVry University, students must satisfy all academic requirements for their specific program. Participation in a commencement ceremony is not a guarantee or indication of program completion.*

### **Deployment Policy**

DeVry University recognizes the many hardships military personnel and their families face every day. We understand that military students who are deployed away from their homes, families, and their permanent duty stations may experience difficulties completing their educational goals and campus/online class requirements.

We encourage military students to continue their education and assure them that DeVry University will remain flexible and responsive to their needs. In support of our deployed students, we have adopted a deployment policy for all Active Duty, Reserve, and National Guard students deployed or participating in required training for more than 14 consecutive days. For this policy, qualifying service in the U.S. Armed Forces includes the following: active duty, active duty for training, or full-time National Guard duty under federal or state authority.

## Tuition & Expenses Effective July 2017 Session through May 2018 Session

### Tuition

Tuition rates shown in the [tuition charts](#) are applicable to students enrolling during the July 2017 through May 2018 sessions.

A \$30 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 or 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; any increase will be announced at least 90 days before the beginning of the effective term. Oregon and Tennessee tuition will not be increased more than once in an academic year.

Tuition charges are calculated each session per credit hours enrolled. Within each session, matriculated students are charged \$609 per credit hour for non-TechPath degree programs or \$487 per credit hour for TechPath degree programs. Matriculated students in certificate programs are charged \$487 per credit hour. All nonmatriculated students are charged \$609 per credit hour.

Tuition for all coursework is assessed according to the student's primary program of enrollment. A 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 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 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 grant or group tuition pricing programs are combinable, students are made aware of this opportunity by their admissions advisor, student support advisor.*

#### *Tuition Rate Eligibility for TechPath Degree Programs*

Beginning in July 2017, new and readmit students are eligible for TechPath pricing if they are enrolled in a TechPath degree program and are not receiving a previously awarded DeVry University Scholarship or Grant. TechPath pricing savings do not apply to certificate programs.

- New undergraduate student scholarship recipients in a TechPath degree program who applied for admission prior to April 21, 2017 need to indicate if they will accept or decline their scholarship, which will determine the cost per credit hour they will be charged. If enrolled in a TechPath degree program, those who accept their scholarship will remain at the \$609 per credit hour rate and if the scholarship is declined, will move to the \$487



per credit hour rate. Students must make this decision prior to the start of the session and should contact an admissions representative with questions.

- Students who have a corporate partner group tuition rate, should check with their education benefits coordinator for more details on how to take advantage of the TechPath rate and partner tuition savings benefits.

### **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 and all other fees are charged at the standard rate. Additional information and requirements are available from DeVry admissions advisors/representatives.

### **Alumni Benefit**

The application fee is waived for alumni who hold a DeVry University bachelor's and/or master's degree, as well as for their family members who enroll in undergraduate programs. Textbooks, course materials and other fees are charged at the applicable rate. Additional information and requirements are available from DeVry admissions advisors.

*Note: Alumni who hold a DeVry University undergraduate certificate are not eligible for this benefit.*

### **Tuition Deposit for F-1 Applicants**

A refundable tuition deposit equivalent to the cost for 12 semester-credit hours charged at the current standard tuition rate is required from initial F-1 applicants prior to entering their first semester at DeVry. The deposit is due after an applicant's F-1 visa has been approved by the U.S. consulate or embassy abroad and prior to the applicant's entry into the United States. The tuition deposit is applied to tuition charged for the student's first semester and refunded if the applicant subsequently cancels enrollment.

### **Expenses**

*Note: DeVry reserves the right to change fees and charges 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.*

### **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.

**Course Resource**

A fee of \$50 per course is charged to cover expenses associated with tutorials, simulations, study guides, electronic book hosting and access to online library technologies.

**Electronic Book**

Students enrolled in courses in which an electronic textbook is used are charged \$30 for the e-book. Students enrolled in a course using multiple electronic textbooks are charged only one \$30 fee.

**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.

**Learning Management**

New and readmitted students are subject to a one-time per enrollment Learning Management System (LMS) access fee of \$400. The LMS is a virtual classroom environment designed to elevate the DeVry learning experience. Whether courses are taken online or on-campus, students can easily access course materials, complete assignments and collaborate with faculty and classmates.

**Nonsufficient Funds Check**

A fee not to exceed \$10 is charged for each check returned for any reason.

**Official Transcript Request**

An electronic transcript is automatically sent to students at no charge upon graduation. Students and alumni are charged \$5 for each electronic transcript and \$7 for each paper transcript. Students must submit requests for official transcripts via the student portal.

**Parking**

To park in the University's 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 authorized for parking may be towed.

**Student Tuition Recovery Fund**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916.431.6959 or 888.370.7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

### ***Student Services***

A nonrefundable charge of \$25 per session is assessed to cover expenses such as those associated with computer hardware and software upgrades; library enhancements; use of – and enhancements to – labs, printers, mobile applications, student portal and email services; student activities and services; and graduation.

### ***Textbooks, Supplies and Specialized Equipment***

Costs for textbooks, supplies and specialized equipment vary by program. The average estimated per-session expense for full-time students is:

<b>Program</b>	<b>Average Estimated Per-Session Expense</b>
All programs except those shown below	\$75
Website Design, Website Development	\$30*
Health Information Technology, Medical Billing & Coding	\$165
Biomedical Engineering Technology, Computer Engineering Technology, Electronics Engineering Technology	\$225
Engineering Technology – Computers, Engineering Technology – Electronics	\$310
Electronics & Computer Technology	\$450
<i>* Average estimated expense is per course.</i>	

Most courses require electronic versions of textbooks, though some courses require hard-copy textbooks. Costs for all textbooks are subject to change based on publishers' prices.

Use of the specified textbook(s) is integral to successful completion of a course. Students can purchase their textbooks (hardcopy or electronic) from an outside source but must purchase those specified by DeVry.

Students enrolled in courses using electronic textbooks but who decline the e-book provided by DeVry can request a credit of \$30 for the electronic book fee. Students must request such credit for each course by the end of week one of the session and can do so at <https://bookstore.devry.edu>. Students who order a print textbook, or otherwise print the electronic textbook, are not eligible for the \$30 electronic book fee credit.

For students who want printed textbooks as well as electronic textbooks, black and white, soft-cover printed versions of certain electronic textbooks are available at an additional cost. These optional printed e-books are equivalent to textbooks. More information is available from the bookstore, at <https://bookstore.devry.edu>.

Technology and software supplies must be those specified by DeVry.

### **Online Course Equipment**

Most online courses with an ECT, ECET or REET designator (and certain alternate courses) include an \$80-per-course equipment charge for:

- Analog/digital trainer
- Oscilloscope

Average per-session costs for ECT, ET–C and ET–E program textbooks and supplies noted above include this equipment charge.

Costs are subject to change based on publishers'/suppliers' prices. Applicable taxes and shipping fees apply.

DeVry has limited spare equipment available for student use but does not guarantee spare equipment will be available.

Students may use the equipment only while enrolled, and actively participating, in at least one course with the ECT, ECET or REET designator, or in related courses; however, DeVry retains ownership of equipment at all times. Students must use equipment in accordance with its instructions; may not abuse, neglect or allow others to use it; and must ensure that equipment is not lost, stolen or damaged. If, however, equipment is lost, stolen or damaged, students must notify DeVry, and DeVry will charge students up to the full cost of replacement. If equipment is recovered unharmed and returned to DeVry within 30 days after the loss or theft, DeVry will credit or refund any amounts paid for replacement equipment.

DeVry may allow students to retain equipment after successful completion of all program requirements. Students who suspend or discontinue enrollment in their program of study will be required, at DeVry's option, to either return the equipment to DeVry within seven calendar days at their own expense or to pay DeVry the full cost of the equipment. Students authorize DeVry to charge any amount payable for equipment to their DeVry account.

Further information is available from DeVry's student support advisors.

### ***Transfer Fee for F-1 Students***

Beginning from the time of issuance of the Form I-20, F-1 students seeking to transfer from DeVry to another post-secondary institution are charged a \$250 administrative fee. For certain students, DeVry is responsible for overseeing the Student and Exchange Visitor Information System ([SEVIS](#)) record, which must be transferred when changing schools. The administrative fee applies only to those students seeking an external transfer. Students seeking an internal location transfer at DeVry are not subject to this fee.

### **Failure to Fulfill Financial Obligations**

Enrollment for a subsequent term may be denied to students who fail to fulfill their financial obligations. 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](#).

## DeVry University Undergraduate Tuition, Fees and Expenses: Matriculated Students, Except Onsite Students in New Jersey Effective July 2017 Session through May 2018 Session

Tuition rates shown are applicable to matriculating students enrolling in sessions beginning in July 2017 through May 2018. Within each session, matriculated students are charged at the per-credit-hour tuition rate of \$609 for non-TechPath degree programs or \$487 for TechPath degree programs and certificate programs as shown below. Nonmatriculated students are charged \$609 per credit hour. Information on tuition rates for military students is contained in the University's undergraduate academic catalog.

Program <sup>1</sup>	Minimum Credit Hours	Tuition Per Credit Hour	Total Tuition	Fees <sup>2</sup>	Textbook and Equipment Expense <sup>3</sup>	STRF <sup>4</sup>	Total Program Cost <sup>5</sup>
<b><i>Bachelor's Degree Programs</i></b>							
Accounting	120	\$487	\$58,440	\$2,800	\$1,200	\$0	\$62,470
Biomedical Engineering Technology	139	\$609	\$84,651	\$3,100	\$4,050	\$0	\$91,831
Business Administration	124	\$609	\$75,516	\$2,800	\$1,200	\$0	\$79,546
Communications	122	\$609	\$74,298	\$2,800	\$1,200	\$0	\$78,328
Computer Engineering Technology	139	\$487	\$67,693	\$3,100	\$4,050	\$0	\$74,873
Computer Information Systems	124	\$487	\$60,388	\$2,800	\$1,200	\$0	\$64,418
Electronics Engineering Technology	139	\$487	\$67,693	\$3,100	\$4,050	\$0	\$74,873
Engineering Technology – Computers	139	\$487	\$67,693	\$3,100	\$5,580	\$0	\$76,403
Engineering Technology – Electronics	139	\$487	\$67,693	\$3,100	\$5,580	\$0	\$76,403
Healthcare Administration	126	\$487	\$61,362	\$2,800	\$1,200	\$0	\$65,392
Justice Administration	122	\$609	\$74,298	\$2,800	\$1,200	\$0	\$78,328
Management	122	\$487	\$59,414	\$2,800	\$1,200	\$0	\$63,444
Multimedia Design & Development	122	\$487	\$59,414	\$2,800	\$1,200	\$0	\$63,444
Network & Communications Management	124	\$487	\$60,388	\$2,800	\$1,200	\$0	\$64,418
Technical Management	122	\$487	\$59,414	\$2,800	\$1,200	\$0	\$63,444
<b><i>Associate Degree Programs</i></b>							
Business	61	\$487	\$29,707	\$1,560	\$600	\$0	\$31,897
Electronics & Computer Technology	71	\$487	\$34,577	\$1,900	\$4,500	\$0	\$41,007
Health Information Technology	67	\$487	\$29,707 <sup>6</sup>	\$1,600	\$1,320	\$0	\$32,657
Network Systems Administration	67	\$487	\$32,629	\$1,900	\$750	\$0	\$35,309
<b><i>Certificate Programs</i></b>							
Medical Billing & Coding	34	\$487	\$15,097 <sup>7</sup>	\$1,150	\$825	\$0	\$17,102
Medical Billing and Coding - Health Information Coding	42	\$487	\$18,993 <sup>7</sup>	\$1,300	\$990	\$0	\$21,313
Website Design	36	\$487	\$17,532	\$1,300	\$300 <sup>8</sup>	\$0	\$19,162
Website Development	38	\$487	\$18,506	\$1,300	\$300 <sup>8</sup>	\$0	\$20,136

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<sup>1</sup> Program availability varies by location and delivery method.

<sup>2</sup> Fees include a course resource fee averaging \$120 per session, a one-time per enrollment \$400 learning management system access fee, and a non-refundable student services charge of \$25 per session.

<sup>3</sup> Average estimated per-session expenses for full-time students are: ET-C, ET-E = \$310; BMET, CET, EET = \$225; ECT = \$450; CLS, HIT, MBC = \$165; all other programs = \$75. Ranges listed for ECT, ET-C and ET-E students include \$80-per-course equipment charge for ECT, ECET and REET courses.

<sup>4</sup> The Student Tuition Recovery Fund (STRF) is a non-refundable California state-imposed assessment. DeVry University will collect the fee from students and remit the annual fee on behalf of California residents who enroll at DeVry University. At this time, the fee is \$0.

<sup>5</sup> For matriculating students at current tuition rates, credit hours shown and full-time attendance; includes a \$30 application fee; non-refundable student services charge, average estimated course resource fee, one-time per enrollment \$400 learning management system access fee and average estimated textbook and equipment expense.

<sup>6</sup> In this program, three required courses (HIT230, HIT272, HIT272L) totaling six credit-hours are provided at no tuition charge.

<sup>7</sup> In this program, one required three-credit-hour course, HIT230, is provided at no tuition charge.

<sup>8</sup> In this program, average estimated textbook and equipment expense per course is \$30.

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## DeVry University Undergraduate Tuition, Fees and Expenses: Matriculated Onsite Students in New Jersey Effective July 2017 Session through May 2018 Session

Tuition rates shown are applicable to students enrolling in sessions beginning in July 2017 through May 2018. Within each session, matriculated students are charged at the per-credit-hour tuition rate of \$609 for non-TechPath degree programs or \$487 for TechPath degree programs as shown below. Nonmatriculated students are charged \$609 per credit hour. Information on tuition rates for military students is contained in the University's undergraduate academic catalog.

Program <sup>1</sup>	Minimum Credit Hours <sup>2</sup>	Tuition Per Credit Hour	Total Tuition	Fees <sup>3</sup>	Textbook and Equipment Expense <sup>4</sup>	Total Program Cost <sup>5</sup>
<b>Bachelor's Degree Programs</b>						
Biomedical Engineering Technology	138	\$609	\$84,042	\$1,750	\$4,050	\$89,872
Business Administration	133	\$609	\$80,997	\$1,600	\$1,200	\$83,827
Computer Information Systems	130	\$487	\$63,310	\$1,600	\$1,200	\$66,140
Electronics Engineering Technology	138	\$487	\$67,206	\$1,750	\$4,050	\$73,036
Multimedia Design & Development	127	\$487	\$61,849	\$1,600	\$1,200	\$64,679
Network & Communications Management	133	\$487	\$64,771	\$1,600	\$1,200	\$67,601
Technical Management	127	\$487	\$61,849	\$1,600	\$1,200	\$64,679
<b>Associate Degree Programs</b>						
Electronics & Computer Technology	71	\$487	\$34,577	\$1,150	\$4,500	\$40,257
Network Systems Administration	70	\$487	\$34,090	\$1,150	\$750	\$36,020

<sup>1</sup> Program availability varies by location.

<sup>2</sup> Includes credit hours required in Personal and Professional Development courses, which are awarded institutional credit only.

<sup>3</sup> Fees include a course resource fee averaging \$120 per session, a one-time per enrollment \$400 learning management system access fee and a non-refundable student services charge of \$25 per session.

<sup>4</sup> Average estimated per-session expense for full-time students in all programs, except BMET, EET and ECT, is \$75; average estimate for full-time BMET and EET students is \$225; average estimate for full-time ECT students is \$450.

<sup>5</sup> For matriculating students at current tuition rates, credit hours shown and full-time attendance; includes a \$30 application fee; non-refundable student services charge, per-course course resource fee, and average estimated textbook and equipment expense.

Rev. 9/5/17



## Financial Assistance Effective July 2017 Session through May 2018 Session

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.
- Students transferring to DeVry must provide official transcripts for University verification.

Disbursements occur throughout the session, generally beginning Saturday of the first week of classes. Disbursement is based on each student's account information. More information is available via the Student Finance tab on [my.devry.edu](http://my.devry.edu).

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 support advisor 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.

*FAFSA® is a registered trademark of the U.S. Department of Education.*

### **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 and/or Alternate 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 Direct 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 loan exit counseling will be contacted by a financial awareness consultant to facilitate the process.

### **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 Direct, 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](http://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 2017–2018 award year is \$5,920. Full-time students may receive a maximum payment of \$2,960 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 support advisor.

### ***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 education expenses. Students earn at least the current hourly minimum wage by working at the University, or for nonprofit agencies or for-profit businesses. DeVry helps eligible students locate jobs; certain restrictions apply. Unlike traditional sources of income, FWS earnings are exempt from the subsequent year's expected family contribution calculations. Students must complete the FAFSA® to be considered for FWS funds.

*FAFSA® is a registered trademark of the U.S. Department of Education.*

### ***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.

### ***Federal Direct Subsidized and Unsubsidized Loans, and Federal Direct PLUS Loans***

Loans through the Federal 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 Loans first disbursed between October 1, 2016, and September 30, 2017, the origination fee is 1.069 percent. For Federal Direct Loans first disbursed between October 1, 2017, and September 30, 2018, the origination fee is 1.066 percent.

For Federal Direct PLUS Loans first disbursed between October 1, 2016, and September 30, 2017, the origination fee is 4.276 percent. For Federal Direct PLUS Loans first disbursed between October 1, 2017, and September 30, 2018, the origination fee is 4.264 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 Direct Loans*

Students who demonstrate financial need qualify for a subsidy of the Direct Loan interest while in school and for the grace period (first six months after leaving school or dropping below half time). The amount of the loan that may be subsidized is limited to the lesser of their demonstrated financial need or the academic year maximum. Students who demonstrate financial need below the academic year maximum may also borrow through this program; however, they are responsible for the interest on the amount borrowed in excess of demonstrated need.

Undergraduate freshman, sophomore and junior/senior students enrolled at least half time may borrow – from subsidized and unsubsidized Federal Direct 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 Federal Direct Loans first disbursed on or after July 1, 2017, and before July 1, 2018, is fixed at 4.45 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 Federal Direct Loans. Independent junior and senior students may borrow an additional \$7,000 per academic year in unsubsidized Federal Direct Loans.

Students must notify DeVry's Student Finance Office and their lender(s) of a change in local or permanent address.

### *Federal Direct 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, 2017, and before July 1, 2018, is fixed at 7.00 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.

### **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 a DeVry student support advisor.

### **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.

### **AmeriCorps**

Education awards earned through service in AmeriCorps, a program enabling Americans to perform community service in local projects, may be used to help pay educational costs. These awards also may be used to repay educational loans. Students may work on AmeriCorps-approved projects either full or part time, before, during or after attending a post-secondary institution. Further information is available via [www.nationalservice.gov/programs/ameri-corps](http://www.nationalservice.gov/programs/ameri-corps).

### **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/representative and meet with the University's veterans benefits coordinator regarding eligibility as far in advance of their scheduled class start date as possible.

The Department of Veteran's Affairs requires DeVry to have and enforce Standards of Academic Progress, which all students adhere to. Failure to do so may result in loss of benefit eligibility until deficiencies are corrected. Students receiving VA benefits should see [\*Additional Academic Progress Information for Students Receiving Veterans Education Benefits\*](#). Questions regarding these requirements should be directed to the University's veterans benefits coordinator.

*Note: In Washington, selected programs of study at DeVry University are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.*

## **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 support advisor. 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.

### ***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. Any additional charges are due 22 days after the first billing statement has been generated.

### ***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.

### ***DeVry Grants***

*Note: Students are limited to participation in one DeVry-based 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 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 grant or group tuition pricing programs are combinable, students are made aware of this opportunity by their admissions advisor or student support advisor.*

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

### **Basic Grant Eligibility**

To qualify for a DeVry University grant, students must have met DeVry entrance requirements and applied for admission. They must also meet criteria outlined for each grant award. Additional criteria may also need to be met.

### **General Grant Policies**

- Recipients are responsible for all other education expenses.
- Only matriculating students are eligible for grant funds.
- Recipients must be U.S. citizens, Canadian citizens or reside within the United States. International students studying on a visa are eligible.
- For students to be eligible for grants, applications for such must be received prior to the start of classes. Award recipients must start in the intended term specified on their admissions application. Recipients who do not start in their intended term will have their award expired and must reapply for available offerings.
- DeVry grant recipients are expected to progress in a timely manner toward completion of the chosen certificate or degree program. The registrar determines continued academic eligibility at the conclusion of each semester of enrollment. To retain grant eligibility, recipients must meet additional conditions outlined in the terms and conditions document sent to award recipients.
- To qualify for grant funds, students must maintain continuous enrollment on a session basis.
- Recipients must acknowledge receipt of the terms and conditions document pertaining to their specific 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 nonmatriculated 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/representatives.

### **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 MT. 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 support advisor 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 withdraw from a course prior to completing a session. Refund calculations are based on week of withdrawal, DeVry's policy 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:

<b>Withdrawal Period:</b>	<b>Percent Refund of Tuition Less Administrative Fee*</b>
Prior to or on day 1 of session**	100%
Balance of week 1	90%
Week 2	75%
Weeks 3 and 4	25%
Weeks 5–8	0%

\* *The administrative fee is \$50 per course.*

\*\* *Financial aid awards for students who cancel their enrollment*



*during this period are cancelled; any funds students received are returned to the funding source.*

### **Georgia Refund Policy**

Students who have completed 50 percent or less of the session are entitled to a refund based on the proration of tuition and percentage of course completed at withdrawal, or as required by applicable state or federal laws and regulations, if more favorable to the student.

#### *Fees*

Institutions that charge for fees, books and supplies that are in addition to tuition must refund any unused portion of the fees if a student withdraws before completing 50 percent of the period of enrollment except for:

- Items that were specially ordered for a particular student and cannot be used or sold to another student.
- Items that were returned in a condition that prevents them from being used by or sold to new students.
- Nonrefundable fees for goods and/or services provided by third-party vendors.

### **Nevada Refund Policy**

If the institution has substantially failed to furnish the program agreed upon in the enrollment agreement, the institution shall refund all money that the student has paid. If a student cancels their enrollment before the start of the program, the institution shall refund all money that the student has paid, minus 10 percent of the tuition or \$100, whichever is less. If a student withdraws or is expelled after the start of the program and before the completion of more than 60 percent of the program, the institution shall refund the student a pro rata amount of the tuition minus 10 percent of the tuition or \$100, whichever is less.

If a student withdraws or is expelled by the institution after completion of more than 60 percent of the term, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition.

If a refund is owed, the institution shall issue the refund within 15 calendar days after the date of cancellation by a student, date of termination by the institution or the last day of attendance.

Books, educational supplies or equipment for individual use are not included in the policy described above. A separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds on a case-by-case basis.

A period of a student's attendance must be measured from the first day of instruction through the student's last day of actual attendance, regardless of absences. The period of time for a program is the period set forth in the enrollment agreement. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and fees.

### **All Other States Policy**

Students whose original state of residence is Indiana, Iowa, Maryland, Nevada, Oklahoma, West Virginia or Wisconsin should refer to their enrollment agreement addendum for their state's minimum refund policy. In cases where the refund policy of one of these states differs from those shown above, students receive the more favorable refund. For students from all other states, the refund is calculated according to the DeVry policy and the policy of the student's original state of residence. 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 University 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.

Students who do not attend during week eight and subsequently receive only grades of F and/or designators of U or W in all of the courses they enrolled in during the session are considered to have withdrawn from the institution. The accounts of these students will be evaluated at the end of the session to determine if a federal Title IV student financial aid refund calculation is required. If such a calculation is required, the last date of attendance in the course(s) will be used to determine the amount of federal aid that the student earned.

DeVry presumes students who receive a passing grade, or who earned a grade of F or designator of U, in one or more courses taken during the session completed the course and thus earned the grade(s)/designator(s) and will not be withdrawn (this applies when students were not withdrawn for any reason and attended week eight).

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 Federal Direct Unsubsidized Loan program
2. To the Federal Direct Subsidized Loan program
3. To the Federal Perkins Loan program
4. To the Federal Direct 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 our procedures for complying with the Act's provisions. Copies of the policy are available in 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](mailto: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 management of reports of sex and gender based discrimination including, but not limited, sexual misconduct affecting the campus community. Questions regarding the application of Title IX and compliance should be directed to the Title IX Coordinator. The Director of Equity and Access may also be contacted as secondary resource, if needed. 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.

#### ***Title IX Coordinator***

Camille Lee  
Title IX Coordinator  
Adtalem Global Education  
3005 Highland Pkwy.  
Downers Grove, IL 60515  
**Phone:** 630.353.7075  
**Email:** TitleIXCoordinator@adtalem.com

#### ***Director, Equity and Access***

TiShaunda McPherson  
Adtalem Global Education, 3005 Highland Pkwy.  
Downers Grove, IL 60515  
**Phone:** 630.829.0265  
**Email:** TiShaunda.McPherson@adtalem.com

Individuals experiencing misconduct in violation of Title IX may also notify the U.S. Department of Education:

Office of Civil Rights (OCR) – Headquarters  
400 Maryland Avenue, SW, Washington, D.C. 20202

**Customer Service:** 800.421.3481

**TDD:** 877.521.2172

**Email:** [OCR@ed.gov](mailto:OCR@ed.gov)

**Web:** [www.ed.gov/ocr](http://www.ed.gov/ocr)

**Regional Offices:** [www2.ed.gov/about/offices/list/ocr/addresses.html](http://www2.ed.gov/about/offices/list/ocr/addresses.html)

### **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 University 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 University 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. A copy of the crime and security report can be obtained from the U.S. Department of Education's Campus Safety and Security Data Analysis website at <http://ope.ed.gov/security>.

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 University.

### **Safety Information**

The security of all University 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.

For students attending locations in New York, the Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

### **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 suspend or permanently expel students whose work or conduct is deemed 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 and Missed Class Time – Site-Based Students**

Students enrolled in blended and onsite courses (see [Course Delivery](#)) are expected to be present at the beginning of, and throughout, each class meeting.

Excessive tardiness and/or early class departure may affect students' ability to master course material, and professors may consider time in class when computing students' grades.

This policy does not apply to students enrolled in online courses.

## **Disciplinary Action**

A student who has potentially breached the University's rules or conduct standards is referred to the conduct administrator assigned to the student's location. The conduct administrator will proceed according to the University's student Code of Conduct, published in the student handbook. The Code of Conduct defines the University's conduct standards and provides a process that allows for notice to the student, an opportunity to respond and participate in the process, and an opportunity to appeal. Sanctions that may be imposed as the result of a Code of Conduct proceeding are also listed in the published Code of Conduct.

*Note: A notation is applied to the transcripts of online students who reside in New York, and to students enrolled at New York locations, who are found responsible for certain code of conduct violations or who withdraw during certain code of conduct violation proceedings.*

## **Rescinding Award Conferrals**

DeVry University reserves the right to sanction a student or graduate with permanent expulsion 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.

Students or alumni who submit fraudulent documents or misuse DeVry University academic documents are afforded rights to a hearing under the Code of Conduct. The 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 excellence specialist at the location they attend. Students attending online should file their complaints with the student central manager.

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 student attends. See the student handbook for more details.

In compliance with state regulations for Arizona, Georgia, Illinois, Kansas, New Mexico, Tennessee, and Virginia students with complaints not resolved by the above procedure may file complaints using the following information:

Arizona State Board for Private Postsecondary Education, 1400 W. Washington St., Phoenix, AZ 85007, 602.542.5709, [www.azppse.gov](http://www.azppse.gov).

Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Ste. 220, Tucker, GA 30084, 770.414.3300, [www.gnpec.org](http://www.gnpec.org).

Illinois Board of Higher Education through the online complaint system <http://complaints.ibhe.org/> or by mail to 1 N. Old State Capitol Plaza, Ste. 333, Springfield, IL 62701-1377.

Kansas Board of Regents 1000 SW Jackson St., Ste. 520, Topeka, KS 66612, [www.kansasregents.org/academic\\_affairs/private\\_out\\_of\\_state/complaint\\_process](http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process).

New Mexico Higher Education Department, Private Postsecondary Schools Division, 2044 Galisteo St., Ste. 4, Santa Fe, NM 87505, 505.476.8400, [www.hed.state.nm.us/institutions/complaints.aspx](http://www.hed.state.nm.us/institutions/complaints.aspx).

Any person claiming damage or loss as a result of any act or practice by this institution that may be a violation of the Title 49, Chapter 7, Part 20 or Rule Chapter 1540-01-02 may file a complaint with the [Tennessee Higher Education Commission](#), Division of Postsecondary State Authorization, Parkway Towers, Ste. 1900, Nashville 37243, 615.741.5293.

In Virginia, students who do not feel they received a satisfactory resolution to their complaint may contact the State Council of Higher Education for Virginia (SCHEV, Attn: Private and Out-of-State Postsecondary Education, 101 N. 14th St., James Monroe Bldg., Richmond, VA 23219)

as a last resort in the complaint process. Students will not be subject to adverse action as a result of initiating a complaint with SCHEV.

Students not satisfied with the final disposition of the complaint process may contact the state licensing authority, the University's accreditor or the state attorney general. A complete list of contact information for state licensing authorities and state attorney general offices is located at [www.devry.edu/studentconsumerinfo](http://www.devry.edu/studentconsumerinfo).



## Administration & Faculty

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To ensure that students gain the most relevant education, DeVry University combines the expertise of seasoned education administrators and a nationwide faculty of hundreds of dedicated full-time professors plus thousands of other faculty. Together, these professionals focus squarely on making your academic experience valuable, meaningful and relevant to employers' needs.

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 students' 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 University administrators by region and location. Administration rosters are followed by lists of full-time professors teaching within each state, and online. Faculty may teach at the undergraduate or graduate level; often they teach courses at both levels. Information on professors teaching at a specific DeVry University location is available from local staff members.

A comprehensive list of employed visiting professors who teach onsite or online is available via [www.devry.edu/d/onlinevisitingprof.pdf](http://www.devry.edu/d/onlinevisitingprof.pdf).

**CENTRAL REGION**  
**Colorado, Illinois, Indiana,**  
**Missouri, Oklahoma, Texas**

**Executive Administrators**

Amy King  
Group President  
MBA Benedictine University

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

Tanya Di Iulio  
Group Director of Admissions  
BA Valparaiso University

Brendan Aubin  
Group Director of Student Central  
BSBA University of Illinois

Eric Alvarez  
Group Director of Finance and Infrastructure  
MS University of Central Florida

**Local Administrators**

**Colorado**

***Colorado Springs***

Tara Mills  
Assistant Dean of Academic Excellence  
EdD University of Phoenix

***Westminster***

Nate Thomas  
Center Dean  
MEd Northeastern University

Tara Mills  
Assistant Dean of Academic Excellence  
EdD University of Phoenix

**Illinois**

***Addison***

Amy King  
Group President  
MBA Benedictine University

Michael Dufresne  
Assistant Dean of Academic Excellence  
MA Northern Illinois University  
MEd Northern Illinois University

Brendan Aubin  
Group Director of Student Central  
BSBA University of Illinois

**Chicago**

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

Daniel Fogarty  
Assistant Dean of Academic Excellence  
MBA University of Notre Dame  
PhD University of Notre Dame

Tanya Di Iulio  
Group Director of Admissions  
BA Valparaiso University

**Chicago Loop**

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

**Chicago O'Hare**

Lewis Zanon  
Center Dean  
MAFM Keller Graduate School of Management

**Downers Grove**

Mary Wahlbeck  
Center Dean  
MA Lewis University

**Elgin**

Mary Wahlbeck  
Center Dean  
MA Lewis University

**Gurnee**

Lewis Zanon  
Center Dean  
MAFM Keller Graduate School of Management

**Naperville**

Mary Wahlbeck  
Center Dean  
MA Lewis University

***Tinley Park***

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

**Indiana**

***Merrillville***

Corey Ochall  
Campus Dean  
MBA Keller Graduate School of Management

**Missouri**

***Kansas City***

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

Eric Alvarez  
Group Director of Finance and Infrastructure  
MS University of Central Florida

**Oklahoma**

***Oklahoma City***

Grover McDaniel  
Assistant Dean of Academic Excellence  
MA University of Oklahoma  
PhD Capella University

**Texas**

***Austin***

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

***Irving***

Brian Silver  
Campus Dean  
MBA University of Phoenix

***San Antonio***

Grover McDaniel  
Assistant Dean of Academic Excellence

MA University of Oklahoma  
PhD Capella University

**NORTHEAST REGION**  
**New Jersey, New York, Ohio, Pennsylvania**

**Executive Administrators**

Anthony A. Stanziani  
Group President  
MS Mercy College

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

Chayse Slovinski  
Group Director of Admissions  
MBA Keller Graduate School of Management

Quinn Fleming  
Group Director of Student Central  
BA Brandeis University

J. Ed Smith  
Group Director of Finance and Infrastructure  
MSA Central Michigan University

**Local Administrators**

**New Jersey**

***Cherry Hill***

Ewa Schmitz  
Group Dean of Academic Excellence  
MA Pedagogical University Zielona Gora  
DM University of Phoenix

***North Brunswick***

Steven Nelson  
Campus Dean  
MBA Indiana University  
MM Indiana University

***Paramus***

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

## **New York**

### ***Brooklyn Extension***

Ewa Schmitz  
Group Dean of Academic Excellence  
MA Pedagogical University Zielona Gora  
DM University of Phoenix

### ***Midtown Manhattan***

Anthony A. Stanziani  
Group President  
MS Mercy College

Ewa Schmitz  
Assistant Dean of Academic Excellence  
MA Pedagogical University Zielona Gora  
DM University of Phoenix

### ***Queens***

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

Quinn Fleming  
Group Director of Student Central  
BA Brandeis University

## **Ohio**

### ***Cincinnati***

Jeunet A. Davenport  
Campus Dean  
MA University of Phoenix

### ***Columbus***

Cynthia A. Roberts  
Assistant Dean of Academic Excellence  
MEd University of Dayton  
MISM Keller Graduate School of Management

J. Ed Smith  
Group Director of Finance and Infrastructure  
MSA Central Michigan University

### ***Dayton***

Cynthia A. Roberts  
Assistant Dean of Academic Excellence  
MEd University of Dayton

MISM Keller Graduate School of Management

***Seven Hills***

Amanda Liott  
Center Dean  
MBA Keller Graduate School of Management

Chayse Slovinski  
Group Director of Admissions  
MBA Keller Graduate School of Management

**Pennsylvania**

***Ft. Washington***

Ryan Sagers  
Group President  
MS University of Utah

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

***Philadelphia***

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

Francis Moore  
Group Director of Finance and Infrastructure  
MBA Philadelphia University

**SOUTHEAST REGION**

**Florida, Georgia, North Carolina, Tennessee, Virginia**

**Executive Administrators**

Scarlett N. Howery  
Group President  
MBA Keller Graduate School of Management

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

Neal Moses  
Group Director of Admissions  
MBA University of Phoenix

Elizabeth Cook  
Group Director of Student Central  
MBA Kaplan University

Francis Moore  
Group Director of Finance and Infrastructure  
MBA Philadelphia University

## **Local Administrators**

### **Florida**

#### ***Jacksonville***

Crystal House  
Center Dean  
MHRM Keller Graduate School of Management

#### ***Miramar***

Antonio Cobas  
Center Dean  
MPA Florida International University

#### ***Orlando***

Abel Okagbare  
Campus Dean  
MPA Eastern Michigan University

Dusty Maddox  
Assistant Dean of Academic Excellence  
MA Texas Woman's University

### **Georgia**

#### ***Alpharetta***

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

#### ***Atlanta Cobb/Galleria***

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

Virgil Mensah-Dartey  
Assistant Dean of Academic Excellence  
MS Cornell University  
PhD Cornell University

Neal Moses  
Group Director of Admissions



MBA University of Phoenix

***Decatur***

Scarlett N. Howery  
Group President  
MBA Keller Graduate School of Management

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

***Gwinnett***

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

Elizabeth Cook  
Group Director of Student Central  
MBA Kaplan University

***Henry County***

Dawn Moore  
Center Dean  
MBA Shorter University

**North Carolina**

***Charlotte***

Regina Campbell  
Campus Dean  
PhD Regent University

***Raleigh***

Nicole Bethune-Walker  
Center Dean  
MBA Keller Graduate School of Management  
MS Nova Southeastern University  
EdD Nova Southeastern University

**Tennessee**

***Nashville***

Peter Powell  
Center Dean  
MA Western Kentucky University

**Virginia**

***Arlington***

Tonitta McNeal

Assistant Dean of Academic Excellence  
MS Liberty University  
PhD Colorado Technical University

***South Hampton Roads***

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

**WEST REGION**

**Arizona, California, Nevada**

**Executive Administrators**

Ryan Sagers  
Group President  
MS University of Utah

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

David Wood  
Group Director of Admissions  
MBA Keller Graduate School of Management

Michael Chase  
Group Director of Student Central  
MBA Keller Graduate School of Management

Vicki L. May  
Group Director of Finance and Infrastructure  
MBA Keller Graduate School of Management

**Local Administrators**

**Arizona**

***Glendale***

Thomas Pettit  
Center Dean  
MBA University of Phoenix

***Mesa***

Natasha Bryant  
Assistant Dean of Academic Excellence  
PhD The Chicago School of Professional Psychology  
MPA State University of New York College

**Phoenix**

Natasha Bryant  
Assistant Dean of Academic Excellence  
PhD The Chicago School of Professional Psychology  
MPA State University of New York College

Michael Chase  
Group Director of Student Central  
MBA Keller Graduate School of Management

Vicki L. May  
Group Director of Finance and Infrastructure  
MBA Keller Graduate School of Management

**California****Anaheim**

Tennille Zeiler  
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MS California School of Professional Psychology  
PhD California School of Professional Psychology

**Bakersfield**

Mofidi Mokhtar  
Assistant Dean of Academic Excellence  
MS Pittsburgh State University  
PhD University of Arkansas

**Folsom**

Alan Yanda  
Center Dean  
MSEd DeVry University

**Fresno**

Julian Lozano  
Center Dean  
BS University of Phoenix

**Inland Empire-Colton**

Tracy West  
Center Dean  
MAM University of Redlands

**Long Beach**

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

**Newark**

Ewa Schmitz  
Group Dean of Academic Excellence  
MA Pedagogical University Zielona Gora  
DM University of Phoenix

***Oakland***

Mofidi Mokhtar  
Assistant Dean of Academic Excellence  
MS Pittsburgh State University  
PhD University of Arkansas

***Palmdale***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***Pomona***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***San Diego***

Dina Soliman  
Campus Dean  
MBA Keller Graduate School of Management

***San Jose***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***Sherman Oaks***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***Nevada***

***Henderson***

Wendell Myers  
Center Dean

## Full-Time Professors

### ARIZONA

Joyce T. Barden  
Senior Professor  
MBA Keller Graduate School of Management

Rick J. Bird  
Senior Professor  
MPM Keller Graduate School of Management  
MS University of Illinois

Arlene B. Goodman  
Associate Professor  
MS Long Island University  
PhD Argosy University

Roger S. Gullede  
Professor  
MBA Keller Graduate School of Management

Rory Huschka  
Associate Professor  
MA Argosy University

John MacCatherine  
Professor  
MS Arizona State University  
MS Capella University  
PhD Capella University

Aaron Marmorstein  
Professor  
MS Arizona State University  
PhD Oregon Health & Science University

Peter Newman  
Professor  
MBA Pfeiffer University  
PhD Capella University

Veronica L. Schreiber  
Senior Professor  
MA University of Arizona

### CALIFORNIA

Mehdi Arjomandi

Professor  
MS California State University

Raef J. Assaf  
Assistant Professor  
MBA Wayne State University  
DBA Argosy University

Ahmed Azam  
Senior Professor  
MS California State University

Bashker Biswas  
Professor  
MBA University of Wisconsin  
PhD Golden Gate University

Carmen M. Bradford  
Associate Professor  
MBA University of Phoenix  
PhD Alliant International University

Andrea M. Dominguez  
Associate Professor  
MA University of Arizona  
PhD University of California

Thomas F. Donini  
Professor  
MEd Saint Xavier University

Nitin N. Dvivedi  
Professor  
MBA University of Phoenix  
MS City College of New York

Gary Foster  
Associate Professor  
MBA University of Utah

Joel H. Frazier Jr.  
Senior Professor  
MBA Keller Graduate School of Management  
MAFM Keller Graduate School of Management

William Garrison  
Associate Professor  
MBA University of La Verne  
MA California State University

Gary P. Giomi  
Professor  
MISM Keller Graduate School of Management

Paula C. Herring  
Professor  
MBA University of Phoenix  
EdD Fielding Graduate University

Stanley Hong  
Professor  
MAS University of Southern California

Kenneth Jones  
Professor  
MS University of California  
PhD University of California

Lynn M. Joseph  
Professor  
MA Alliant International University  
PhD Alliant International University

Abdelaziz Kaina  
Assistant Professor  
MS New Mexico Institute of Mining and Technology  
MISM Keller Graduate School of Management

Alireza Kavianpour  
Senior Professor  
MS Oklahoma State University  
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Victoria H. Kim  
Professor  
MA Monterey Institute of International Studies  
MS Brigham Young University

Paul K. Kohara  
Professor  
MBA San Francisco State University

Alex M. Leung  
Senior Professor  
MS University of Colorado

James Lewis  
Associate Professor  
MTM Keller Graduate School of Management

Michael G. Milford  
Professor  
MBA University of Puget Sound

Tyson E. Moore  
Professor  
MS Central Michigan University  
PhD TUI University

Mostafa Mortezaie  
Professor  
MA University of Southern California  
MS University of California  
PhD University of California

Kyle H. Muldrow  
Professor  
MS University of Illinois

Mohammad R. Muqri  
Professor  
MS University of Tennessee  
MD United States International University

John L. Murphy  
Senior Professor  
MA Claremont Graduate University  
PhD University of California

Carlos Perez  
Associate Professor  
MS Florida State University

Cindy T. Phan  
Senior Professor  
MBA West Coast University  
MAFM Keller Graduate School of Management  
PhD Alliant International University

James F. Powell  
Professor  
MA Pepperdine University  
MBA University Southern California

Paul E. Rader  
Senior Professor  
MS University of California  
PhD North Central University  
Sharon L. Starcher



Professor  
MA Fresno Pacific University  
DBA Walden University

William Sullivan  
Professor  
MTM Keller Graduate School of Management

Russell Walker  
Senior Professor  
MBA California State University  
MS California Institute of Technology  
PhD Northcentral University

Penn Wu  
Professor  
MBA Keller Graduate School of Management  
MISM Keller Graduate School of Management  
MNCM Keller Graduate School of Management  
MPM DeVry University  
PhD Nova Southeastern University

## **COLORADO**

Louis R. Freese  
Professor  
MA Teachers College Columbia University

Andrew Hauk  
Associate Professor  
MBA Colorado Technical University  
DM Colorado Technical University

Charles W. Trinkel  
Associate Professor  
MA University of Colorado

## **FLORIDA**

Mohamed E. Brihoum  
Senior Professor  
MS The Ohio State University  
PhD University of Toledo

Antonio Hernandez-Barrera  
Professor  
MS Hiroshima University  
PhD Hiroshima University

Edwin H. Hill  
Professor  
MS University of Miami

Nicolas Lebrede  
Professor  
MA Ohio State University  
MAFM Keller Graduate School of Management  
MBA Webster University  
PhD University of Central Florida

John R. Lutzyk  
Professor and Faculty Chair  
MS State University of New York  
EdD Nova Southeastern University

Wayne M. Morgan  
Associate Professor  
MS University of the West Indies  
DBA Nova Southeastern University

Simon Obeid  
Associate Professor and Faculty Chair  
MS University of North Carolina  
PhD University of North Carolina

Genevieve I. Sapijaszko  
Professor  
MISM Keller Graduate School of Management  
ME University of Calgary

Asma Sayed  
Associate Professor  
MS Islamia University  
MS Barry University  
MD St. Matthew's University

Brent C. Ward  
Senior Professor  
MBA University of Western Ontario  
MPM Keller Graduate School of Management  
MISM Keller Graduate School of Management

## **GEORGIA**

Lorenzo Bowman  
Senior Professor  
MS Georgia State University  
JD University of Georgia

Christine D. Halsey  
Professor  
MS Southern Polytechnic State University

Henry H. Jordan  
Senior Professor  
MEd Georgia State University  
PhD Colorado State University

Claude R. Oakley  
Professor  
MA Syracuse University  
MS University of West Indies  
PhD Colorado State University

Glenn A. Palmer  
Professor  
MS Baruch College  
EdD University of Georgia

Jalal Raissi  
Senior Professor  
MS Southern Polytechnic State University  
MS Mercer University  
PhD Mercer University  
PhD Nova Southeastern University

Alpana V. Ramanathan  
Associate Professor  
MBA University of Mississippi

Jack A. Sibrizzi  
Professor  
MBA New York University

Ifeanyi I. Ugboaja  
Associate Professor  
MBA University of Phoenix  
DBA Argosy University

## **ILLINOIS**

Lacey Conley  
Associate Professor  
MA University College Cork  
PhD Loyola University

Yahya Jeff Daoud  
Associate Professor  
MS DePaul University

William S. Dillon  
Professor  
JD University of Illinois

Deborah A. Edwards  
Professor  
MA Governors State University

Kevin M. Greshock  
Senior Professor  
MPM Keller Graduate School of Management

Len Grinstead  
Associate Professor  
MBA Rockhurst University  
MS Univ of Wisconsin

Julie Hagemann  
Associate Professor  
MA University of Texas  
PhD Indiana University

Michael Henson  
Professor and Faculty Chair  
MS DePaul University

LaTonya D. Hughes  
Professor  
MA Webster University  
MBA Keller Graduate School of Management  
EdD Benedictine University

Saeed Jellouli  
Professor  
PhD Université Blaise Pascal

James Karagiannes  
Professor  
PhD Illinois Institute of Technology

Ahmed S. Khan  
Senior Professor  
MS Michigan Technological University  
PhD Colorado State University

Michael C. Komos  
Professor  
MBA DePaul University  
EdD Northern Illinois University

Nana Liu  
Senior Professor  
MS University of Illinois

Bert Lindstrom  
Professor  
MS Roosevelt University  
EdD Argosy University

Mohammad Al Sharoa  
Associate Professor  
MS Jordan University of Science and Technology  
PhD Illinois Institute of Technology

Michael Morrison  
Professor  
MBA Keller Graduate School of Management

Daniel H. Nichols  
Senior Professor  
PhD Temple University

Thomas M. Notermann  
Professor  
MBA Saint Xavier University  
PhD University of Wisconsin

Abdulmagid Omar  
Senior Professor  
MS Case Western Reserve University  
PhD University of Missouri

Nicholas G. Powers  
Senior Professor  
MBA Loyola University  
DBA Argosy University

Bonnie S. Rucks  
Senior Professor  
MBA Campbell University

Robert A. Salitore  
Professor  
MS Loyola University

Shawn A. Schumacher  
Senior Professor  
MA Governors State University  
PhD Colorado State University

Barbara J. Strauch  
Senior Professor  
MEd Purdue University

Michael D. Sugarman  
Professor  
MA Case Western Reserve University

## **INDIANA**

James E. Gajda  
Associate Professor  
MBA University of Chicago  
MS DePaul University  
MS University of Chicago  
JD Illinois Institute of Technology

Janell N. Harvey  
Associate Professor  
MA Purdue University  
DBA Argosy University

## **MISSOURI**

Patrick B. Bauer  
Senior Professor and Faculty Chair  
MS University of Missouri

Robert E. Myers  
Professor  
MS University of Kansas

Lynn A. Risley  
Professor  
MNCM Keller Graduate School of Management  
MPM Keller Graduate School of Management

Lynn C. Schuchman  
Professor  
MA University of Missouri

## NEW JERSEY

Eric Addeo  
Senior Professor  
MS New Jersey Institute of Technology  
PhD Stevens Institute of Technology

Michael Faulkner  
Professor  
MBA New York Institute of Technology  
MS New York University  
PhD Union Institute & University

Deborah Helman  
Professor  
PhD University of Birmingham

Kim Lamana-Finn  
Senior Professor and Faculty Chair  
MS Capella University  
MS Stevens Institute of Technology

Hassan A. Marzouk  
Senior Professor  
MS North Carolina State University  
PhD University of Kentucky

Amir Sadrian  
Professor and Faculty Chair  
MS University of Bridgeport  
MS University of Pittsburgh  
PhD University of Pittsburgh

Devinder Sood  
Senior Professor  
MS Punjabi University

Bhupinder S. Sran  
Senior Professor  
MS Louisiana State University  
PhD Stevens Institute of Technology

Chao-Ying Wang  
Senior Professor  
MS Southern Illinois University  
PhD Southern Illinois University

Michael Zalot  
Professor  
MBA Keller Graduate School of Management

MA Montclair State University  
PhD New York University

Jingdi Zeng  
Associate Professor  
MS Hunan University  
PhD New Jersey Institute of Technology

## **NEW YORK**

Valeriy Arseniev  
Professor  
MS Moscow Institute of Mechanical Engineering  
PhD Moscow Institute of Mechanical Engineering

Nader Daee  
Professor  
MBA Wagner College

Jeevan F. D'Souza  
Professor  
MS University of Texas  
PhD Nova Southeastern University

Gusteau Duclos  
Senior Professor  
MS Polytechnic University  
PhD Polytechnic University

Wendy A. Finlay  
Associate Professor  
MBA University of Phoenix  
PhD University of Phoenix

Michael J. Gooch  
Professor  
MA Indiana University of Pennsylvania  
PhD Indiana University of Pennsylvania

Jude Lamour  
Senior Professor  
MS New Jersey Institute of Technology  
PhD Walden University

Shahed Mustafa  
Associate Professor  
MS Idaho State University  
MS Stevens Institute of Technology



Bennet A. Nagel  
Professor  
MBA St. John's University

Marvin J. Schneider  
Associate Professor  
MBA City University of New York

Natalie M. Sommer  
Professor  
MS Union College

Adnan Turkey  
Senior Professor  
PhD University of Budapest

Manuel Eduardo Zevallos  
Professor  
MS City College of New York  
MBA Keller Graduate School of Management  
PhD City University of New York

## **NORTH CAROLINA**

Dudley Marcum  
Professor  
PhD University of Illinois

## **OHIO**

Carol E. Dietrich  
Senior Professor  
MA Ohio State University  
MS Ohio University  
MTS Trinity Lutheran Seminary  
PhD Ohio State University

Thomas Eveland  
Associate Professor  
MBA Keller Graduate School of Management  
PhD Ohio University

Kathrine Henson-Mack Tormos  
Associate Professor  
MS University of Alabama  
PhD University of Alabama

John M. Kavouras  
Associate Professor  
MA Cleveland State University

Laurence E. Lazofson  
Professor  
MAFM Keller Graduate School of Management  
MS Air Force Institute of Technology

Anup K. Majumder  
Senior Professor  
MSE Jadavpur University  
PhD Jadavpur University

Christopher D. Martin  
Professor  
MISM Keller Graduate School of Management

Richard A. Martin  
Professor  
MISM Keller Graduate School of Management

Elliot Masocha  
Associate Professor  
MA University of Zimbabwe  
MA Ohio University  
MS Franklin University  
DBA Walden University

John F. McManamon  
Professor  
MEd Ohio State University

Joseph A. Phillips  
Professor  
MBA Franklin University

Cynthia A. Roberts  
Senior Professor  
MEd University of Dayton  
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## Supplemental Information as of October 30, 2017

DeVry's 2017–2018 U.S. Undergraduate Academic Catalog, Volume XXXVI, is now in effect. Since this catalog's original publication, July 10, 2017, 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.

Date Change Published	Page(s) on Which Change Appears	Change/Update
10/30/17	6	Within Academic Calendar, Cycle 2 has been updated.
10/30/17	7,14	Within Locations, information for Fremont, Houston and Mesquite has been removed.
10/30/17	9,10	Within Locations, information for Alpharetta and Gurnee has been updated.
10/30/17	16	Within Student Services, information in Student Records has been updated.
10/30/17	17-18	Within Student Services, information has been added about the Air University Associate to Baccalaureate Cooperative.
10/30/17	Multiple	Throughout the catalog, references to Program Objectives have been changed to Program Outcomes.
10/30/17	30	Within Approvals, information for the state of Washington has been updated.
10/30/17	31	Information in Credit Hours has been updated.
10/30/17	157	Within Course Delivery, information in Blended has been updated.
10/30/17	188	Information has been updated in Additional Academic Progress Information for Students Receive Veterans Education Benefits.
10/30/17	189	Information has been updated in Pursuit of a Second Degree.
10/30/17	193-194	Within Expenses, information has been updated in Student Tuition Recovery Fund.
10/30/17	204	Information has been updated in Veterans Benefits
9/27/17	11-13	Information about the Henderson, Charlotte and Raleigh locations has been updated.
9/27/17	17	Information in Student Housing has been updated.
9/27/17	27-29	Within Approvals, information for the states of Illinois and Tennessee has been updated and information for South Carolina has been added.
9/27/17	78	Within the Computer Information Systems program, a footnote has been removed.
9/27/17	17, 192	Information about the Alumni Benefit has been updated.
9/27/17	202-203	Information has been updated in Federal Direct Subsidized and Unsubsidized Loans, and Federal Direct PLUS Loans.
9/27/17	211	Information in Title IX Compliance has been updated.
9/5/17	5	Information for the 2018 fall semester has been added to cycle 1 of the

		Academic Calendar.
9/5/17	13	Within Locations, information for Raleigh has been updated.
9/5/17	16	The section titled DeVry Online Delivery has been removed.
9/5/17	15	Within Locations, information about DeVry University's online administrative office has been added.
9/5/17	26	Information within ETAC of ABET has been updated.
9/5/17	35-37	An Associate of Applied Science in Business has been added.
9/5/17	Multiple	Footnotes specific to Pennsylvania have been add to the following programs: Business Administration, Management, Technical Management, Network Systems Administration, Biomedical Engineering Technology, Computer Information Systems, Electronics Engineering Technology and Engineering Technology – Electronics, Network and Communications Management, Multimedia Design and Development and Communications.
9/5/17	60	Information in the Technical Management Program – Health Information Management (HIM) Specialty has been updated.
9/5/17	102-103	The Medical Billing and Coding program has been updated.
9/5/17	103-104	A certificate in Medical Billing & Coding – Health Information Coding has been added.
9/5/17	106	A note has been added to the Health Information Technology program.
9/5/17	Multiple	Within Course Descriptions, the following courses have been added: BUSN219, HIT213, HIT252, HIT260, HIT261, MGMT210, MGMT230 and MKTG230.
9/5/17	192	Information about a Deployment Policy has been added.
9/5/17	193-194	Information in Tuition has been updated.
9/5/17	199	Information has been updated in DeVry University Undergraduate Tuition, Fees and Expenses: Matriculated Students, Except Onsite Students in New Jersey.
9/5/17	204	Information in Federal Pell Grants has been updated.
8/18/17	27	Within Programmatic Accreditation and Recognition, ETAC of ABET information has been updated.
8/18/17	28	Within Programmatic Accreditation and Recognition, CAHIM information has been updated.
8/18/17	68	Within the Biomedical Engineering Technology Program, a note has been added.
8/18/17	72-75	The presentation of the Computer Engineering Technology program and Engineering Technology – Computers program has been combined and information within the programs has been updated to reflect the change.
8/18/17	81-85	The presentation of the Electronics Engineering Technology program and Engineering Technology – Electronics program has been combined and information within the programs has been updated to reflect the change.
8/18/17	141	Within Course Descriptions, the prerequisite for NETW240 has been updated.
8/18/17	212	Within Student Complaint Procedures, contact information for the New Mexico Higher Education Department has been updated.
7/28/17	29-31	Within Approvals, information for the states of Kansas, Minnesota and Washington has been updated.

Volume XIII

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# 2017 - 2018 ACADEMIC CATALOG



KELLER GRADUATE SCHOOL OF MANAGEMENT



DeVry University

Keller Graduate School  
of Management

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**Volume XIII; effective July 10, 2017. Information updated after this date, including additions and amendments, is available via [www.keller.edu/catalog](http://www.keller.edu/catalog). It is the responsibility of applicants and students to check for updates.**

*Program availability varies by location, and onsite and online enrollment restrictions may apply. DeVry University's Keller Graduate School of Management master's degree programs are offered online, and degrees are conferred by DeVry University's Keller Graduate School of Management.*

*We reserve the right to change terms and conditions outlined in this catalog at any time without notice. Information is current at the time of publication. This catalog supersedes all previously published editions and is in effect until a subsequent catalog is published. Information contained herein effective November 17, 2017.*

*DeVry University, Inc. is a wholly owned subsidiary of Adtalem Global Education. Becker Professional Education is owned and operated by Becker Professional Development Corp. Administrative offices are located at 3005 Highland Pkwy., Ste. 700, Downers Grove, IL 60515, 630.515.7700.*

*For students who signed enrollment agreements prior to May 13, 2016, DeVry University's Keller Graduate School of Management is forgoing its right to invoke the mandatory arbitration clause in the event of student/graduate claims or controversies arising out of or related to the terms of the Enrollment Agreement or education provided by Keller Graduate School of Management.*

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## Message from the President

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Dear Student,

Welcome to the Keller Graduate School of Management family, and congratulations on taking this important step toward furthering your education and preparing to advance your career. Know that our talented faculty and committed support staff will be there for you every step of the way. It is our goal to support your success as a graduate student, both inside and outside the classroom. We are here for you, and we care about your success.

Founded in 1973 by Dennis Keller and Ron Taylor, Keller Graduate School of Management originally offered a certificate in business administration, which became the forerunner of the executive MBA programs that emerged in the years that followed. After three decades of success, Keller merged with DeVry Institute of Technology to become DeVry University in 2002. While the strength of a Keller education remains rooted in tradition, we continue to evolve to keep pace with the needs of today's employers. Whether it is our MBA program, one of our specialized master's degree programs, or one of our graduate certificate programs, you have the opportunity to learn the skills that can give you the edge in your career.

Among the many other benefits of the Keller experience, you can learn from a faculty of practicing professionals who are passionate about what they do and eager to share those insights with their students. They bring the workplace to the classroom so you gain relevant knowledge that can be immediately applied to your career.

Keller provides the flexibility to mix quality on-campus instruction – offered evenings and weekends throughout the country – with dynamic online learning. Courses are offered in eight-week sessions that begin six times each year. And because we know balancing school and other priorities is important, our academic schedule and onsite/online format make it easy to progress at a pace that suits your goals and lifestyle.

We are committed to providing you with an education that provides a powerful return on investment – one that capitalizes on emerging technologies that enhance the learning environment and help you build connections to Keller's faculty, student and alumni communities. We are grateful for the opportunity to contribute to your success and excited about what lies ahead for you. All the best as you continue your educational journey.

Respectfully,



James Bartholomew  
President, DeVry University

## Message from the Provost

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Building on a tradition of excellence. That's what DeVry University's Keller Graduate School of Management is all about. This tradition has thrived over the years through the dedicated efforts of our professors and staff as they design, enhance and deliver our programs; our support of the business communities that embrace our graduates; and the important contributions of our alumni, whose success continues to build upon Keller's good name. But most of all, the focus of the tradition is our students, who set their goals and expectations higher than most, and who are committed to success through education.

Our world continues to advance through the power of technology, transforming our workplaces, homes and communities. Your decision to pursue a master's degree is the right step toward gaining the critical knowledge and skills needed to grow professionally and personally, and to succeed in this changing environment.

To support your quest for success, Keller Graduate School of Management's programs and delivery options, including our blend of onsite and online learning, provide you with the highest quality practitioner-oriented graduate management education. Add to this our year-round schedules and convenient locations – and our commitment to serving working adults – and you have a powerful combination that's helped thousands of Keller alumni balance family and work while achieving their education goals.

As you progress through your program of study, please remember that we rely on your valuable feedback to add meaning and benefit to the Keller experience. Let us hear from you, whether through class evaluations, email, phone calls to administrators and faculty, or personal visits.

On behalf of the faculty and staff of Keller Graduate School of Management, I congratulate you on your decision to make this important investment in your future, to better your life through the power of education and to join our tradition of excellence.

All the best,



Shantanu Bose, PhD  
Vice President of Academic Excellence/Provost

## About Keller

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### **A Tradition of Innovation**

For 40 years, Keller Graduate School of Management has served the unique needs of working adult students. Our innovative, practitioner approach is based on the idea that effective teaching and student mastery of practical skills are the most important components of graduate management education. Our first class had seven students – a number that grew to 900 by the late 1970s, as students began taking advantage of our evening MBA program. Today, Keller Graduate School of Management provides a broad range of master's degree and graduate certificate programs.

In 1991, we introduced our Project Management program and are proud to be a Project Management Institute Registered Education Provider. Additionally, most Keller project management offerings, including our MPM program, are accredited by the PMI® Global Accreditation Center. (See [Accreditation](#) to learn which programs are PMI-accredited.) DeVry University, including Keller Graduate School of Management, is among a limited number of U.S. universities and schools worldwide to be granted this designation. More information on this accreditation is available via [www.pmi.org](http://www.pmi.org).

In 1993, we broadened our portfolio with the addition of our Human Resource Management program. And expansion continued with other program offerings: Network & Communications Management (1997); Accounting & Financial Management, and Information Systems Management (1998); Public Administration (2001); and Accounting (2012). A recent focus is the burgeoning area of information security – critical in today's business and government sectors.

Recognizing that the most valuable employees are those with relevant real-world business and technology skills, we established a presence in the continuing and professional education arena.

In 1996, Becker CPA Review was acquired, which subsequently joined forces with Conviser Duffy CPA Review. Today, Becker Professional Education complements DeVry University's growing range of education services and is a leading provider of preparatory coursework for various professional certification exams.

In addition, the University's [DeVryWORKS](#) offers a unique mix of corporate education, tailored learning and professional training solutions that addresses today's most pressing business challenges. Helping achieve measurable results, our offerings can be delivered at your company facility, at Keller sites nationwide or online globally.



## Keller Advantage

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### **Practitioner Orientation**

All Keller programs are regularly reviewed for relevance to both students and employers. Faculty members focus squarely on critical competencies for today's successful managers, in areas such as business communications, technology, ethics, quality and international business, which are woven throughout the curricula.

### **Excellence in Teaching**

Our professors are enthusiastic educators who enjoy sharing their business acumen with students. Faculty supplement the core curriculum with a variety of instructional activities focused on helping students achieve course outcomes and real-world standards of excellence.

Students also play an integral role in maintaining high teaching standards by regularly providing feedback on faculty effectiveness. University administrators then use this feedback to coach faculty and improve and enhance teaching methods and instructional technique.

### **Professional Connections and Memberships**

To keep current with industry practices and developments, and provide highly relevant education, the University's graduate-level faculty, staff and alumni are active in various professional organizations including:

- American Institute of Certified Public Accountants
- Federation of Schools of Accountancy
- Institute of Managerial Accounting
- Project Management Institute International
- Academy of Management
- American Management Association
- American Marketing Association
- American Society for Quality
- National Black MBA Association
- United States Association of Small Business and Entrepreneurship
- American College of Healthcare Executives
- American Health Information Management Association
- American Society of Training and Development
- Society for Human Resource Management
- American Society of Industrial Security
- Association of Information Technology Professionals
- Association for Business Communication
- American Association of Cost Engineering International
- IEEE

In addition, faculty and staff actively participate in professional organizations to remain current on educational trends and to continue the University's leading role in the education arena. Among others, organizations include:

- American Assembly of Collegiate Schools of Business
- American Association of University Administrators
- American Council on Education

- American Library Association
- Council of Graduate Schools
- United States Distance Learning Association

### **Continuous Improvement**

Change management, improved productivity and commitment to quality are vitally important in today's competitive global economy. To this end, Keller's quality assurance initiatives stress ongoing program and process improvement based on critical feedback from students, faculty and staff.

Keeping curricula responsive to changes in business theory and practice is essential. To maintain an appropriate balance of continuity and change, our academic experts integrate faculty input and regularly review course content and level, as well as texts. In addition, they consult faculty on proposals for new course content and course development.

Also of critical importance in ensuring quality is an ongoing cycle of planning, implementing, assessing of outcomes and acting on feedback to continually improve all aspects of the educational experience. Our quality focus means attention, every day, to understanding and meeting student and faculty needs, thus creating long-term educational value for students, graduates and employers.

## Accreditation & Approvals

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*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.*

### **Institutional Accreditation**

DeVry University\*\* is accredited by The Higher Learning Commission (HLC), [www.hlcommission.org](http://www.hlcommission.org). The University's Keller Graduate School of Management is included in this accreditation.

The HLC is a regional agency that accredits U.S. colleges and universities at the institutional level; and is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation. Accreditation provides assurance to the public and to prospective students that standards of quality have been met. Contact information for the HLC is:

The Higher Learning Commission  
230 S. LaSalle St., Ste. 7-500, Chicago, IL 60604  
800.621.7440  
[www.hlcommission.org](http://www.hlcommission.org)

DeVry University is a member of the [Council for Higher Education Accreditation](http://www.chea.org), 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 Keller master's degree programs have achieved voluntary accreditation from the Accreditation Council for Business Schools and Programs (ACBSP, [www.acbsp.org](http://www.acbsp.org)), demonstrating that they have met standards of business education that promote teaching excellence: Business Administration, Human Resource Management, Project Management, Public Administration, Information Systems Management, Network & Communications Management.

The ACBSP has also granted specialized accounting accreditation to the following established Keller degree programs: Master of Accounting & Financial Management; Master of Business Administration with a specialization in Accounting; Master of Science in Accounting.

#### **PMI GAC**

The following Keller programs are accredited by the Project Management Institute's Global Accreditation Center: Master of Business Administration, when completed with a concentration in project management; Master of Information Systems Management, when completed with a concentration in project management; Master of Network & Communications Management, when completed with a concentration in project management; and Master of Project Management. DeVry University, including Keller Graduate School of Management, is among a limited number of U.S. universities and schools worldwide to be granted this designation. More information is available via [www.pmi.org](http://www.pmi.org).

## **SHRM**

The Society for Human Resource Management has acknowledged that the following programs fully align with SHRM's HR Curriculum Guidebook and Templates: Master of Human Resource Management; and Master of Business Administration with Human Resource Concentration. More information on SHRM is available at [www.shrm.org](http://www.shrm.org).

## **Approvals**

**Alaska:** DeVry has been issued an exemption by the Alaska Commission on Postsecondary Education. DeVry's programs are exempt from authorization under AS 14.48 and 20 AAC 17.015 because the programs are online or distance delivered and do not have a physical presence in the state.

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

**California:** DeVry is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. For additional information please visit the Bureau's Internet website at [www.bppe.ca.gov](http://www.bppe.ca.gov).

**Colorado:** DeVry is approved to operate by the Colorado Commission on Higher Education, 1560 Broadway, Ste. 1600, Denver 80202, 303.866.2723.

**Florida:** DeVry is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines St., Ste. 1414, Tallahassee 32399-0400, toll-free telephone number 888.224.6684. DeVry University is a subsidiary of, and operated by, DeVry University, Inc., 3005 Highland Pkwy., Downers Grove, IL 60515.

**Georgia:** DeVry is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990 by the Georgia Nonpublic Postsecondary Education Commission, 2082 E. Exchange Pl., Ste. 220, Tucker 30084, 770.414.3300.

**Illinois:** DeVry is authorized to operate and grant degrees by the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Ste. 333, Springfield 62701, 217.782.2551. Unresolved complaints may be reported to the Illinois Board of Higher Education through the online complaint system <http://complaints.ibhe.org/> or by mail.

**Iowa:** DeVry University is registered to offer distance education programs in Iowa by the Iowa College Student Aid Commission. Students with concerns or complaints may contact Iowa College Aid at: 877.272.4456, [www.iowacollegeaid.gov/sdrf-start](http://www.iowacollegeaid.gov/sdrf-start).

**Indiana:** This institution is authorized by Indiana Board for Proprietary Education, 101 W. Ohio St., Ste. 300, Indianapolis 46204-4206.

**Kansas:** DeVry is approved by the Kansas Board of Regents, 1000 SW Jackson St., Ste. 520, Topeka 66612, 785.430.4240.

**Kentucky:** DeVry University is licensed by the Kentucky Council on Postsecondary Education,

1024 Capital Center Dr., Ste. 320, Frankfort 40601, 502.573.1555.

**Maryland:** DeVry University is registered with the Maryland Higher Education Commission, 6 N. Liberty St., 10<sup>th</sup> Flr., Baltimore 21201, 410.767.3300.

**Minnesota:** DeVry University is registered as a private institution with the Minnesota Office of Higher Education, 1450 Energy Park Drive, Ste. 3502, St. Paul, MN 55108-5227, 800-657-3866, [info.ohe@state.mn.us](mailto:info.ohe@state.mn.us), [www.ohe.state.mn.us](http://www.ohe.state.mn.us), pursuant to sections 136A.61 to 136A.71. . Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The Bachelor of Science in Accounting is not a "CPA Pathway" program.

**Missouri:** DeVry is certified to operate by the Missouri Department of Higher Education, 205 Jefferson St., Jefferson City 65102-1469, 573.751.2361.

**Oregon:** This school is a unit of a business corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR chapter 583, division 30. Inquiries concerning the standards or school compliance may be directed to the Commission, 775 Court St. NE, Salem 97301.

**Nevada:** DeVry is licensed to operate in the State of Nevada by the Nevada Commission on Postsecondary Education, 8778 S. Maryland Pkwy., Ste. 115, Las Vegas 89123, 702.486.7330.

**New Jersey:** DeVry is licensed by the New Jersey Office of the Secretary of Higher Education, P.O. Box 542, Trenton 08625-0542, 609.292.4310.

*Note: Currently, only the Master of Business Administration program with project management or marketing concentration is offered onsite in New Jersey. Additional concentrations can be taken online.*

**New York:** Keller Graduate School of Management at DeVry College of New York has received permission to operate its academic programs in New York from the University of the State of New York Board of Regents/The State Education Department, 89 Washington Ave., 5 North Mezzanine, Albany 12234, 518.474.2593. The following programs are registered with the state: Master of Science in Accounting and Financial Management; Master of Business Administration in Management; Master of Science in Information Systems Management; Master of Human Resource Management; and Master of Project Management.

**North Carolina:** DeVry has been evaluated by the University of North Carolina (910 Raleigh Rd., Chapel Hill 27515, 919.962.4559) and is licensed to conduct higher education degree activity. The School's guaranty bond for unearned prepaid tuition is on file with the Board of Governors of the University of North Carolina and may be viewed by contacting the Licensing Department at Atdalem Global Education.

**Ohio:** DeVry holds Certificate of Authorization by the Ohio Department of Higher Education, 25 S. Front St., Columbus 43215, 614.466.6000.

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

**Pennsylvania:** DeVry is approved and authorized to operate by the Pennsylvania Department of Education, 333 Market St., Harrisburg 71726, 717.783.9255. In Pennsylvania, instructional hours for all courses scheduled to meet on days falling on recognized holidays will be made up by one or more of the following deemed appropriate by the faculty and approved by the dean of academic excellence: lengthened class sessions, pre-course readings, team projects, group meetings. Note that at this time DeVry University's Keller Graduate School of Management is not accepting new students who reside in Pennsylvania, or those who wish to enroll in graduate programs at a Pennsylvania location.

**South Carolina:** DeVry University is licensed by the South Carolina Commission on Higher Education, 1122 Lady St., Ste. 300, Columbia 29201, 703.737.2266. Licensure indicates only that minimum standards have been met; it is not equal to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

**Tennessee:** DeVry University is authorized for operation as a postsecondary educational institution by the Tennessee Higher Education Commission, Parkway Towers, Ste. 1900, Nashville 37243, 615.741.5293. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. Tennessee Legislation SB3789/HB3857 requires postsecondary educational institutions to make the following disclosure:

Credits earned at DeVry University may not transfer to another educational institution.\* Credits earned at another educational institution may not be accepted by DeVry University. You should obtain confirmation that DeVry University will accept any credits you have earned at another educational institution before you execute an enrollment contract or agreement. The ability to transfer credits from DeVry University to another educational institution may be very limited. Your credits may not transfer and you may have to repeat courses previously taken at DeVry University if you enroll in another educational institution. You should never assume that credits will transfer to or from any educational institution. It is highly recommended and you are advised to make certain that you know the transfer of credit policy of DeVry University and of any other educational institution you may in the future want to transfer the credits earned at DeVry University before you execute an enrollment contract or agreement.

In order to view detailed employment statistics and graduation information on the programs offered by DeVry University, please visit: [www.tn.gov/thec/topic/authorized-institutions-data](http://www.tn.gov/thec/topic/authorized-institutions-data).

*\*Course credits are not guaranteed to transfer to other schools. Acceptance of credits is subject to the receiving institution's requirements.*

**Texas:** DeVry is authorized to grant degrees by the Texas Higher Education Coordinating Board, Box 12788, Austin 78711, 512.427.6225, 512.427.6168 fax. Eligibility to sit for the Certified Public Accountant (CPA) exam and be licensed as a CPA in Texas requires CPA applicants to have attended an institution accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), or by a specialized or professional accrediting organization such as the Accreditation Council for Business Schools and Programs (ACBSP). DeVry University has achieved voluntary accreditation from the ACBSP for certain business programs. See [Institutional Accreditation](#) as well as [Programmatic Accreditation and Recognition](#) for additional information.

DeVry University programs are not approved or regulated by the Texas Workforce Commission.

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

**Washington:** DeVry University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes DeVry University to advertise and recruit for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430, or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).

Selected programs of study at DeVry University are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

DeVry University does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

The transferability of credits earned at DeVry University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at DeVry University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at DeVry University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at DeVry University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

**Wisconsin:** DeVry is approved by the Wisconsin Educational Approval Board, 201 W. Washington Ave., 3<sup>rd</sup> Fl., Madison 53708-8696, 608.266.1996.

DeVry University participates in the Federal Direct Loan program. Immigration and Customs Enforcement authorizes DeVry University to accept and enroll nonimmigrant students.

***\* In New York, DeVry University operates as DeVry College of New York.***

*Note: DeVry University's Keller Graduate School of Management master's degree programs are offered online, and degrees are conferred by DeVry University's Keller Graduate School of Management in the United States.*

### **Bankruptcy Statement**

DeVry University does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years and has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the U.S. Bankruptcy Code.

## Course Schedules

Balancing family, career and education commitments can be challenging. At Keller, we help ease the process with course schedules offered year-round on campus and online.

We offer six eight-week sessions annually. This enables new students to start their programs any time of year and allows continuing students to take a session off, if needed, to accommodate their schedules (see [Student-Centric Period](#)). All Keller courses – whether delivered onsite or online – are taught within the eight-week-session model. Online courses have the added benefit of allowing students to complete required coursework at the most convenient time, and place, for them.

### 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 the University'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.

Student-Centric-Period Cycles		
Semester	Cycle 1 Sessions	Cycle 2 Sessions
Spring	January, March	March, May
Summer	May, July	July, September
Fall	September, November	November, January

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

### Course Delivery Formats

Courses are delivered in two formats, "blended" and "all-online." Both formats are designed to achieve the same student outcomes and are academic equivalents. Course availability may be subject to enrollment minimums.

#### ***Blended Onsite Learning***

The blended format enhances education and corresponds to the dominant reality of the workplace, where onsite and online interaction are combined to accomplish organizational objectives. Students meet with faculty face-to-face onsite for three-and-one-half hours per week and participate in professor-guided online activities. Onsite activities include interactive lectures and discussions, plus demonstrations of problems and concepts.

Course outcomes are supported by combining weekly onsite activities with relevant online guidance and feedback from faculty and fellow students throughout the week. Course syllabi note both onsite and online time commitments.

All students enrolled in site-based programs will be required to take some coursework online and, for some programs and locations, a substantial portion of the program may be required to be completed online.



### **Dynamic Online Learning**

Students in courses delivered entirely online must have the same dedicated effort as those in classroom-based courses. However, they are expected to assume a greater level of personal responsibility for their learning. Online activities may include direct interaction with faculty and other students (e.g., online discussion, group projects and case studies) as well as activities students complete independently, with subsequent interaction with faculty (e.g., quizzes and research assignments).

The all-online format integrates today's high-tech capabilities with the University's proven methodology. Typical online learning technologies include:

- The online site, <http://devryu.net>, accessible 24 hours a day and offering course syllabi and assignments, the virtual library and other web-based resources
- Electronic textbooks and interactive course materials
- Study notes or "professor lectures" on the website for student review

Student academic performance for online courses is assessed via thorough evaluation of contributions to team/group activities; participation in threaded discussions; and performance on individual exercises, projects, papers and case studies. Professors build complete portfolios reflecting student mastery of course outcomes by assessing performance on individual assignments, quizzes and exams.

### **Commuter-Friendly Locations**

For students choosing to attend classes onsite, the University offers the convenience of campus locations in major metropolitan areas nationwide. Students can attend classes at the site that's most convenient or that best meets their course needs. Additionally, coursework transfers easily among all Keller locations. Students can also complete courses online should relocation be necessary.

### **Program for Assistance in Special Situations**

In keeping with our long tradition of serving working adults and determination to see students succeed, we offer a support program called PASS – Program for Assistance in Special Situations. PASS allows students to retake one course (either an already completed course or a course from which they withdrew) at no additional cost.

PASS may be applied to a single Keller course only, regardless of the number of credit hours awarded for the course. PASS is not available when enrolling for credit in a course that was previously audited, or for which the student previously received transfer credit. More information is available from any chief location administrator.

### **Supportive Learning Environment**

Through our computer-based instructional provider, students and faculty have unlimited access to web-based short courses of professional or personal interest. Courses are self-paced, tutorial in nature and range from two to 10 hours in length.

In addition, THE HUB 2.0 is designed to enhance students' online learning experience. Containing a wealth of student resources, THE HUB helps students easily:

- Access the online library
- Connect with faculty and classmates using blogs and forums

- Find all University-related contact information
- Enhance written communication skills via the Writing Source
- View more than 1,500 educational videos
- Add program resources, a personal biography, avatars and more

## University Mission & Values

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Serving more than 45,000 students annually onsite and online, DeVry University, including Keller Graduate School of Management – part of the University’s College of Business & Management – is one of North America’s leading providers of career-oriented higher education. The University’s extensive resources help prepare undergraduate and master’s-level students for careers at the heart of today’s business and technology sectors. Our mission, purposes and values, outlined below, have fueled our steady program and geographic expansion to better serve students as well as employers for more than 85 years.

### University 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.

### Keller’s Mission

The mission of Keller Graduate School of Management is to provide high-quality, practitioner-oriented graduate management degree programs with an emphasis on excellence in teaching and service to adult learners.

The following objectives reflect our mission in terms of desired overall student outcomes. These objectives evolve over time as they are shaped by students, faculty, staff, employers, other constituencies and the changing environment.

- Developing students’ understanding of the language and information specific to business
- Enabling students to integrate concepts and skills across functional areas

- Strengthening students' ability to communicate effectively both orally and in writing
- Instilling in students an appreciation of differences in cultures and values
- Providing students with the concepts and tools they need to contribute to their organizations' ongoing efforts to improve quality and productivity
- Broadening and deepening students' ability to effectively use technology to meet organizational goals
- Enabling students to effectively conduct applied business research
- Strengthening students' leadership and team-building skills
- Enhancing students' managerial decision-making skills while maintaining keen awareness of ethical considerations
- Instilling in students the value of lifelong learning

### **University Values**

In striving to accomplish our educational mission and purposes, we adhere to the following values reflecting the standards of service and conduct to which we have committed ourselves:

- Student success – Fostering student success is the underlying principle that guides DeVry University's decision-making and institutional activities.
- Excellence in teaching – Engaging faculty who embrace continual improvement in their subject matter expertise, pedagogical effectiveness and appropriate use of technology advances teaching excellence and promotes student learning.
- Academic standards – Upholding academic standards and ensuring academic integrity are paramount in ensuring the value of graduates' degrees.
- Academic freedom – Encouraging faculty and staff to engage in appropriate scholarly activities and in free exploration of ideas is essential to maintaining the intellectual vitality of the institution.
- Educational relevance – Offering technical and business programs that provide career enhancement, promote responsible citizenship and encourage lifelong learning supports the University's mission.
- Organizational integrity – Involving the institution's members in the development of policies, and consistent application of policies and procedures to interdepartmental relationships, is required to maintain institutional stability and effectiveness.
- Responsive student services – Providing support services in a helpful and caring manner to students fosters learning and supports academic success.
- Building on diversity – Maintaining an institutional culture that draws strength from the varied perspectives and backgrounds of its students, faculty and staff helps DeVry University achieve its educational and strategic goals.
- Institutional improvement – Reviewing and improving curricula, academic operations, teaching and academic support services are critical for maintaining an educational leadership position in rapidly evolving academic fields.

## Leadership

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Learn about those who back all DeVry University programs and services – a solid core of professionals who bring their expertise to the University to enhance our value to students and the communities we serve.

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**DeVry University and its  
Keller Graduate School of Management Leadership**

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## Nationwide Locations

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Keller Graduate School of Management offers classes at more than 55 nationwide locations, online and through extended classrooms. More information, including program availability at each location, is available via the web addresses shown below.

### Arizona

#### Glendale

6751 N. Sunset Blvd., Ste. 330, Glendale, AZ 85305

623.872.3240

[www.keller.edu/graduate-school-campus/glendale-arizona-campus](http://www.keller.edu/graduate-school-campus/glendale-arizona-campus)

#### Mesa

1201 S. Alma School Rd., Mesa, AZ 85210

480.827.1511

[www.keller.edu/graduate-school-campus/mesa-arizona-campus](http://www.keller.edu/graduate-school-campus/mesa-arizona-campus)

#### Phoenix

2149 W. Dunlap Ave., Phoenix, AZ 85021

602.749.7301

[www.keller.edu/graduate-school-campus/phoenix-arizona-campus](http://www.keller.edu/graduate-school-campus/phoenix-arizona-campus)

### California

#### Anaheim

1900 S. State College Blvd., Anaheim, CA 92806

714.935.3200

[www.keller.edu/graduate-school-campus/anaheim-california-campus](http://www.keller.edu/graduate-school-campus/anaheim-california-campus)

#### Folsom

950 Iron Point Rd., Folsom, CA 95630

855.577.1494

[www.keller.edu/graduate-school-campus/folsom-california-campus](http://www.keller.edu/graduate-school-campus/folsom-california-campus)

#### Inland Empire-Colton

1090 E. Washington St., Colton, CA 92324

909.514.1808

[www.keller.edu/graduate-school-campus/colton-california-campus](http://www.keller.edu/graduate-school-campus/colton-california-campus)

#### Long Beach

3880 Kilroy Airport Way, Long Beach, CA 90806

562.427.0861

[www.keller.edu/graduate-school-campus/long-beach-california-campus](http://www.keller.edu/graduate-school-campus/long-beach-california-campus)

#### Newark

8000 Jarvis Avenue, Ste. 220, Newark, CA 94560

510.574.1200

<https://www.keller.edu/graduate-schools/california/newark-campus.html>

**Oakland**

505 14th St., Oakland, CA 94612

510.267.1340

[www.keller.edu/graduate-school-campus/oakland-california-campus](http://www.keller.edu/graduate-school-campus/oakland-california-campus)

*A limited number of classes may also be offered at San Francisco State University's downtown campus, 835 Market St., San Francisco, CA 94103, and at Moss Adams LLP, 101 Second St., Ste. 900, San Francisco, CA 94105.*

**Palmdale**

39115 Trade Center Dr., Palmdale, CA 93551

661.224.2920

[www.keller.edu/graduate-school-campus/palmdale-california-campus](http://www.keller.edu/graduate-school-campus/palmdale-california-campus)

**Pomona**

901 Corporate Center Dr., Pomona, CA 91768

909.622.8866

[www.keller.edu/graduate-school-campus/pomona-california-campus](http://www.keller.edu/graduate-school-campus/pomona-california-campus)

*A limited number of classes is also offered at 320 S. Garfield Ave., Ste. 118, Alhambra, CA 91801, 800.868.3900.*

**San Diego**

2655 Camino Del Rio North, Ste. 360, San Diego, CA 92108

619.683.2446

[www.keller.edu/graduate-school-campus/san-diego-california-campus](http://www.keller.edu/graduate-school-campus/san-diego-california-campus)

**San Jose**

2160 Lundy Ave., San Jose, CA 95131

408.571.3760

[www.keller.edu/graduate-school-campus/san-jose-california-campus](http://www.keller.edu/graduate-school-campus/san-jose-california-campus)

*A limited number of classes is also offered at the Crowne Plaza Hotel - San Jose, 282 Almaden Blvd., San Jose CA 95113, 408.998.0400.*

**Sherman Oaks**

15301 Ventura Blvd., Sherman Oaks, CA 91403

818.713.8111

[www.keller.edu/graduate-school-campus/sherman-oaks-california-campus](http://www.keller.edu/graduate-school-campus/sherman-oaks-california-campus)

*A limited number of classes is also offered at the Courtyard by Marriott – Sherman Oaks, 15433 Ventura Blvd., Sherman Oaks, CA 91403, 818.981.5400.*

**Colorado****Colorado Springs**

1175 Kelly Johnson Blvd., Colorado Springs, CO 80920

719.632.3000

[www.keller.edu/graduate-school-campus/colorado-springs-colorado-campus](http://www.keller.edu/graduate-school-campus/colorado-springs-colorado-campus)

**Westminster**

1870 W. 122nd Ave., Westminster, CO 80234

303.280.7400

[www.keller.edu/graduate-schools/colorado/westminster-campus.html](http://www.keller.edu/graduate-schools/colorado/westminster-campus.html)

**Florida****Jacksonville**

5200 Belfort Rd., Ste. 175, Jacksonville, FL 32256

904.367.4942

[www.keller.edu/graduate-school-campus/jacksonville-florida-campus](http://www.keller.edu/graduate-school-campus/jacksonville-florida-campus)

**Miramar**

2300 SW 145th Ave., Miramar, FL 33027

954.499.9775

[www.keller.edu/graduate-school-campus/miramar-florida-campus](http://www.keller.edu/graduate-school-campus/miramar-florida-campus)

**Orlando**

7352 Greenbriar Pkwy., Orlando, FL 32819

407.345.2800

[www.keller.edu/graduate-school-campus/orlando-florida-campus](http://www.keller.edu/graduate-school-campus/orlando-florida-campus)

**Georgia****Alpharetta**

555 North Point Center East, Ste. 175, Alpharetta, GA 30022

770.619.3600

[www.keller.edu/graduate-school-campus/alpharetta-georgia-campus](http://www.keller.edu/graduate-school-campus/alpharetta-georgia-campus)

**Atlanta Cobb-Galleria**

100 Galleria Pkwy. SE, Atlanta, GA 30339

770.916.3704

[www.keller.edu/graduate-school-campus/cobb-georgia-campus](http://www.keller.edu/graduate-school-campus/cobb-georgia-campus)

**Decatur**

1 West Court Square, Decatur, GA 30030

404.270.2700

[www.keller.edu/graduate-school-campus/decatur-georgia-campus](http://www.keller.edu/graduate-school-campus/decatur-georgia-campus)

**Gwinnett**

3505 Koger Blvd., Duluth, GA 30096

770.381.4400

[www.keller.edu/graduate-school-campus/gwinnett-georgia-campus](http://www.keller.edu/graduate-school-campus/gwinnett-georgia-campus)

**Henry County**

675 Southcrest Pkwy., Stockbridge, GA 30281

678.284.4700

[www.keller.edu/graduate-school-campus/henry-georgia-campus](http://www.keller.edu/graduate-school-campus/henry-georgia-campus)

**Illinois**

**Addison**

1221 N. Swift Rd., Addison, IL 60101  
630.953.1300

[www.keller.edu/graduate-school-campus-locations/illinois/addison-campus.html](http://www.keller.edu/graduate-school-campus-locations/illinois/addison-campus.html)

**Chicago**

3300 N. Campbell Ave., Chicago, IL 60618  
773.697.2155

[www.keller.edu/graduate-school-campus/chicago-illinois-campus](http://www.keller.edu/graduate-school-campus/chicago-illinois-campus)

**Chicago Loop**

225 W. Washington St., Chicago, IL 60606  
312.372.4900

[www.keller.edu/graduate-school-campus/chicago-loop-illinois-campus](http://www.keller.edu/graduate-school-campus/chicago-loop-illinois-campus)

**Chicago O'Hare**

8550 W. Bryn Mawr Ave., Chicago, IL 60631  
773.695.1000

[www.keller.edu/graduate-school-campus/chicago-ohare-illinois-campus](http://www.keller.edu/graduate-school-campus/chicago-ohare-illinois-campus)

**Downers Grove**

3005 Highland Pkwy., Downers Grove, IL 60515  
630.515.3000

[www.keller.edu/graduate-school-campus/downers-grove-illinois-campus](http://www.keller.edu/graduate-school-campus/downers-grove-illinois-campus)

**Elgin**

2250 Point Blvd., Elgin, IL 60123  
847.649.3980

[www.keller.edu/graduate-school-campus/elgin-illinois-campus](http://www.keller.edu/graduate-school-campus/elgin-illinois-campus)

**Gurnee**

1325 Tri-State Pkwy., Ste. 120, Gurnee, IL 60031  
847.855.2649

[www.keller.edu/graduate-school-campus/gurnee-illinois-campus](http://www.keller.edu/graduate-school-campus/gurnee-illinois-campus)

**Naperville**

2056 Westings Ave., Naperville, IL 60563  
630.428.9086

[www.keller.edu/graduate-school-campus/naperville-illinois-campus](http://www.keller.edu/graduate-school-campus/naperville-illinois-campus)

**Tinley Park**

18624 W. Creek Dr., Tinley Park, IL 60477  
708.342.3750

[www.keller.edu/graduate-school-campus/tinley-park-illinois-campus](http://www.keller.edu/graduate-school-campus/tinley-park-illinois-campus)

**Indiana****Merrillville**

1000 E. 80th Place, Merrillville, IN 46410  
219.736.7440

[www.keller.edu/graduate-school-campus/merrillville-indiana-campus](http://www.keller.edu/graduate-school-campus/merrillville-indiana-campus)

## Missouri

### Kansas City

1310 E. 104th St., 2nd Flr., Kansas City, MO 64131  
816.943.7441

[www.keller.edu/graduate-school-campus/kansas-city-missouri-campus](http://www.keller.edu/graduate-school-campus/kansas-city-missouri-campus)

*DeVry's Kansas City campus is located in the Executive Hills East Office Park, just south of downtown Kansas City. The 19,000 square foot campus offers nine spacious standard and computer classrooms; electronics and network labs; a comfortable learning commons area for study and tutoring; and a vending area. Easily accessed from the Holmes Rd. exit off I-435, just east of the Missouri-Kansas state line, the campus serves graduate and undergraduate students seeking degree and certificate credentials.*

## Nevada

### Henderson

2490 Paseo Verde Pkwy., Henderson, NV 89074  
702.933.9700

[www.keller.edu/graduate-school-campus/henderson-nevada-campus](http://www.keller.edu/graduate-school-campus/henderson-nevada-campus)

*The University's Henderson campus is located in Green Valley, a resort area just a few miles from the Las Vegas strip and known for its growing business community. The 8,917 square foot campus offers 7 spacious classrooms, a fully wired computer lab and a comfortable commons area.*

*Easily accessed from the Green Valley Pkwy. exit off I-215, the University's Henderson site offers: an associate degree in Network Systems Administration; bachelor's degrees in Business Administration, Computer Information Systems, Management, Network and Communications Management and Technical Management; and a master's degree in Business Administration.*

## New Jersey

### Cherry Hill

921 Haddonfield Rd., Cherry Hill, NJ 08002  
856.317.4400

[www.keller.edu/graduate-school-campus/cherry-hill-new-jersey-campus](http://www.keller.edu/graduate-school-campus/cherry-hill-new-jersey-campus)

### North Brunswick

630 U.S. Hwy. One, North Brunswick, NJ 08902  
732.729.3960

[www.keller.edu/graduate-school-campus/north-brunswick-new-jersey-campus](http://www.keller.edu/graduate-school-campus/north-brunswick-new-jersey-campus)

### Paramus

35 Plaza, 81 E. State Rte. 4, 3rd Flr., Paramus, NJ 07652  
201.556.2840

[www.keller.edu/graduate-school-campus/paramus-new-jersey-campus](http://www.keller.edu/graduate-school-campus/paramus-new-jersey-campus)

## New York

### Brooklyn Extension

DeVry College of New York  
195 Montague Street, Brooklyn, NY 11201  
877.970.3900  
[www.keller.edu/graduate-schools/new-york/brooklyn-center.html](http://www.keller.edu/graduate-schools/new-york/brooklyn-center.html)

### **Midtown Manhattan**

180 Madison Ave., New York, NY 10016 (entrance on 34th St.)  
212.312.4300  
[www.keller.edu/graduate-school-campus/midtown-manhattan-new-york-campus](http://www.keller.edu/graduate-school-campus/midtown-manhattan-new-york-campus)

### **Queens**

99–21 Queens Blvd., Rego Park, NY 11374  
718.575.7100  
[www.keller.edu/graduate-school-campus/regopark-new-york-campus](http://www.keller.edu/graduate-school-campus/regopark-new-york-campus)

## **North Carolina**

### **Charlotte**

2015 Ayrslay Town Blvd., Charlotte, NC 28273  
704.697.1020  
[www.keller.edu/graduate-school-campus/charlotte-north-carolina-campus](http://www.keller.edu/graduate-school-campus/charlotte-north-carolina-campus)

### **Raleigh**

555 Fayetteville Street, Ste. 300, Raleigh, NC 27601  
919.463.1380  
[www.keller.edu/graduate-school-campus/raleigh-durham-north-carolina-campus](http://www.keller.edu/graduate-school-campus/raleigh-durham-north-carolina-campus)

## **Ohio**

### **Cincinnati**

8800 Governors Hill Dr., Cincinnati, OH 45249  
513.583.5000  
[www.keller.edu/graduate-school-campus/cincinnati-ohio-campus](http://www.keller.edu/graduate-school-campus/cincinnati-ohio-campus)

### **Columbus**

1350 Alum Creek Dr., Columbus, OH 43209  
614.253.1525  
[www.keller.edu/graduate-school-campus/columbus-ohio-campus](http://www.keller.edu/graduate-school-campus/columbus-ohio-campus)

### **Dayton**

3610 Pentagon Blvd., Dayton, OH 45431  
937.320.3200  
[www.keller.edu/graduate-school-campus/dayton-ohio-campus](http://www.keller.edu/graduate-school-campus/dayton-ohio-campus)

### **Seven Hills**

4141 Rockside Rd., Seven Hills, OH 44131  
216.328.8754  
[www.keller.edu/graduate-school-campus/seven-hills-ohio-campus](http://www.keller.edu/graduate-school-campus/seven-hills-ohio-campus)

## **Oklahoma**

**Oklahoma City**

4013 NW Expressway St., Oklahoma City, OK 73116

405.767.9516

[www.keller.edu/graduate-school-campus/oklahoma-city-oklahoma-campus](http://www.keller.edu/graduate-school-campus/oklahoma-city-oklahoma-campus)

**Pennsylvania****Philadelphia**

1800 JFK Blvd., Philadelphia, PA 19103

215.568.2911

[www.keller.edu/graduate-school-campus/philadelphia-pennsylvania-campus](http://www.keller.edu/graduate-school-campus/philadelphia-pennsylvania-campus)

**Philadelphia/Ft. Washington**

1140 Virginia Dr., Ft. Washington, PA 19034

215.591.5900

[www.keller.edu/graduate-school-campus/ft-washington-pennsylvania-campus](http://www.keller.edu/graduate-school-campus/ft-washington-pennsylvania-campus)

**Tennessee****Nashville**

3343 Perimeter Hill Dr., Nashville, TN 37211

615.445.3456

[www.keller.edu/graduate-school-campus/nashville-tennessee-campus](http://www.keller.edu/graduate-school-campus/nashville-tennessee-campus)

**Texas****Austin**

11044 Research Blvd., Austin, TX 78759

512.231.2500

[www.keller.edu/graduate-school-campus/austin-texas-campus](http://www.keller.edu/graduate-school-campus/austin-texas-campus)

**Dallas/Irving**

4800 Regent Blvd., Ste. 200, Irving, TX 75063

972.929.6777

[www.keller.edu/graduate-school-campus/irving-texas-campus](http://www.keller.edu/graduate-school-campus/irving-texas-campus)

**San Antonio**

618 NW Loop 410, San Antonio, TX 78216

210.524.5400

[www.keller.edu/graduate-school-campus/san-antonio-texas-campus](http://www.keller.edu/graduate-school-campus/san-antonio-texas-campus)

**Virginia****Crystal City**

2450 Crystal Dr., Arlington, VA 22202

703.414.4000

[www.keller.edu/graduate-school-campus/arlington-virginia-campus](http://www.keller.edu/graduate-school-campus/arlington-virginia-campus)

**South Hampton Roads**

1317 Executive Blvd., Chesapeake, VA 23320

757.382.5680

[www.keller.edu/graduate-school-campus/chesapeake-virginia-campus](http://www.keller.edu/graduate-school-campus/chesapeake-virginia-campus)

**Online Administrative Office**

1200 E. Diehl Rd.

Naperville, IL 60563

800.839.9009 – Admissions

877.496.9050 – Student Services

[www.keller.edu/online-learning.html](http://www.keller.edu/online-learning.html)



## Keller's Degree Programs

*Availability of all programs, concentrations and graduate certificate offerings varies by location.*

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### Master of Business Administration Program

The Master of Business Administration (MBA) program blends management theory with real-world applications, emphasizing practical skills and concepts businesses demand from management professionals. Through a comprehensive business education, students can develop management expertise and advance their knowledge and skills in areas such as corporate management, directing cross-disciplinary endeavors and integrating functions across the business enterprise.

#### **TECHPATH**

Technology is everywhere. It's driving modern business. It's changing the way we work – and what students need to know to stay ahead. That's why our graduate programs are infused with technology and experiential learning. We call it TechPath and the goal is simple: that students graduate prepared, with not only the business and leadership skills they need, but also the ability to apply technology in their fields to be go-to problem solvers and stand out in a digitally-driven world.

#### **Program Outcomes:**

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

- Demonstrate in-depth knowledge of enterprise-wide functions relevant in the global economy.
- Demonstrate professional oral and written communication skills through written reports, research projects, business plans and oral presentations.
- Collaborate effectively with diverse populations in multiple settings.
- Analyze information to solve business problems through comprehensive research and use of appropriate technologies.
- Apply analytical tools and applications to develop analyses and solutions to address the needs of global stakeholders.

#### **Program Details**

**Credential:** Master of Business Administration

**Minimum credit hours required for graduation:** 39

#### **Program Outline**

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Accounting and Applied Mathematics</b>	<b>15</b>
• ACCT500* Essentials in Accounting, Finance and Economics (3)	
• ACCT503 Financial Accounting: Managerial Use and Analysis (3)	
• ECON545 Business Economics (3)	
• FIN510 Corporate Finance (3)	
• MATH534* Applied Managerial Statistics (3)	

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**Strategic Business** **12**

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- HRM591 Strategic Human Resource Management (3)
- INTL500 Global Perspectives for International Business (3)
- MIS540 Innovation through Technology (3)
- MKTG525 Strategic Marketing (3)

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**Management** **9**

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- MGMT501\* Organizational Structures and Business Processes (3)
- MGMT520 Legal, Political and Ethical Dimensions of Business (3)
- MGMT591 Leadership and Organizational Behavior (3)

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**Capstone** **3**

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- MGMT601 MBA Capstone (3)

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**Optional Concentration** **Varies by Selection**

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Students may pursue 9-semester-credit-hour optional concentrations in an area of study. Students selecting the optional Project Management concentration take 18-semester-credit-hours.

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**Accounting** **9**

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- ACCT505 Managerial Accounting (3)
- ACCT550 Intermediate Accounting I (3)
- ACCT551 Intermediate Accounting II (3)

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**Business Intelligence and Analytics Management** **9**

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- BIAM500 Applications of Business Analytics I (3)
- BIAM510 Applications of Business Analytics II (3)
- BIAM530 Developing and Managing Databases for Business Intelligence (3)

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**Entrepreneurship** **9**

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- ENTR510 Entrepreneurship and New Ventures (3)
- ENTR530 Venture Finance and Due Diligence (3)
- ENTR550 Entrepreneurial Marketing (3)

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**Finance** **9**

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- FIN516 Advanced Managerial Finance (3)
- FIN564 Management of Financial Institutions (3)
- FIN565 International Finance (3)

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**Global Supply Chain Management** **9**

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- GSCM520 Foundations in Global Supply Chain Management (3)
- GSCM530 Global Supply Chain Resource Planning and Management (3)
- GSCM540 Relationship Management, Procurement and Sourcing Strategy (3)

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**Health Services** **9**

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- HSM541 Health Service Systems (3)
- HSM542 Health Rights and Responsibilities (3)
- HSM543 Health Services Finance (3)

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**Human Resources** **9**

- HRM530 Human Resources and Technology (3)
- HRM587 Managing Organizational Change (3)
- HRM593 Employment Law (3)

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**Information Systems Management** **9**

- MIS581 Systems Analysis, Planning and Control (3)
- MIS582 Database Concepts (3)
- MIS589 Networking Concepts and Applications (3)

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**Marketing** **9**

- MKTG550 Digital Marketing (3)
- MKTG570 Marketing Research (3)
- MKTG578 Consumer Behavior (3)

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**Project Management** **18**

- GSCM588 Managing Quality (3)
- PROJ586 Project Management Systems (3)
- PROJ587 Advanced Program Management (3)
- PROJ592 Project Cost and Schedule Control (3)
- PROJ595 Project Risk Management (3)
- PROJ598 Contract and Procurement Management (3)

\*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

Notes:

*In New Jersey, there may be a limit on the number of courses students may complete online. Students should seek academic advising regarding online coursework.*

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Business Administration degree program include: General and Operations Managers; Sales***

**Managers; Administrative Services Managers; Industrial Production Managers; Transportation Managers, Storage and Distribution Managers; Storage and Distribution Managers; Social and Community Service Managers; Regulatory Affairs Managers; Compliance Managers; Investment Fund Managers; Supply Chain Managers; Loss Prevention Managers; Cost Estimators; Management Analysts.**

**Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/mba-ge](http://keller.edu/mba-ge)**

**For additional program information, visit [keller.edu/mba](http://keller.edu/mba)**

## Master of Science in Accounting

The Master of Science in Accounting program is designed for individuals with an undergraduate specialization in accounting or finance who wish to advance in the field. Specifically, the program can benefit students preparing to seek CPA licensure; those who have passed the CPA exam and are seeking to meet additional academic requirements for CPA licensure; and licensed CPAs seeking a credential that may enable them to teach accounting in higher education institutions.

### Program Outcomes:

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

- Apply current accounting theory and practice in a wide range of occupations.
- Demonstrate a comprehensive understanding of advanced accounting theory and practice to pursue professional licensure.
- Analyze new and existing regulations and standards.
- Apply accounting research regarding technical, tax and audit issues to managerial decision-making

### Program Details

**Credential:** Master of Science in Accounting

**Minimum credit hours required for graduation:** 30

### All Students Except Those Planning to Sit for the CPA Exam in Texas

#### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Program Core</b>	<b>9</b>
<ul style="list-style-type: none"><li>• ACCT525 Current Issues in Accounting (3)</li><li>• ACCT540 Professional Research for Accountants (3)</li><li>• ACCT601 Accounting Capstone (3)</li></ul>	
<b>Accounting Profession</b>	<b>9</b>
Students choose from among the ACCT courses; for those wishing to pursue CPA certification, the CPA exam preparation courses (ACCT591, ACCT592, ACCT593 and ACCT594) are recommended.	
<ul style="list-style-type: none"><li>• ACCT591 CPA Exam Preparation: Auditing and Attestation (2)</li><li>• ACCT592 CPA Exam Preparation: Business Environment and Concepts (2)</li><li>• ACCT593 CPA Exam Preparation: Financial Accounting and Reporting (3)</li><li>• ACCT594 CPA Exam Preparation: Regulation (2)</li></ul>	
<b>Focus</b>	<b>6</b>
Students choose from among the ACCT or FIN courses	
<b>Elective</b>	<b>6</b>
Students may choose any courses for which they meet the prerequisite(s). See <a href="#">Course Descriptions</a> .	

## All Students Planning to Sit for the CPA Exam in Texas

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Program Core</b>	<b>9</b>
<ul style="list-style-type: none"><li>• ACCT540 Professional Research for Accountants (3)</li><li>• ACCT601 Accounting Capstone (3)</li><li>• MGMT550 Managerial Communications (3)</li></ul>	
<b>Accounting Profession</b>	<b>9</b>
<ul style="list-style-type: none"><li>• ACCT530 Accounting Ethics and Related Regulatory Issues (3)</li><li>• ACCT555 External Auditing (3)</li><li>• ACCT559 Advanced Financial Accounting and Reporting Issues (3)</li></ul>	
<b>Focus</b>	<b>12</b>
<ul style="list-style-type: none"><li>• ACCT560 Advanced Studies in Federal Taxes and Management Decisions (3)</li><li>• ACCT564 International Accounting and Multinational Enterprises (3)</li><li>• ACCT567 Governmental and Not-for-Profit Accounting (3)</li><li>• ACCT571 Accounting Information Systems (3)</li></ul>	

Notes:

*Special requirements apply to those who wish to be admitted to the MSAC program (see [Additional Admission Requirements for Applicants to the Master of Science Degree Program in Accounting](#)).*

*Though some courses may be available in more than one course area (program core, accounting profession, focus and electives), each course may be applied to fulfill one graduation requirement only.*

*Students enrolled in this program are subject to a 24-semester-credit-hour residency requirement that includes a maximum of six semester-credit hours that may be transferred. Transfer credit cannot be applied to ACCT525.*

*Students enrolling in the MSAC program are expected to have knowledge of introductory accounting courses, including ACCT504, ACCT505, ACCT550, ACCT551, ACCT553 and ACCT557. Students may not self-register for courses requiring these courses as prerequisites; a student support advisor/academic advisor may register students for such courses.*

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Accounting degree program includes: Accountants; Auditors; Budget Analysts; Credit Analysts; Financial Examiners; Tax Examiners and Collectors, and Revenue Agents; Business Teachers, Postsecondary.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/ma-ge](http://keller.edu/ma-ge).***

***For additional program information, visit [keller.edu/ma](http://keller.edu/ma).***

## Master of Accounting & Financial Management Program

The Master of Accounting & Financial Management (MAFM) program emphasizes coursework – taught from the practitioner’s perspective – focusing on applying concepts and skills in areas including financial accounting and reporting, managerial accounting, external and operational auditing, and taxation. The program provides students with knowledge, skills and competencies needed in the areas of finance, financial management, financial analysis and accounting.

### TECHPATH

Technology is everywhere. It’s driving modern business. It’s changing the way we work – and what students need to know to stay ahead. That’s why our graduate programs are infused with technology and experiential learning. We call it TechPath and the goal is simple: that students graduate prepared, with not only the business and leadership skills they need, but also the ability to apply technology in their fields to be go-to problem solvers and stand out in a digitally-driven world.

### Program Outcomes:

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

- Demonstrate in-depth knowledge of accounting theory and apply that knowledge to specific accounting practices in a global economy.
- Demonstrate professional oral and written communication skills through written reports, research projects, business plans and oral presentations.
- Collaborate effectively with diverse populations in multiple settings.
- Conduct quantitative and qualitative business analyses, evaluate outcomes, and make recommendations for effective legal and ethical business decisions.
- Develop analyses and solutions in support of business needs using appropriate software applications.

Additional information regarding programmatic accreditation for this program is available in [\*Programmatic Accreditation and Recognition\*](#).

### Program Details

**Credential:** Master of Accounting and Financial Management

**Minimum credit hours required for graduation:** 39

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting</b>	<b>9</b>
• ACCT500* Essentials of Accounting, Finance and Economics (3)	
• ACCT503 Financial Accounting: Managerial Use and Analysis (3)	
• ACCT505 Managerial Accounting (3)	
<b>Finance</b>	<b>6</b>
• FIN510 Corporate Finance (3)	



• FIN516	Advanced Managerial Finance (3)	
<b>Mathematics</b>		<b>3</b>
• MATH534*	Applied Managerial Statistics (3)	
<b>Management</b>		<b>3</b>
• MGMT501*	Organizational Structures and Business Processes (3)	
<b>Capstone</b>		<b>3</b>
• ACCT605	MAFM Capstone (3)	
<b>Emphasis – one is selected</b>		<b>15</b>
<b><i>Certified Public Accountant Preparation Emphasis – All Students Except Those Planning to Sit for the CPA Exam in Texas</i></b>		
• ACCT550	Intermediate Accounting I (3)	
• ACCT551	Intermediate Accounting II (3)	
• ACCT591	CPA Exam Preparation: Auditing and Attestation (2)	
• ACCT592	CPA Exam Preparation: Business Environment and Concepts (2)	
• ACCT593	CPA Exam Preparation: Financial Accounting and Reporting (3)	
• ACCT594	CPA Exam Preparation: Regulation (2)	
<b><i>Certified Public Accountant Preparation Emphasis – All Students Planning to Sit for the CPA Exam in Texas</i></b>		
• ACCT530	Accounting Ethics and Related Regulatory Issues (3)	
• ACCT540	Accounting Research (3)	
• ACCT555	External Auditing (3)	
• ACCT559	Advanced Financial Accounting and Reporting Issues (3)	
• MGMT550	Managerial Communication (3)	
<b><i>Finance Emphasis</i></b>		
• FIN560	Securities Analysis (3)	
• FIN561	Mergers and Acquisitions (3)	
• FIN564	Management of Financial Institutions (3)	
• FIN565	International Finance (3)	
• FIN575	Advanced Financial Statement Analysis (3)	

\*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

*Notes:*

*Students completing degree requirements at a Texas location must fulfill a minimum residency requirement of 36 semester-credit hours at Keller.*

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Students may complete optional elective coursework by choosing any two courses for which they meet the prerequisite(s). See Course Offerings and Course Descriptions.*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Accounting and Financial Management degree program include: Treasurers and Controllers; Financial Managers, Branch or Department; Accountants; Auditors; Financial Analysts.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/mafm-ge](http://keller.edu/mafm-ge).***

***For additional program information, visit [keller.edu/mafm](http://keller.edu/mafm).***

## Master of Human Resource Management Program

The Master of Human Resource Management (MHRM) program (availability varies by location) prepares students to be strategic and tactical contributors in their organizations and achieve success as HR management professionals. Coursework, taught from the practitioner's perspective, focuses on applying human resource competencies to real-world challenges and opportunities.

The MHRM program is aligned with the current *HR Curriculum Guidebook and Templates* of the Society for Human Resource Management.

### TECHPATH

Technology is everywhere. It's driving modern business. It's changing the way we work – and what students need to know to stay ahead. That's why our graduate programs are infused with technology and experiential learning. We call it TechPath and the goal is simple: that students graduate prepared, with not only the business and leadership skills they need, but also the ability to apply technology in their fields to be go-to problem solvers and stand out in a digitally-driven world.

### Program Outcomes:

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

- Integrate distinct professional HR competencies and practical applications in HR management to ensure that an organization's most important asset is available, capable and effective in an ever-changing business environment.
- Employ an interdisciplinary perspective for strategic leadership, HR management and decision-making so as to add value to the overall success of a business enterprise.
- Assess the culture and workplace environment and propose and make HR decisions that align with and help achieve an organization's strategic goals

Additional information regarding programmatic accreditation for this program is available in [Programmatic Accreditation and Recognition](#).

### Program Details

**Credential:** Master of Human Resource Management

**Minimum credit hours required for graduation:** 39

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Applied Mathematics</b>	<b>6</b>
• ACCT500* Essentials of Accounting, Finance and Economics (3)	
• MATH534* Applied Managerial Statistics (3)	
<b>Human Resources</b>	<b>21</b>
• HRM530 Human Resources and Technology (3)	
• HRM587 Managing Organizational Change (3)	

- HRM591 Strategic Human Resource Management (3)
- HRM592 Training and Development (3)
- HRM593 Employment Law (3)
- HRM594 Strategic Staffing (3)
- HRM595 Negotiation Skills (3)

### **Management**

**9**

- MGMT501\* Organizational Structures and Business Processes (3)
- MGMT520 Legal, Political and Ethical Dimensions of Business (3)
- MGMT591 Leadership and Organizational Behavior (3)

### **Capstone**

**3**

- HRM601 Human Resources Capstone (3)

\*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

#### *Notes:*

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Students may complete optional elective coursework by choosing any two courses for which they meet the prerequisite(s). See Course Offerings and Course Descriptions.*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Sciences in Human Resource Management degree program include: Human Resources Specialist; Business Teachers, Postsecondary; Compensation and Benefits Managers; Human Resources Managers; Training and Development Managers; Compensation, Benefits, and Job Analysis Specialists; Training and Development Specialists.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/mhrm-ge](http://keller.edu/mhrm-ge).***

***For additional program information, visit [keller.edu/mhrm](http://keller.edu/mhrm).***

### **Master of Project Management Program**

The Master of Project Management (MPM) program (availability varies by location) helps students develop the ability to solve real-world management problems, and to exercise sound management

judgment through practical application of project management concepts and skills. MPM students are taught specific concepts and skills required to successfully implement new, or enhance existing, commercial and/or technical programs. In addition, they learn to develop and apply new procedures to resolve existing problems. The program also provides business management expertise needed in key areas such as accounting and finance, marketing and applied statistics. This combination of coursework ensures that students obtain the full complement of skills required to successfully manage projects.

## **TECHPATH**

Technology is everywhere. It's driving modern business. It's changing the way we work – and what students need to know to stay ahead. That's why our graduate programs are infused with technology and experiential learning. We call it TechPath and the goal is simple: that students graduate prepared, with not only the business and leadership skills they need, but also the ability to apply technology in their fields to be go-to problem solvers and stand out in a digitally-driven world.

### **Program Outcomes:**

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

- Develop and communicate project financial and performance objectives.
- Accurately plan project task, budget and resource requirements.
- Effectively monitor, control and report project costs, schedules and quality/performance levels needed to meet targeted milestones and required levels of earned value.
- Demonstrate effective leadership skills for promoting a positive environment that will help motivate team members and resolve conflicts.

Additional information regarding programmatic accreditation for this program is available in [Programmatic Accreditation and Recognition](#).

### **Program Details**

**Credential:** Master of Project Management

**Minimum credit hours required for graduation:** 39

### **Program Outline**

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Accounting and Applied Mathematics</b>	<b>9</b>
<ul style="list-style-type: none"> <li>• ACCT500* Essentials of Accounting, Finance and Economics (3)</li> <li>• ACCT503 Financial Accounting: Managerial Use and Analysis (3)</li> <li>• MATH534* Applied Managerial Statistics (3)</li> </ul>	
<b>Management</b>	<b>12</b>
<ul style="list-style-type: none"> <li>• GSCM588 Managing Quality (3)</li> <li>• MGMT501* Organizational Structures and Business Processes (3)</li> <li>• MGMT520 Legal, Political and Ethical Dimensions of Business (3)</li> </ul>	

- MGMT591 Leadership and Organizational Behavior (3)

## **Project Management**

**15**

- PROJ586 Project Management Systems (3)
- PROJ587 Advanced Program Management (3)
- PROJ592 Project Cost and Schedule Control (3)
- PROJ595 Project Risk Management (3)
- PROJ598 Contract and Procurement Management (3)

## **Capstone**

**3**

- PROJ601 Project Management Capstone (3)

\*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

### **Project Management Institute**

Keller, a PMI Registered Education Provider, is committed to enhancing the ongoing professional development of PMI members, PMI-certified PM professionals and other PM stakeholders through appropriate learning activities and products. As a PMI REP, Keller abides by PMI-established operational and educational criteria and is subject to random audits for quality assurance purposes. Details are available via [www.pmi.org](http://www.pmi.org).

#### *Notes:*

*In New Jersey, there may be a limit on the number of courses students may complete online. Students should seek academic advising regarding online coursework.*

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Students may complete an optional elective by choosing any one course for which they meet the prerequisite(s). See [Course Offerings and Course Descriptions](#).*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Project Management degree program include: Managers, all other.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/mpm-ge](http://keller.edu/mpm-ge)***

***For additional program information, visit [keller.edu/mpm](http://keller.edu/mpm)***

## Master of Public Administration Program

The Master of Public Administration (MPA) program (availability varies by location) focuses on concepts and skills needed to effectively manage organizations lying outside the boundaries of the traditional business environment.

### **TECHPATH**

Technology is everywhere. It's driving modern business. It's changing the way we work – and what students need to know to stay ahead. That's why our graduate programs are infused with technology and experiential learning. We call it TechPath and the goal is simple: that students graduate prepared, with not only the business and leadership skills they need, but also the ability to apply technology in their fields to be go-to problem solvers and stand out in a digitally-driven world.

#### **Program Outcomes:**

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

- Determine and execute the objectives of non-profit and/or governmental organizations
- Collaborate effectively with diverse populations in multiple settings.
- Demonstrate professional oral and written communication skills through written reports, research projects, project plans and oral presentations.
- Synthesize leadership and team-building skills and effective management practices to ensure stakeholders are engaged and resources are used effectively

Additional information regarding programmatic accreditation for this program is available in [Programmatic Accreditation and Recognition](#).

#### **Program Details**

**Credential:** Master of Public Administration

**Minimum credit hours required for graduation:** 39

#### **Program Outline**

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

<b>Course Area</b>	<b>Minimum Credit Hours</b>
<b>Accounting and Applied Mathematics</b>	<b>6</b>
• ACCT500* Essentials in Accounting, Finance and Economics (3)	
• MATH534* Applied Managerial Statistics (3)	
<b>Strategic Business</b>	<b>9</b>
• HRM587 Managing Organizational Change (3)	
• MIS540 Innovation through Technology (3)	
• PROJ586 Project Management Systems (3)	
<b>Management</b>	<b>6</b>
• MGMT501* Organizational Structures and Business Processes (3)	

- MGMT591 Leadership and Organizational Behavior (3)

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**Capstone** **3**

- PA601 Public Administration Capstone (3)

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**Emphasis – one is selected** **15**

***Healthcare Management***

- HSM541 Health Service Systems (3)
- HSM542 Health Rights and Responsibilities (3)
- HSM543 Health Services Finance (3)
- HSM544 Health Policy and Economics (3)
- HSM546 Managed Care (3)

***Government Management***

- ACCT503 Managerial Finance: Managerial Use and Analysis (3)
- ACCT567 Governmental and Not-for-Profit Accounting (3)
- PA581 Governmental Budgeting and Finance (3)
- PA582 Public Policy Formulation and Implementation (3)
- PA584 Intergovernmental Management (3)

\*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

*Notes:*

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Students may complete optional elective coursework by choosing any two courses for which they meet the prerequisite(s). See Course Offerings and Course Descriptions.*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Public Administration degree program include: Media and Health Services Managers; Social and Community Service Managers; Regulatory Affairs Managers; Compliance Managers.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/mpa-ge](http://keller.edu/mpa-ge).***

***For additional program information, visit [keller.edu/mpa](http://keller.edu/mpa).***



## Master of Information Systems Management Program

The Master of Information Systems Management program (availability varies by location, Master of Science in Information Systems Management program in New York) equips students with the business, management and technical skills necessary to effectively function as senior analysts, IS project leaders and MIS managers –positions that form the backbone of the IS field. The program, taught from a practitioner perspective, focuses on applying IS concepts and skills to real-world situations, enabling students to understand and evaluate technology applications and alternatives.

### Program Outcomes:

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

- Develop and enhance business, technical and management skills needed to function effectively as IS managers.
- Employ information systems to an organization's strategic and competitive benefit.
- Apply relevant tools for application development, operational effectiveness, information asset management and decision-making.
- Analyze and design computer/network-based applications of information technology and manage IS resources.
- Manage projects and execute project tasks with respect to information systems.

Additional information regarding programmatic accreditation for this program is available in [Programmatic Accreditation and Recognition](#).

### Program Details

**Credential:** Master of Information Systems Management

**Minimum credit hours required for graduation:** 45

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Organizational Management</b>	<b>12</b>
• ACCT504 Accounting and Finance: Managerial Use and Analysis (3)	
• HRM587 Managing Organizational Change (3)	
• MGMT591 Leadership and Organizational Behavior (3)	
• PROJ586 Project Management Systems (3)	
<b>Technology Management and Security</b>	<b>9</b>
• MIS535 Managerial Applications of Information Technology (3)	
• NETW583 Strategic Management of Technology (3)	
• SEC571 Principles of Information Security and Privacy (3)	
<b>Information Systems</b>	<b>9</b>
• MIS581 Systems Analysis, Planning and Control (3)	
• MIS582 Database Concepts (3)	
• MIS589 Networking Concepts and Applications (3)	
<b>Capstone</b>	<b>3</b>

- 
- MIS600 Information Systems Capstone (3)

**Concentration – one is selected\***

12

**Information Security – any four required**

- SEC572 Network Security (3)
- SEC573 E-Business Security (3)
- SEC574 Database Security (3)
- SEC575 Information Security Law and Ethics (3)
- SEC576 Risk Mitigation and Contingency Planning (3)
- SEC577 Cryptography and Security Mechanisms (3)
- SEC578 Practices for Administration of Physical and Operations Security (3)
- SEC579 Security in Systems Architecture and Applications (3)
- SEC591 Disaster Recovery/Forensics and Security (3)
- SEC592 IT Governance (3)

**Data Administration and Management – all four required**

- MIS561 Database Administration and Management (3)
- MIS562 Database Programming and Applications (3)
- MIS563 Business Intelligence Systems (3)
- MIS564 Enterprise Data Management and Administration (3)

**Project Management – any four required**

- GSCM588 Managing Quality (3)
- PROJ584 Managing Software Development Projects (3)
- PROJ587 Advanced Program Management (3)
- PROJ592 Project Cost and Schedule Control (3)
- PROJ595 Project Risk Management (3)
- PROJ598 Contract and Procurement Management (3)
- PROJ605 Advanced Project Management Practices and Professional Exam Preparation (3)

*\* Students not wishing to pursue a focused concentration must pursue a general studies concentration by choosing any four courses from those listed in the concentration areas above. All students must declare either a focused or general studies concentration prior to graduation.*

**Notes:**

*Essentials of Information Systems and Programming, MIS505, must be completed successfully by students without an information systems background; if required, this course is in addition to standard program requirements, though the grade earned is not used in computing grade point averages. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Information Systems Management degree program include: Computer and Information Systems Managers.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/mism-ge](http://keller.edu/mism-ge).***

***For additional program information, visit [keller.edu/mism](http://keller.edu/mism).***

## Master of Network & Communications Management Program

The Master of Network & Communications Management program (availability varies by location), appropriate for those with or without communications technology or networking experience, equips students with managerial skills and technical knowledge of network and communications technology. The program, taught from a practitioner's perspective, prepares students to recognize opportunities in which the application of communications technology can provide strategic benefit to their organizations by reducing costs, improving customer service and enhancing operational efficiencies. Coursework provides perspectives on managerial decision-making and managing an enterprise in a technological environment. It also focuses on aspects of communications technologies that enable students to understand and evaluate technology applications and alternatives employed in business and industry.

### Program Outcomes:

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

- Synthesize managerial and technical skills to develop, implement and oversee an organization's telecommunications infrastructure.
- Integrate managerial and technical skills to determine cost, improve customer service and boost operating efficiencies.
- Employ communications and networking technology for the strategic benefit of an organization.
- Apply project management methodology in order to ensure greater success in project implementation in all functional areas.

Additional information regarding programmatic accreditation for this program is available in [Programmatic Accreditation and Recognition](#).

### Program Details

**Credential:** Master of Network and Communications Management

**Minimum credit hours required for graduation:** 45

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Organizational Management</b>	<b>12</b>
• ACCT504 Accounting and Finance: Managerial Use and Analysis (3)	
• HRM587 Managing Organizational Change (3)	
• NETW583 Strategic Management of Technology (3)	
• PROJ586 Project Management Systems (3)	
<b>Networking Applications and Security</b>	<b>6</b>
• MIS589 Networking Concepts and Applications (3)	
• SEC572 Network Security (3)	
<b>Network Management</b>	<b>12</b>
• NETW584 Telecommunications Law and Regulation (3)	
• NETW585 Network Design and Management (3)	

- NETW589 Wireless Communication Systems (3)
- NETW590 IP Telephony/VoIP (3)

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**Capstone** **3**

- NETW600 Telecommunications Capstone (3)

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**Concentration – one is selected\*** **12**

**Information Security – any four required**

- SEC571 Principles of Information Security and Privacy (3)
- SEC573 E-Business Security (3)
- SEC574 Database Security (3)
- SEC575 Information Security Law and Ethics (3)
- SEC576 Risk Mitigation and Contingency Planning (3)
- SEC577 Cryptography and Security Mechanisms (3)
- SEC578 Practices for Administration of Physical and Operations Security (3)
- SEC579 Security in Systems Architecture and Applications (3)
- SEC591 Disaster Recovery/Forensics and Security (3)
- SEC592 IT Governance (3)

**Project Management – any four required**

- GSCM588 Managing Quality (3)
- PROJ584 Managing Software Development Projects (3)
- PROJ587 Advanced Program Management (3)
- PROJ592 Project Cost and Schedule Control (3)
- PROJ595 Project Risk Management (3)
- PROJ598 Contract and Procurement Management (3)
- PROJ605 Advanced Project Management Practices and Professional Exam Preparation (3)

*\* Students not wishing to pursue a focused concentration must pursue a general studies concentration by choosing any four courses from those listed in the concentration areas above. All students must declare either a focused or general studies concentration prior to graduation.*

**Notes:**

*Essentials of Telecommunications, NETW505, must be completed successfully by students without a telecommunications background; if required, this course is in addition to standard program requirements, though the grade earned is not used in computing grade point averages. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*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.*

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Network & Communications Management degree program include: Network and Computer Systems Administrators; Computer Network Support Specialists.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/mncm-ge](http://keller.edu/mncm-ge)***

***For additional program information, visit [keller.edu/mncm](http://keller.edu/mncm)***

## Keller's Certificate Programs

*Availability of all programs, concentrations and graduate certificate offerings varies by location.*

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### Accounting Graduate Certificate Program

Keller's Accounting graduate certificate program is designed to increase students' practical knowledge and abilities in the field of accounting. Coursework covers financial statement reporting and disclosures, taxes, investments, working capital management, cost of capital, and financial forecasting from a business perspective.

The certificate can be earned as a standalone credential, credits from which are transferable to Keller's Accounting concentration in the Master of Business Administration program or the Master of Accounting and Financial Management program.

#### Program Outcomes:

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

- Demonstrate a comprehensive understanding of accounting theory and practice related to financial reporting and managerial decision-making.
- Communicate accounting issues and solutions clearly to individuals in the accounting profession as well as management and stakeholders in an organization.
- Measure outcomes using existing measurement criteria such as Generally Accepted Accounting Principles (GAAP), Other Common Basis of Accounting (OCBOA), Internal Revenue Service (IRS) regulations, International Financial Reporting Standards (IFRS) or other non-authoritative measurement tools.

#### Program Details

**Credential:** Graduate Certificate in Accounting

**Minimum credit hours required for certificate completion:** 18

#### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Finance</b>	<b>12</b>
<ul style="list-style-type: none"><li>• ACCT500 Essentials of Accounting, Finance and Economics (3)</li><li>• ACCT503 Financial Accounting: Managerial Use and Analysis (3)</li><li>• ACCT505 Managerial Accounting (3)</li><li>• FIN510 Corporate Finance (3)</li></ul>	
<b>Intermediate Accounting</b>	<b>6</b>
<ul style="list-style-type: none"><li>• ACCT550 Intermediate Accounting I (3)</li><li>• ACCT551 Intermediate Accounting II (3)</li></ul>	

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Accounting program includes: Treasurers and Controllers; Financial Managers, Branch or Department; Accountants; Auditors; Financial Analysts.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/ga-ge](http://keller.edu/ga-ge).***

***For additional program information, visit [keller.edu/ga](http://keller.edu/ga).***



## Big Data and Analytics Graduate Certificate Program

Keller's Big Data and Analytics graduate certificate program is designed to help students analyze important data that ultimately drives strategic business decisions. Students can develop proficiency in the methods and technologies needed to gather, store and report on big data. Coursework explores topics such as business analytics, social network analysis, relational database management, data warehousing, data modeling and decision trees.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Business Intelligence and Analytics Management concentration in the Master of Business Administration program.

### Program Outcomes:

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

- Identify and evaluate, based on relative strengths and weaknesses, the appropriate analytical tools needed to solve multidimensional business problems
- Construct business analyses and translate the findings to a diverse audience of experts
- Explain the strategic implications of applying the techniques of business analytics to support the decision-making of senior level managers in their organization.

### Program Details

**Credential:** Graduate Certificate in Big Data and Analytics

**Minimum credit hours required for certificate completion:** 18

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Mathematics</b>	<b>6</b>
• ACCT500 Essentials of Accounting, Finance and Economics (3)	
• MATH534 Applied Managerial Statistics (3)	
<b>Technology Management</b>	<b>3</b>
• MIS540 Innovation Through Technology (3)	
<b>Business Intelligence &amp; Analytics Management</b>	<b>9</b>
• BIAM500 Applications of Business Analytics I (3)	
• BIAM510 Applications of Business Analytics II (3)	
• BIAM530 Developing and Managing Databases for Business Intelligence (3)	

*Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Business Intelligence & Analytics Management program include: Computer Occupations, all other; Business Intelligence Analysts; General and Operations Managers; Management Analysts.*

*Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/gbiam-ge](http://keller.edu/gbiam-ge).*

*For additional program information, visit [keller.edu/gcpap](http://keller.edu/gcpap).*

## CPA Preparation Graduate Certificate Program

Keller's CPA Preparation graduate certificate program is designed for students interested in preparing for the CPA exam by focusing on professional competency in accounting through completion of advancing accounting coursework. Coursework covers financial statement reporting and disclosures, taxes, investments, working capital management, cost of capital, and financial forecasting from a business perspective.

The certificate is designed as a standalone credential, some credits from which are transferable to the Master of Accounting and Financial Management program.

To support their goals, students interested in CPA preparation can focus their studies on either advanced accounting or professional leadership.

### Program Outcomes:

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

- Demonstrate a comprehensive understanding of advanced accounting theory and practice to pursue professional licensure.
- Communicate accounting issues and solutions clearly to individuals in the accounting profession as well as management and stakeholders in an organization.
- Measure outcomes using existing measurement criteria such as Generally Accepted Accounting Principles (GAAP), Other Common Basis of Accounting (OCBOA), Internal Revenue Service (IRS) regulations, International Financial Reporting Standards (IFRS) or other non-authoritative measurement tools.
- Apply accounting research regarding technical, tax and audit issues to managerial decision-making

### Program Details

**Credential:** Graduate Certificate in CPA Preparation

**Minimum credit hours required for certificate completion:** 30

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting</b>	<b>12</b>
• ACCT559 Advanced Financial Accounting and Reporting Issues (3)	
• ACCT564 International Accounting and Multinational Enterprises (3)	
• ACCT571 Accounting Information Systems (3)	
• ACCT574 Forensic Accounting: Ethics and the Legal Environment (3)	
<b>CPA Exam Preparation</b>	<b>9</b>
• ACCT591 CPA Exam Preparation: Auditing and Attestation (2)	
• ACCT592 CPA Exam Preparation: Business Environment and Concepts (2)	
• ACCT593 CPA Exam Preparation: Financial Accounting and Reporting (3)	
• ACCT594 CPA Exam Preparation: Regulation (2)	
<b>Track – one is selected</b>	<b>9</b>

**Advanced Accounting**

- ACCT560 Advanced Studies in Federal Taxes and Management Decisions (3)
- ACCT562 Auditing: An Operational and Internal Perspective Including Fraud Examination (3)
- ACCT573 Accounting Fraud Criminology and Ethics (3)

**Professional Leadership**

- FIN564 Management of Financial Institutions (3)
- HRM587 Managing Organizational Change (3)
- PROJ586 Project Management Systems (3)

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in CPA Preparation program includes: Treasurers and Controllers; Financial Managers, Branch or Department; Accountants; Auditors; Financial Analysts.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/gcpap-ge](http://keller.edu/gcpap-ge).***

***For additional program information, visit [keller.edu/gcpap](http://keller.edu/gcpap).***

Notes:

*Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see [Prerequisite Skills Requirements](#)).*

*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.*

## Entrepreneurship Graduate Certificate Program

Keller's Entrepreneurship graduate certificate program helps students launch a business or build a team by providing fundamental knowledge. Coursework explores idea generation, opportunity assessment, market research, segmentation, raising capital and equity financing.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Entrepreneurship concentration in the Master of Business Administration program.

### Program Outcomes:

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

- Demonstrate the entrepreneurial process from idea generation to business formation.
- Analyze various corporate structures to differentiate the factors new ventures use to successfully compete, and evaluate the resources required to operate the business.
- Evaluate the options an entrepreneur has to meet the ultimate goal of return on investment and other financial goals for generating financial capital.
- Apply entrepreneurial skills to generate an idea, develop a concept, articulate a business solution and secure financial support for implementation.

### Program Details

**Credential:** Graduate Certificate in Entrepreneurship

**Minimum credit hours required for certificate completion:** 18

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Leadership</b>	<b>9</b>
<ul style="list-style-type: none"><li>• ACCT500 Essentials of Accounting, Finance and Economics (3)</li><li>• INTL500 Global Perspectives for International Business (3)</li><li>• MGMT591 Leadership and Organizational Behavior (3)</li></ul>	
<b>Entrepreneurship</b>	<b>9</b>
<ul style="list-style-type: none"><li>• ENTR510 Entrepreneurship and New Ventures (3)</li><li>• ENTR530 Venture Finance and Due Diligence (3)</li><li>• ENTR550 Entrepreneurial Marketing (3)</li></ul>	

*Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Entrepreneurship program include: General and Operations Managers; Sales Managers; Administrative Services Managers; Industrial Production Managers; Transportation Managers; Storage and Distribution Managers; Construction Managers; Social and Community Service Managers; Regulatory Affairs Managers; Compliance Managers; Investment Fund Managers; Supply Chain Managers; Security Managers; Loss Prevention Managers; Wind Energy Operations Managers; Wind Energy Project Managers; Cost Estimators; Management Analysts.*

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/ge-ge](http://keller.edu/ge-ge).***

***For additional program information, visit [keller.edu/ge](http://keller.edu/ge).***

## Global Supply Chain Management Graduate Certificate Program

Keller's Global Supply Chain Management graduate certificate program helps students gain the knowledge needed to create and maintain lean and efficient operations systems in diverse, international environments. Coursework covers topics such as logistics, operations research, and supply chain efficiency.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Global Supply Chain Management concentration in the Master of Business Administration program.

### Program Outcomes:

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

- Evaluate and select an appropriate supply chain transportation strategy based upon factors such as product characteristics, cost, packaging and speed of delivery.
- Demonstrate the benefits of key design features including supply chain member collaboration, synchronization and operational transparency to help mitigate supply chain dysfunction.
- Assess the probability and impact of potential supply chain risks and develop appropriate risk mitigation strategies.

### Program Details

**Credential:** Graduate Certificate in Global Supply Chain Management

**Minimum credit hours required for certificate completion:** 18

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Leadership</b>	<b>9</b>
• ACCT500 Essentials of Accounting, Finance and Economics (3)	
• INTL500 Global Perspectives for International Business (3)	
• MGMT591 Leadership and Organizational Behavior (3)	
<b>Global Supply Chain Management</b>	<b>9</b>
• GSCM520 Foundations in Global Supply Chain Management (3)	
• GSCM530 Global Supply Chain Resource Planning & Management (3)	
• GSCM540 Relationship Management, Procurement & Sourcing Strategy (3)	

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Global Supply Chain Management program include: Purchasing Managers; Cost Estimators; Regulatory Affairs Managers; Compliance Managers; Supply Chain Managers; Loss Prevention Managers.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/ggscm-ge](http://keller.edu/ggscm-ge).***

***For additional program information, visit [keller.edu/ggscm](http://keller.edu/ggscm).***

## Health Services Management Graduate Certificate Program

Keller's Health Services Management graduate certificate program helps students prepare for a professional role in the health services industry. Coursework addresses key topics such as healthcare systems administration, patient rights and responsibilities, healthcare policy and healthcare finance.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Health Services Management concentration in the Master of Business Administration program or the Healthcare Management emphasis in the Master of Public Administration program.

### Program Outcomes:

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

- Explain how decisions impact stakeholders by applying an understanding of how and why decisions are made along the healthcare continuum.
- Apply an understanding of the overall US healthcare model and the history of legislation and available public/private programs to issues in the contemporary healthcare field. Also, apply an understanding of the US model as compared to other models around the globe.
- Analyze the legal and ethical aspects of healthcare as it has evolved over time in order to determine the moral responsibilities of healthcare workers and how today's legal system affects the types of care provided to the patient.
- Assess the value of available health plans and explain the value-proposition of different types of health plans (public and private) to patients. Synthesize the business perspective of healthcare relative to the consumer perspective of healthcare and how each affects the other.

### Program Details

**Credential:** Graduate Certificate in Health Services Management

**Minimum credit hours required for certificate completion:** 18

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Leadership</b>	<b>6</b>
• ACCT500 Essentials of Accounting, Finance and Economics (3)	
• MGMT591 Leadership and Organizational Behavior (3)	
<b>Technology Management</b>	<b>3</b>
• MIS540 Innovation Through Technology (3)	
<b>Health Services Management</b>	<b>9</b>
• HSM541 Health Service Systems (3)	
• HSM542 Health Rights and Responsibilities (3)	
• HSM543 Health Services Finance (3)	

*Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Health*

**Services Management program include: General and Operations Managers; Administrative Services Managers; Regulatory Affairs Managers, Compliance Managers.**

**Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/ghsm-ge](http://keller.edu/ghsm-ge).**

**For additional program information, visit [keller.edu/ghsm](http://keller.edu/ghsm).**



## Human Resource Management Graduate Certificate Program

Keller's Human Resource Management graduate certificate helps students enhance their abilities in key areas of human resources such as team building, employment law, human capital management, and managing human dynamics.

The certificate can be earned as a standalone credential, credits from which may be transferrable to Keller's Human Resource Management concentration in the Business Administration and Human Resource Management master's degree programs.

### Program Outcomes:

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

- Analyze and demonstrate an ability to implement and oversee middle to senior level Human Resource Management (HRM) functions, including change management, employment regulatory concerns, and employee legal matters.
- Synthesize the role of HR management and contribute to the progression and achievement of an organization's strategic plan through partnership.
- Create metrics to analyze organizational performance and inform improvement initiatives, and strategically design objectives resulting in the efficient use of technology, human capital, organizational culture, leadership, workforce planning, and talent management.

### Program Details

**Credential:** Graduate Certificate in Human Resource Management

**Minimum credit hours required for certificate completion:** 18

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Accounting and Leadership</b>	<b>6</b>
• ACCT500 Essentials of Accounting, Finance and Economics (3)	
• MGMT591 Leadership and Organizational Behavior (3)	
<b>Human Resource Management</b>	<b>12</b>
• HRM530 Human Resource and Technology (3)	
• HRM587 Managing Organizational Change (3)	
• HRM591 Strategic Human Resource Management (3)	
• HRM593 Employment Law (3)	

***Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Human Resource Management program include: Human Resources Specialist; Business Teachers, Postsecondary; Compensation and Benefits Manager; Human Resources Managers; Training and Development Managers; Compensation, Benefits, and Job Analysis Specialists; Training and Development Specialists.***

***Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/ghrm-ge](http://keller.edu/ghrm-ge).***

***For additional program information, visit [keller.edu/ghrm](http://keller.edu/ghrm).***

## Information Security Graduate Certificate Program

Keller's Information Security graduate certificate program helps students develop technical knowledge in key areas of information security, including basic cryptography, intrusion detection and the legal issues surrounding data protection. Coursework also addresses industry standards and the inherent risks of computer networking.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Master of Network & Communications Management program.

### Program Outcomes:

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

- Assess opportunities to apply information security to an organization's protection, strategic and competitive benefit.
- Develop and manage information security projects, which include work breakdown structures (WBS), risk management assessment and planning, schedules, and/or budgets.
- Evaluate disaster recovery processes and propose procedures and guidelines to safeguard the organization's technology assets.

### Program Details

**Credential:** Graduate Certificate in Information Security

**Minimum credit hours required for certificate completion:** 18

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Networking</b>	<b>3</b>
• MIS589 Networking Concepts and Applications (3)	
<b>Technology Management</b>	<b>3</b>
• NETW583 Strategic Management of Technology (3)	
<b>Information Security</b>	<b>12</b>
• SEC571 Principles of Information Security and Privacy (3)	
• SEC572 Network Security (3)	
• SEC591 Disaster Recovery/Forensics and Security (3)	
• SEC592 IT Governance (3)	

*Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Information Security program include: Computer and Information Systems Managers; Information Security Analyst.*

*Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/gis-ge](http://keller.edu/gis-ge).*

*For additional program information, visit [keller.edu/gis](http://keller.edu/gis).*

## Project Management Graduate Certificate Program

Keller's Project Management graduate certificate program helps students develop the knowledge and skills needed to create effective project plans that incorporate risk analysis, cost control and performance objectives. Coursework helps students understand how to plan, budget and control multi-project programs that may involve legal and ethical issues.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Project Management concentration in the Master in Business Administration program or the Master in the Project Management program.

### Program Outcomes:

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

- Synthesize best practices and processes such as initiation, planning, execution, monitoring, and control and closure on enterprise wide projects in a corporate environment.
- Integrate project management tools to ensure projects are completed on time, on budget, and within scope.
- Analyze organizational strategies, goals, and procurement techniques to ensure quality, cost, and schedule measures are satisfied.
- Apply various project management processes such as human resource management, communication management, and risk management to effectively manage projects.

### Program Details

**Credential:** Graduate Certificate in Project Management

**Minimum credit hours required for certificate completion:** 18

### Program Outline

Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
<b>Leadership and Quality</b>	<b>6</b>
<ul style="list-style-type: none"><li>• MGMT591 Leadership and Organizational Behavior (3)</li><li>• GSCM588 Managing Quality (3)</li></ul>	
<b>Project Management</b>	<b>12</b>
<ul style="list-style-type: none"><li>• PROJ586 Project Management Systems (3)</li><li>• PROJ587 Advanced Program Management (3)</li><li>• PROJ592 Project Cost and Schedule Control (3)</li><li>• PROJ595 Project Risk Management (3)</li></ul>	

*Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Project Management program include: Managers, all other.*

*Important information about the educational debt, earnings and completion rates of students who attended this program can be found at [keller.edu/gpm-ge](http://keller.edu/gpm-ge).*

*For additional program information, visit [keller.edu/gpm](http://keller.edu/gpm).*

## Course Descriptions

Keller's broad range of courses addressing today's business needs.

Students without prerequisites for a course who believe they have compensating work or educational experience may submit a request to waive prerequisite(s) to the admissions representative/student support advisor/academic advisor.

Courses are three semester-credit hours unless otherwise noted.

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Accounting</b>			
<b>ACCT500</b>	Essentials in Accounting, Finance and Economics	This course introduces core accounting, finance, and economic concepts and principles needed by managers. Accounting topics cover the basics of financial statements, transaction analysis and the accounting cycle. Finance topics include an introduction to the finance function, the role of the financial manager, time value of money concepts and basic financial statement analysis. Topics in economics include an introduction to economic resources, scarcity and systems with a focus on key business fundamentals, including supply and demand, forms of competition, profit maximization and basic macroeconomic concepts	None
<b>ACCT503</b>	Financial Accounting: Managerial Use and Analysis	This course focuses on core accounting concepts as well as tools needed by managers to create the key financial statements that reflect an organization's financial health. Financial analyses and statements are examined for management control, decision-making and reporting purposes.	ACCT500
<b>ACCT504</b>	Accounting and Finance: Managerial Use and Analysis	This course introduces core accounting and finance concepts, as well as tools used to summarize the accounting of business transactions into standardized statements. Students use these tools to diagnose and document an organization's fiscal health, as well as examine financial analyses and statements for management control, decision-making and reporting.	None
<b>ACCT505</b>	Managerial Accounting	Managerial Accounting focuses on developing, interpreting and applying accounting information for managerial decision-making. The course stresses using financial information within organizations for understanding and analyzing activities and operations. Students learn linkages between accounting information and management planning through cost analysis (including activity-based costing), operational and capital budgeting, and performance measurement.	ACCT503 or ACCT504
<b>ACCT525</b>	Current Issues in Accounting	This course addresses current issues in the field of accounting. Topics include ethics; harmonization of accounting and financial reporting methods; recent accounting pronouncements and the effect of these pronouncements on various entities; and current issues being addressed by the Federal Accounting Standards Advisory Board (FASAB), the Securities and Exchange Commission (SEC) and International Financial Reporting Standards (IFRS).	ACCT503 or ACCT504 or permission from the appropriate academic administrator
<b>ACCT530</b>	Accounting Ethics and Related Regulatory Issues	This course examines core values such as ethical reasoning; integrity; objectivity and independence; and processes for ethical decision-making. Current state, national and international regulatory developments are addressed. Case studies and analyses focus on concepts of professional responsibility and values, legal requirements and codes of professional conduct related to the accounting profession.	ACCT505
<b>ACCT540</b>	Professional Research for Accountants	This course examines professional research skills critical in the accounting profession. Students identify research problems and authoritative sources, develop search criteria, gather and evaluate data, and formulate conclusions using a real-world case study approach in the areas of financial accounting, tax and audit. Students prepare a written report of their research and findings, and present recommendations.	ACCT505
<b>ACCT550</b>	Intermediate Accounting I	This course deals with financial accounting practice and theory, including generally accepted accounting principles (GAAP); the conceptual framework; accounting information systems, including financial statement reporting and disclosures; the time value of money; cash controls; and accounting and reporting for cash, receivables, inventories and long-term assets.	ACCT505

Course Designator and Number	Course Title	Course Description	Prerequisite
ACCT551	Intermediate Accounting II	Intermediate Accounting II extends the coverage of ACCT550 to include investments; intangible assets; current and long-term liabilities; stockholders' equity; contributed capital and retained earnings; dilutive securities; and earnings per share.	ACCT550
ACCT552	Cost Accounting	Cost Accounting deals with measurement and control of business production activities and improvement of corporate profitability through cost management. Topics include job order and process cost systems; flexible budgets and standard costs; overhead applications; variance analysis; pricing decisions; and performance measurements and rewards. Topics are covered within the context of dramatic changes in production methods that will have a profound impact on the structure of cost measurement, control and management.	ACCT505
ACCT553	Federal Taxes and Management Decisions	This course deals with the need to recognize important tax consequences of common business transactions and how substantially different tax liabilities can result from nearly identical economic events. The course emphasizes practical results rather than technical compliance requirements to achieve those results.	ACCT505
ACCT555	External Auditing	External Auditing deals with accepted principles, practices and procedures used by public accountants for certification of financial statements. The major focus is on external audit services; auditor and management responsibilities; professional standards of external auditors; evidence and procedures used by external auditors; and audit reports.	ACCT505
ACCT556	Budgeting	Budgeting addresses managers' need to understand the goals, technical procedures and effects of budgeting. The course provides a comprehensive and integrated approach to budgeting – from the details of preparing the many schedules that compose a master budget to fundamental managerial issues affected by the profit planning and control process.	ACCT505
ACCT557	Intermediate Accounting III	Intermediate Accounting III extends the coverage of ACCT551 to include revenue recognition; accounting for income taxes; pensions and postretirement benefits; leases; accounting changes and error analysis; statement of cash flows; and disclosure issues.	ACCT551
ACCT559	Advanced Financial Accounting and Reporting Issues	This course covers financial accounting practice and theory in relation to consolidations; foreign currency transactions and financial statement translations; and partnership accounting, including formation, maintenance, reorganizations and liquidations.	ACCT505
ACCT560	Advanced Studies in Federal Taxes and Management Decisions	This course expands the foundation of tax topics for non-tax accounting and financial professionals. The course furthers the coverage, and examines the complexity, of corporate and partnership taxation, as well as introduces topics such as estates and gifts, fiduciary accounting, tax-exempt entities, and qualified and nonqualified plans.	ACCT553
ACCT562	Auditing: An Operational and Internal Perspective Including Fraud Examination	This course examines why increased complexity in organizations requires management to establish means of monitoring control systems. Coursework examines the audit process using criteria and controls to evaluate causes and effects of – and conditions for – operational, performance and fraud audits. Emphasis is placed on standards, objectives, principles and procedures involved in reviewing the reliability and integrity of information; compliance with policies, plans, procedures, laws and regulations (including the Sarbanes-Oxley Act of 2002); means of safeguarding assets; appraising economical and efficient use of resources; and reviewing achievement of established objectives and goals (including accounting ethics) for operations and programs.	ACCT505
ACCT563	Advanced Managerial Accounting Issues	This course focuses on analysis and problem-solving skills used in planning and controlling organizations. Managerial tools and concepts such as target and activity-based costing; activity-based management; strategy and management accounting; measuring and managing quality costs and capacity; and emerging managerial accounting issues are explored.	ACCT505
ACCT564	International Accounting and Multinational Enterprises	Topics in this course are studied in the context of multinational enterprises and from a strategic perspective. Topics include accounting for foreign currency transactions, translation of foreign financial statements, transfer pricing, comparative accounting standards, taxation, and multinational systems and control.	ACCT505
ACCT567	Governmental and Not-for-Profit	This course introduces core concepts and tools of accounting and financial reporting for managers of governmental and nonprofit organizations. Topics	ACCT503 or ACCT504 or

Course Designator and Number	Course Title	Course Description	Prerequisite
	Accounting	include transaction analysis, financial statement analysis and interpretation, compliance issues, and operational and cash budgeting. In addition, the impact of standards such as those promulgated by the Governmental Accounting Standards Board (GASB) and the Federal Accounting Standards Advisory Board (FASAB) are investigated and evaluated.	permission from the appropriate academic administrator
<b>ACCT571</b>	Accounting Information Systems	This course addresses computerized accounting information systems, focusing on reporting objectives, management needs, transaction trails, documentation, security, internal controls, and integration of accounting systems in software evaluation and selection. Systems analysis techniques are discussed. Coursework also prepares students interested in pursuing the Certified Fraud Examiner (CFE) credential.	ACCT503 or ACCT504
<b>ACCT573</b>	Accounting Fraud Criminology and Ethics	This course examines the nature of occupational fraud and how it is committed, and introduces actions to detect it and procedures to deter it. The course also covers how allegations of fraud should be investigated to meet requirements of civil and/or criminal court procedures. Also examined are ethics and governance in business as fraud-prevention tools. Coursework prepares students interested in earning the Certified Fraud Examiner (CFE) credential, examining tools and techniques for gathering evidence and information during fraud examinations.	ACCT503 or ACCT504
<b>ACCT574</b>	Forensic Accounting: Ethics and the Legal Environment	This course focuses on conducting fraud examinations, and includes discussion of procedures used in forensic accounting examinations and reasons behind using these procedures. In addition, coursework addresses how allegations of fraud should be investigated to meet requirements of civil and/or criminal court procedures. Also covered are detection, investigation and prevention of specific types of fraud. Coursework focuses on preparing students interested in earning the Certified Fraud Examiner (CFE) credential, examining criminology and ethics.	ACCT503 or ACCT504
<b>ACCT591</b>	CPA Exam Preparation: Auditing and Attestation	This course covers auditing procedures, auditing standards generally accepted in the United States (GAAS) and other standards related to attestation engagements. Also covered are skills needed to apply that knowledge in auditing and other attestation engagements. The auditing and attestation section of the CPA exam tests knowledge in the context of five broad engagement tasks. (The course is two semester-credit hours and is graded on a satisfactory/unsatisfactory basis.)	ACCT551
<b>ACCT592</b>	CPA Exam Preparation: Business Environment and Concepts	This course prepares students to pass the business environment and concepts section of the CPA exam. Coursework focuses on business structure; economic concepts essential to understanding an entity's operation, business and industry; financial management; information technology; and planning and measurement. Students become familiar with underlying business reasons for – and accounting implications of – transactions, and gain skills needed to apply that knowledge in financial statement audit and attestation engagements, as well as perform other functions affecting the public interest. (The course is two semester-credit hours and is graded on a satisfactory/unsatisfactory basis.)	ACCT551
<b>ACCT593</b>	CPA Exam Preparation: Financial Accounting and Reporting	This course prepares students to pass the financial accounting and reporting section of the CPA exam. Coursework covers accounting principles generally accepted in the United States (GAAP) that affect business enterprises, not-for-profit organizations and government entities. Also addressed are skills needed to apply such knowledge, as well as financial accounting concepts and standards. (The course is graded on a satisfactory/unsatisfactory basis.)	ACCT551
<b>ACCT594</b>	CPA Exam Preparation: Regulation	This course prepares students to pass the regulation section of the CPA exam. Topics include federal taxation, ethics, professional and legal responsibilities, and business law, as well as skills needed to apply that knowledge. Topics address CPAs' professional and legal responsibilities, and legal implications of business transactions, particularly as they relate to accounting and auditing. Coursework focuses on federal and widely adopted uniform state laws, as well as principles of – and procedures for – federal income, estate and gift taxation. (The course is two semester-credit hours and is graded on a satisfactory/unsatisfactory basis.)	ACCT551
<b>ACCT601</b>	Accounting Capstone	Students in this culminating course integrate knowledge and skills learned throughout the MSAC program. Students apply what they have learned to challenges faced by accountants balancing the needs of customers, shareholders, employees and other stakeholders within ethical and legal considerations.	Successful completion of all other program core and MSAC focus courses, and permission

Course Designator and Number	Course Title	Course Description	Prerequisite
			from the appropriate academic administrator
<b>ACCT605</b>	MAFM Capstone	This culminating course provides MAFM students with the opportunity to integrate knowledge and skills learned throughout the program and is intended to be taken as the last course other than the exam-preparation courses. Students integrate strategic planning, critical thinking and communication skills relating to both treasury and accounting responsibilities from the perspective of a chief financial officer	Successful completion of all other required MAFM program courses (except exam-preparation courses) and permission from the appropriate academic administrator
<b>Business Intelligence and Analytics Management</b>			
<b>BIAM500</b>	Applications of Business Analytics I	This course focuses on the role of business intelligence in facilitating implementation of business process changes. Constructing data-based models and examining their impact on major business functions are emphasized. Students use software tools to assess strengths and weaknesses of various models. The course also addresses handling large data sets, and analyzing text and network data.	None
<b>BIAM510</b>	Applications of Business Analytics II	Building on concepts presented in BIAM500, this course examines how to appropriately use business analytics tools. Topics include data warehousing, accessing data sources, customer profiling, customer churn and social network analysis. Understanding how business analytics fits into business processes is emphasized.	BIAM500; and MATH533 or MATH534
<b>BIAM530</b>	Developing and Managing Databases for Business Intelligence	This course addresses designing relational databases and building large database applications, including tables, queries, forms, reports and macros. Also addressed are implementing basic database security, backup and recovery procedures, the role of normalization and meeting business requirements. Data warehousing, implementation of data mining tools, data modeling and decision trees are also examined. Case studies are used throughout the course.	None
<b>BIAM540</b>	Internet Analytics Strategies	Based on analysis of an organization's mission and goals for its web presence, students explore strategies for implementing Internet analytics tools to evaluate the effectiveness of the organization's web presence, including its web and social media sites. Key performance indicators are examined. Students gain familiarity with several Internet analytics tools and data sources such as web logs, big data and social media.	None
<b>BIAM560</b>	Predictive Analytics	Students in this course examine exploratory data, and cluster and association analyses, with current and historical facts to make predictions. Also covered are logistic regression, text analytics and decision trees. Managerial issues of how to select models for specific business problems are examined.	BIAM510
<b>BIAM570</b>	Modeling for Decision-Making	This course introduces basic concepts of mathematical approaches to organizational decision-making and model development for formal decisions. Topics include model building, linear and nonlinear optimization, simulation, time series analysis, network models and decision analysis.	BIAM510
<b>Economics</b>			
<b>ECON545</b>	Business Economics	Business Economics provides a basic understanding of managerial economics and the impact of the economic environment on business decision-making. The course develops micro- and macroeconomic topics, with particular emphasis on marginal analysis, and supply and demand considerations.	MGMT501 or permission from the appropriate academic administrator
<b>Entrepreneurship</b>			
<b>ENTR510</b>	Entrepreneurship and New Ventures	This course provides an overview of entrepreneurship in the context of new ventures. Coursework examines identifying and assessing opportunities, as well as forming and managing a new venture through maturity and exit. Topics include the entrepreneurship process; idea generation; opportunity assessment and selection; business plan creation; differentiation; new venture equity financing; due diligence; management team characteristics; growth management; and liquidity and exit mechanisms.	None



Course Designator and Number	Course Title	Course Description	Prerequisite
<b>ENTR530</b>	Venture Finance and Due Diligence	This course examines the process of positioning and selling a new venture to equity sources, including making internal preparations; identifying and communicating with venture firms; and evaluating and negotiating investment offers. Processes investors use to assess and determine opportunities and entrepreneurs in which they will invest are also examined.	ENTR510
<b>ENTR550</b>	Entrepreneurial Marketing	This course covers the critical role of marketing in the success of a new venture. Coursework addresses opportunity screening, assessment and selection; market research, analysis, valuation and sizing; the value proposition and distinctive competence; segmentation, targeting and positioning; pricing; channels; sales management; communications; hiring; raising capital; and creating marketing plans to address various audiences.	ENTR510
<b>ENTR570</b>	Startup and New Venture Planning	This applications-based course addresses in-depth planning for executing a start-up venture. Students work through the entrepreneurial process – from research, planning and opportunity assessment; to team and company formation; to business model creation; to entrepreneurial finance and equity financing; to company development; and to exit planning. Students also prepare a business plan and deliver an investor pitch.	ENTR530
<b>Finance</b>			
<b>FIN510</b>	Corporate Finance	This course focuses on financial concepts and tools needed for effective business planning. Topics discussed from a practitioner viewpoint include financial statement analysis, time value of money concepts, securities valuation, working capital management, cost of capital, financial forecasting, external sources of capital, capital structure and company valuation.	ACCT503 or ACCT504
<b>FIN515</b>	Managerial Finance	Managerial Finance teaches students financial concepts and tools needed for effective business planning. Topics, discussed from a practitioner viewpoint, include formation of interest rates, income taxes, working capital management, cost of capital, financial forecasting, external sources of capital, capital structure, company valuation and bankruptcy.	ACCT505
<b>FIN516</b>	Advanced Managerial Finance	This course addresses risk, return and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure with the Modigliani-Miller models. The course provides a comprehensive view of financial management with insight into securities analysis, mergers/acquisitions and financial/futures options.	FIN510 or FIN515
<b>FIN560</b>	Securities Analysis	Securities Analysis develops analytical skills for personal or business investment activities. Security selection based on technical and fundamental analyses is stressed. Techniques for analyzing risk and return are covered for specific investment opportunities. Modern and traditional portfolio management techniques are discussed.	FIN510 or FIN515
<b>FIN561</b>	Mergers and Acquisitions	This course addresses corporate recombinations and resource allocation. Topics include advanced capital budgeting techniques and valuation methods. Strategies, tactics and rationale for mergers, acquisitions, leveraged buyouts and restructuring are discussed.	FIN510 or FIN515
<b>FIN564</b>	Management of Financial Institutions	This course focuses on managing commercial banks and other financial institutions, and on the interaction of participants in money and capital markets. Management of lending is a major topic, and funds acquisition, capital management, portfolio management and issues relating to risk are discussed.	FIN510 or FIN515
<b>FIN565</b>	International Finance	International Finance examines, in detail, international financial flows and balance of payment considerations. Corporate exposure to international currency fluctuations (including foreign exchange rates and markets), and methods of hedging risks in international transactions, are addressed.	FIN510 or FIN515
<b>FIN567</b>	Options and Financial Futures Markets	This course develops students' ability to use current concepts, tools and strategies available in financial markets to enhance or protect investments. Topics include put and call buying; covered call writing; put hedging; futures speculation and hedging; and arbitrage. Also discussed are methods of valuation, and the function and purpose of the marketplace.	FIN510 or FIN515
<b>FIN575</b>	Advanced Financial Statement Analysis	This course emphasizes fundamental techniques of financial statement analysis. Building on core accounting and investment concepts, coursework addresses analysis (including ratio analysis) and interpretation of financial accounting information such as that presented in balance sheets, income statements and statements of cash flows. Coursework also examines accounting information in investment and credit decisions.	ACCT503 or ACCT504
<b>FIN580</b>	Personal Financial	This course addresses personal cash flow management, goal setting, creating and maintaining annual cash budgets, investments, taxation, insurance, and	ACCT503 or ACCT504

Course Designator and Number	Course Title	Course Description	Prerequisite
	Planning	retirement and estate planning. The course helps students achieve satisfaction and success in their personal financial futures. Topics are presented from a practitioner point of view.	
<b>FIN590</b>	Real Estate Finance	This course introduces and develops tools used in forecasting, measuring and analyzing returns from real estate operations. These tools are also used in real estate valuation for funding and sale purposes. With profit maximization the goal, students examine financial leverage and the consequence of income tax, as well as their influences. The inherent risk of real estate and its reduction through modern portfolio theory is discussed. Students apply course concepts using real-world problems.	FIN510 or FIN515
<b>Global Supply Chain Management</b>			
<b>GSCM520</b>	Foundations in Global Supply Chain Management	This course focuses on core concepts and techniques required for directing and controlling processes that convert resources into goods and services. Coursework emphasizes integrating all aspects of the supply chain so that the quantity of goods being produced or acquired is accurate, and both time- and cost-efficient.	None
<b>GSCM530</b>	Global Supply Chain Resource Planning and Management	This course examines concepts and methods of directing and controlling processes that result in optimal supply chain efficiency. Demand management and forecasting; master production scheduling; material requirements and capacity resource planning; the Theory of Constraints; distribution requirements planning; and inventory management are emphasized.	GSCM520
<b>GSCM540</b>	Relationship Management, Procurement and Sourcing Strategy	This course provides an overview of sourcing relationships, including their strategy and implementation. Coursework examines the role of supply management across a global, upstream corporate value chain consisting of suppliers and outsourcers. Topics include make versus buy versus partner decisions; supplier evaluation, selection, assessment and quality assurance; the sourcing/procurement and partnering processes; relationship management; and purchasing ethics.	GSCM520
<b>GSCM550</b>	Logistics, Distribution and Warehousing	This course examines physical supply and distribution systems critical to efficient integrated supply chains. Coursework addresses analytical and managerial methods applied to key components of facility location and materials management; logistics; distribution; transportation; warehousing; channel selection; logistics information systems; metrics and assessments; total cost analytics; and freight management.	GSCM520
<b>GSCM560</b>	Supply Chain Management Decision Support Tools and Applications	This course emphasizes analyzing supply chain information. Coursework examines supply chain design and integration; constraint, inventory and advanced demand management; and risk pooling. Prerequisite:	GSCM520
<b>GSCM588</b>	Managing Quality	This course focuses on implementation, cost and management of the quality function in manufacturing as well as service industries. Coursework addresses quality concepts and tools, as well as knowledge required for their application in quality planning, improvement and control in both parent organizations and supplier relationships.	None
<b>Health Services Management</b>			
<b>HSM541</b>	Health Service Systems	This course surveys the major components and organizational interrelationships of the U.S. healthcare delivery system across the continuum of care. Coursework emphasizes personnel, institutions, delivery systems, policy and payment mechanisms. Variables of access, cost and quality are introduced, and delivery of healthcare within those variables is outlined.	None
<b>HSM542</b>	Health Rights and Responsibilities	This course examines the growing importance of legal and ethical matters in healthcare from the manager's perspective. Topics include legal aspects of the corporation, and physician/patient, institution/patient and institution/physician relationships. Ethical issues related to individual life-cycle stages, health services institutions, third-party payers and public policy initiatives are also discussed.	None
<b>HSM543</b>	Health Services Finance	This course provides an understanding of the unique features of healthcare finance, including payment sources and reimbursement arrangements, as well as of emerging trends within the healthcare industry that impact the financial decision-making process of various healthcare industries. Covered are financial planning, operating revenue, working capital, resource allocation, financial analysis and the future of healthcare. Special emphasis is given to managing inpatient and outpatient costs and ratios, capitated payment systems, the resource-based relative value system (RBRVS), the prospective	None

Course Designator and Number	Course Title	Course Description	Prerequisite
		payment system (PPS), the impact of mergers, compliance issues and joint venture activities.	
<b>HSM544</b>	Health Policy and Economics	This course focuses on the relationship between healthcare economics and public policy, and assists students in developing an understanding of the public policy formulation and implementation process, as well as awareness of critical issues in American health policy. Students are exposed to healthcare economics issues of supply and demand, technology, healthcare labor, equity and efficiency, and application of economic analysis to the public policy development process.	None
<b>HSM546</b>	Managed Care	Managed Care examines evolution and development of managed care approaches to delivering and financing health services in the United States. Fundamental concepts of insurance and risk management are reviewed, as are forces that have driven growth of managed healthcare. Types of managed care organizations and operational models are outlined. Perspectives of consumers, providers, purchasers and insurers of healthcare are discussed. Recent trends and issues affecting evolution of health insurance and managed care are considered, as are relevant legislative and regulatory standards shaping these industries.	None
<b>Human Resource Management</b>			
<b>HRM530</b>	Human Resources and Technology	This course surveys current trends and best practices in use of technology in the human resources field. Topics include strategic use of human resources information systems, web-based human resources and other technological applications used in various functional areas of human resources.	HRM591 or previous human resources experience
<b>HRM570</b>	Human Resource Practice and SHRM Certification Exam Preparation I	This practice-oriented course reviews the contemporary functions and requirements of human resource management. Topics focus on the operational role of human resource management, including implementing policies, serving as the HR point of contact for staff and stakeholders, and/or performing day-to-day HR functions. In addition, the SHRM Body of Competency and Knowledge (SHRM BoCK™) knowledge areas required for the SHRM-CP®, certified professional exam administered by the Society of Human Resource Managers (SHRM®) are covered.	HRM592 and HRM593
<b>HRM575</b>	Human Resource Practice and SHRM Certification Exam Preparation II	This practice-oriented course continues the review of the contemporary functions and requirements of human resource management. Topics focus on the strategic role of human resource management, including developing policies and strategies, overseeing the execution of HR operations, analyzing performance metrics, and/or contributing to the alignment of HR strategies to organizational goals. In addition, the SHRM Body of Competency and Knowledge (SHRM BoCK™) knowledge areas required for the SHRM-SCP®, senior certified professional exam administered by the Society of Human Resource Managers (SHRM®) are covered.	HRM570
<b>HRM584</b>	Managing International Human Resources	This course examines strategy and tactics that make up the global human resources management field. The course provides a broad overview of how global human resources functions differ from those of domestic human resources, helps students develop an understanding of how global human resources strategy is crafted and shows how such strategy is put into effect. Particular emphasis is placed on staffing, compensation, training, performance management, labor relations, communication and regulatory compliance within the global business environment.	None
<b>HRM586</b>	Labor Relations	Labor Relations focuses on the interaction of management and labor in the corporation. The course discusses the history of the American labor movement, federal and state labor laws, collective bargaining, mediation and work stoppage. Contract administration and interpretation, and the relationship between management rights and employee discipline are discussed.	None
<b>HRM587</b>	Managing Organizational Change	This course addresses concepts and techniques required to successfully implement change across an organization. Coursework focuses on identifying an organization's vision as well as opportunities that can align the vision with the organization's structures, processes, culture and orientation to the environment. Also addressed are opportunities for, and problems in, managing human dynamics in organizations, including intervention techniques, models, principles and values that indicate how to take charge of planned change efforts in order to achieve success.	None
<b>HRM591</b>	Strategic Human Resource Management	This course surveys contemporary principles and practices for human capital management as a corporate strategic asset. Subject matter focuses on the changing nature of work in a dynamic global economy that requires flexible	None

Course Designator and Number	Course Title	Course Description	Prerequisite
		staffing, new approaches to workforce planning and talent management. Other topics covered include decentralized and virtual work environments, diversity, legal requirements, compliance as well as the ethics of managing human capital for competitive advantage.	
HRM592	Training and Development	This course surveys training, and employee and organizational development techniques organizations use to build group and individual skills while tying anticipated results to improvements in organizational effectiveness. Topics related to creating such a development strategy include conducting needs analyses, linking identified needs to business objectives, developing an implementation plan, implementing the plan using a variety of modalities and best practices, and assessing results. These aspects are covered for both individual and group enhancement.	None
HRM593	Employment Law	Employment Law provides a comprehensive analysis of federal and state laws as they affect the human resource function, including equal employment opportunity, wage/overtime payment, employment agreements and other restrictions on management's rights. Emphasis is placed on applying employment laws to develop programs that enable organizations to be proactive in meeting both company and workforce needs, with an eye to resolving workplace disputes, preventing litigation, and implementing and administering personnel policies and practices in compliance with applicable law.	None
HRM594	Strategic Staffing	This course develops a strategic framework for providing corporations with the human resources needed to achieve corporate goals. The course focuses on policies and procedures for short- and long-range human resource planning, recruiting and selection. Rightsizing, employee separations and retention are also included.	None
HRM595	Negotiation Skills	This course introduces general business negotiation techniques, strategies and tactics. Strategies focus on approaches to negotiation situations; tactics focus on moves effectuated during negotiations. In addition to developing and enhancing students' negotiating proficiency, the course emphasizes processes and methods of conflict resolution. Topics include preparing for negotiations; distributive and integrative bargaining; resolution of impasse; ethics; the roles of power, personality and dispute resolution processes; and communication processes. Students use developed skills in the classroom, electronically and through telephonic negotiation situations.	None
HRM598	Compensation	Compensation focuses on how organizations use pay systems as strategic tools for improving organizational effectiveness. Major systems of the design of pay, paying for performance, and administering and applying pay systems are appraised and assessed.	None
HRM599	Benefits	This course examines, in-depth, employee benefits including legally required benefits (social security, worker compensation and unemployment compensation), as well as voluntary programs (health, disability, life, retirement, time-off, educational, work/life and others). The strategic importance of using employee benefits as part of the total compensation package is emphasized. In addition, financial, actuarial, administrative and legal implications of benefit plans are discussed.	None
HRM601	Human Resources Capstone	Students in this culminating course, intended to be taken as the last course, complete a comprehensive written plan for a company's human resource function. In preparing the plan, students review and integrate concepts and skills developed in other human resource courses. In addition to preparing the written plan, students make an oral presentation to the professor, the class and, when feasible, to a panel of human resource professionals.	Successful completion of all other required MHRM program courses, and permission from the appropriate academic administrator
<b>Information Systems Management</b>			
MIS525	Essentials of Information Systems and Programming	This course introduces students to the logical structure of business computer programs, as well as to applications and management issues involved with corporate information systems. It also provides a foundation for programming in a business-oriented language. Students concentrate on developing programming logic to solve business problems. Design tools such as flowcharts and pseudocode are introduced and used as a foundation for developing programs. MISM students may not take this course for program credit. The course may be taken as an elective in all programs other than MISM.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
MIS535	Managerial Applications of Information Technology	This course introduces structures, applications and management of corporate information systems. Coursework investigates how technology is changing the way we conduct communication, make decisions, manage people and improve business processes, as well as how it adds value to business. Students access the Internet to gather and use information, and analyze business decisions using decision support tools.	None
MIS540	Innovation Through Technology	This course explores the critical role of technology and innovation in reshaping the management and operation functions of contemporary organizations. Focusing on how organizations use technology to reinvent business processes and increase competitiveness in an increasingly virtual and interdependent world, the course addresses emerging organizational forms; competitive advantages; strategic initiatives; managing innovation projects; enterprise systems; the use of data for supporting decision making; global supply chains and business processes. Social and ethical issues are explored in the context of how technology is used to drive business innovation.	None
MIS561	Database Administration and Management	This course covers database administration as a managerial discipline, addressing database administrative practices and procedures common for various types of businesses and technology. Important issues in daily operation and long-term planning of database administration are examined in-depth. Administration of Oracle database management systems is also introduced to enhance students' understanding of database administrators' tasks and responsibilities.	MIS582
MIS562	Database Programming and Applications	This course reviews the industry standard ANSI Structured Query Language (SQL), the core of the relational database and associated applications. Students examine the features and programming of SQL extensions supported by leading relational databases widely used in industry, such as Oracle and Microsoft SQL Server. They also learn to develop reports, forms and other types of database application components essential to carry out transactional and analytical operations that support modern business. Applications-oriented projects and cases enhance the learning experience.	MIS582
MIS563	Business Intelligence Systems	This course focuses on concepts needed for analyzing, designing and applying effective systems for meeting management's information needs for tactical short-term, and strategic long-term, planning and decision-making. The course covers various models of business intelligence and decision support systems, based largely on database design in support of data warehousing and data mining concepts. Topics include data modeling for the data warehouse and data mart, and application of OLAP and artificial intelligence concepts as applied to data mining.	MIS582
MIS564	Enterprise Data Management and Administration	This course focuses on data storage, security and reporting needs of an enterprise-level management information system. Also examined are management and administration of very large and/or distributed database architectures with large geographic topographies. Security issues surrounding management and administration of large distributed enterprise-level databases are presented, as are network and integration issues associated with such systems.	MIS582
MIS574	Visual Basic	This course teaches programming fundamentals as applied to the Visual Basic.NET programming language. Topics include the .NET framework, event-driven programming, graphical user interface design, and using object-linking and embedding to manipulate Windows applications. Students also learn object-oriented programming fundamentals, and web-based and Windows application design.	MIS505 or MIS525
MIS575	Advanced Visual Basic	Advanced Visual Basic, a continuation of Visual Basic (MIS574), focuses on advanced application design and development using the object-oriented features of Visual Basic.NET. Topics include the .NET framework, object-oriented programming, .NET database programming, .NET web programming, .NET web database programming, add-ins, collections and user controls.	MIS574
MIS577	Internet-Oriented Programming	This course focuses on Internet and web programming, one of the fastest growing areas of system development. Students apply Internet programming languages such as HTML, Dynamic HTML and JavaScript to develop their own websites. The course also examines Internet application tools and commercial web servers.	MIS505 or MIS525
MIS578	C++ Programming	C++ Programming introduces object-oriented programming concepts using the C++ language. Topics include the object-oriented paradigm, class hierarchies and inheritance, I/O functions, object arrays and string processing.	One year of programming experience, or

Course Designator and Number	Course Title	Course Description	Prerequisite
		Students complete a number of programming projects to gain applications-oriented experience with object-oriented technology.	prior programming coursework, or MIS505, or MIS525
<b>MIS579</b>	Java Programming	This course focuses on using Java for business applications. Students apply Java programming tools to develop applications and applets that take advantage of web and Internet capabilities. The course examines object-oriented design and modeling, Java applications, applets, control structures, methods, user interfaces, graphics and e-commerce applications.	MIS505 or MIS525; and MIS577
<b>MIS581</b>	Systems Analysis, Planning and Control	This course introduces concepts and tools of systems development and implementation, and emphasizes using the life-cycle approach to effectively manage business information.  The course provides practice in each major phase of the life-cycle approach: planning, analysis, design, implementation and operation/support. Business re-engineering techniques and project management models are used. Students apply concepts and tools learned in a term project.	MIS525 and MIS540; or permission from the appropriate academic administrator
<b>MIS582</b>	Database Concepts	Database Concepts provides a detailed introduction to database concepts, components and management issues. The course covers data definition and modeling, database access and command languages, and design and implementation in the context of the relational model. Relative advantages and disadvantages of other database models are considered from a management standpoint. Coursework examines basic managerial issues for database publishing on the web, and for multi-user and enterprise database processing. The course requires a term project involving a commercial data-modeling package.	MIS525 and MIS540; or permission from the appropriate academic administrator
<b>MIS589</b>	Networking Concepts and Applications	This course focuses on design, development and operation of a data communications system and computer network, and emphasizes managing data distribution and access. The course includes essential elements of networks including hardware, software and interfaces. Students use a networking software tool to build and analyze network models.	None
<b>MIS600</b>	Information Systems Capstone	In this culminating course, MISM students integrate knowledge and skills learned throughout the program. It is intended to be taken as the last course. Students develop, design and present projects based on real-world situations. They plan and justify the project; meet performance, schedule and budget requirements; adjust for unplanned occurrences; and provide project reports.	Successful completion of all other required MISM program courses and permission from the appropriate academic administrator
<b>International Business</b>			
<b>INTL500</b>	Global Perspectives for International Business	This course presents international strategy, operations, supply chain management, marketing and finance concepts required for global commerce. Using case studies and best-practice examples from international corporations, students gain management perspective needed to understand the unique roles of culture, politics and economics in executing multinational business strategy.	None
<b>Internship</b>			
<b>INTP580</b>	Graduate Internship Seminar	In this course, the first in a two-course sequence, students examine experiential learning internship opportunities designed to complement skills and knowledge students learn throughout their program. To prepare for an internship with a professional organization, students attend seminar meetings and complete all requirements that may allow them to interview for – and potentially secure – an internship. No credit is awarded for the course. Students earn grades of A, B or F upon course completion; the final grade earned in this course is not used in GPA calculations.	Permission from the appropriate academic administrator
<b>INTP585</b>	Graduate Internship	In this course, the second in a two-course sequence, students supplement coursework with experiential learning in a professional organization. Using acquired knowledge and skills, students complete organizational initiatives and/or processes and provide effective solutions. During the eight-week onsite assignment, students acclimate to a real-world professional environment and culture, hone their communication and professional skills, gain valuable insight, and develop leadership skills through self-reflection and	INTP580 and permission from the appropriate academic administrator

Course Designator and Number	Course Title	Course Description	Prerequisite
		host-organization analysis and feedback. The course is strongly recommended for students without business/industry experience and for those seeking to change fields.	
<b>Management</b>			
<b>MGMT501</b>	Organizational Structures and Business Processes	This course covers essential management and marketing concepts and principles needed by managers. The course also reviews the legal and ethical environment of business. Management topics include fundamental functions of management, key business functions and business policy in a dynamic global marketplace. Topics include marketing strategy fundamentals, organizations as customers, determining marketing communications and opportunities, as well as, topics within an ethical and legal framework.	None
<b>MGMT520</b>	Legal, Political and Ethical Dimensions of Business	This course introduces students to the legal, political and regulatory controls that define, promote and limit business practice opportunities. Fundamental interactions of law, politics, ethics and corporate social responsibility are emphasized. Topics include business and the legal system; foundations of business ethics; the constitution and business; regulatory and administrative agencies; regulation of private business conduct; the employer-employee relationship; formation and performance of contracts; ownership and control of business; antitrust, trade practices and consumer protection; land use and environmental protection; and the legal environment of international business.	MGMT501 or permission from the appropriate academic administrator
<b>MGMT525IE</b>	Emerging Topics in Business, Culture and Technology	Melding culture and the arts, this course helps students become more strategic and critical thinkers, and master current practices in emerging topics. Students investigate emerging topics as well as their relationships to key economic, historic and social forces. Coursework addresses topics affecting business, culture and technology, and students use reflective practice and research methodology to apply insights to business situations.	Permission from the appropriate academic administrator
<b>MGMT550</b>	Managerial Communication	Managerial Communication emphasizes communication competencies that help ensure business success. Students learn how to write effective, persuasive and negative messages; conduct business research, analyze information, and write a business proposal or report; deliver an effective oral presentation with visual aids; and create corporate training materials. Also addressed are group dynamics, intercultural communication, media relations and ethics.	None
<b>MGMT591</b>	Leadership and Organizational Behavior	This course examines inter- and intrapersonal dynamics as they affect achievement of corporate goals. Topics include theories of organizational behavior concepts and applications, including motivation, group dynamics, organizational communication processes, leadership, power, authority, team building and organizational development. Managing change in a complex domestic and international environment is also emphasized. Students are provided with a solid foundation for examining organizational behavior in a systematic manner.	None
<b>MGMT601</b>	MBA Capstone	In this culminating course experience, MBA candidates integrate concepts and skills developed in previous coursework. Students research and develop a new business opportunity which requires synthesis of communications, analysis, marketing, operations, finance, human resources and leadership principles. Options for developing the business opportunity may include a case study, business plan, simulation, or an approved project for an existing company.	Successful completion of all other required MBA program courses, and permission from the appropriate academic administrator
<b>Marketing</b>			
<b>MKTG525</b>	Strategic Marketing	This course surveys contemporary principles and practices for marketing management as a corporate strategic asset. In a dynamic global marketplace requiring rapid response to consumer need and behavior, this course focuses on marketing strategies for creating customer-driven value in products and services. Topics include consumer research techniques; product positioning and differentiation; branding; customer segmentation; target marketing by demographics, psychographics and behavioral variables; and using both traditional and digital channels to reach niche or mass market audiences. Ethical implications of online behavioral tracking and targeting are explored in the context of the value chain.	MGMT501

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>MKTG550</b>	Digital Marketing	This course examines the emergence of digital marketing as a contemporary business discipline as well as use of digital media as part of a comprehensive marketing plan. Topics include website and blog publishing; social media and email marketing; digital behavior tracking; and web analytics.	MKTG522 or MKTG525
<b>MKTG570</b>	Marketing Research	Marketing Research teaches students how to gather and analyze data to assist in making marketing decisions. The course addresses both quantitative and qualitative research techniques, including written questionnaires, telephone surveys, test marketing and focus groups. Emphasis is placed on examining how marketing research can help managers make better decisions regarding target markets, product features, positioning, pricing, advertising and new product introductions. Students are encouraged to consider ethical implications of specific marketing research activities.	MKTG522 or MKTG525
<b>MKTG572</b>	New Product Development	This course presents a framework for planning, implementing and evaluating new product introductions. The course addresses the new product development process – from idea generation to commercialization. Emphasis is placed on examining how organizations can manage resources to maximize the opportunity for successful new product introductions.	MKTG522 or MKTG525
<b>MKTG575</b>	Advertising Management	Advertising Management presents a structured approach to managing advertising, sales promotion and public relations activities from a corporate perspective. Students are taught how to determine promotional objectives, select campaign themes, choose media, control advertising costs, design sales promotions and evaluate results. The course also addresses agency selection and management.	MKTG522 or MKTG525
<b>MKTG577</b>	Sales Management	Sales Management teaches students how to design and implement a sales force strategy. The course presents techniques for identifying, recruiting and training sales personnel; monitoring and controlling sales efforts; and forecasting and budgeting sales performance. Issues such as territory decisions, compensation plans and motivation techniques are also discussed.	MKTG522 or MKTG525
<b>MKTG578</b>	Consumer Behavior	Students in this course examine basic concepts and research results from marketing and the social sciences to better understand customers and their needs. Coursework addresses the decision process of buyers, factors affecting purchasing decisions and customer satisfaction. Implications for marketing strategies (e.g., market segmentation, product design and promotion) are discussed. In addition, basic concepts of buyer behavior – including pre- and post-purchase attitudes and behavior patterns, as well as information processing relating to the functional areas of marketing – are included. Managerial applications to marketing are also emphasized.	MKTG522 or MKTG525
<b>Mathematics</b>			
<b>MATH534</b>	Applied Managerial Statistics	Applied Managerial Statistics stresses practical use of statistics in collecting, organizing, analyzing, interpreting and presenting data. Both descriptive and inferential techniques are covered.	None
<b>Network and Communications Management</b>			
<b>NETW561</b>	Wireless Technologies	This course provides an in-depth understanding of wireless technologies and their application within the organization. It addresses essentials of radio frequency, spectrum allocation and usage, and current regulation. Topics include first (1G) through fourth generation (4G) applications, including cellular, PCS and wireless local area network (WiFi); and the current and future state of voice, data and video communication. Students gain perspective on how wireless technologies fit into an overall wireless industry and market, as well as on current management challenges.	NETW589
<b>NETW562</b>	Wireless Devices and Applications	This course introduces an array of wireless devices, including laptops, PDAs, cellular telephones and “all-in-one” devices. Current applications of these devices, as well as potential future uses, are examined. Using such devices in both standalone and integrated network arenas is addressed, with specific focus on interoperability. Ways in which wireless devices are driving the evolution of business practices are also examined.	MIS589
<b>NETW563</b>	Wireless Networks	This course introduces tools needed to understand and implement wireless networks. Topics include installation and configuration of wireless hardware and software, radio frequency (RF) fundamentals, 802.11 network architecture, capacity planning, use of wireless broadcast and cellular systems, antennas and accessories, power management, wireless local area network security, wireless device network integration and troubleshooting.	MIS589
<b>NETW564</b>	Management of Wireless	This course focuses on managing and operating wireless networks. Topics include QoS, resource management, outsourcing, training, financial	NETW589



Course Designator and Number	Course Title	Course Description	Prerequisite
	Systems	considerations, and performance measurement and optimization. Also covered are system documentation and reports pertaining to RF network performance, IP management, network configuration, and system growth and capacity status. Students gain knowledge of charging and revenue assurance in a wireless network.	
<b>NETW583</b>	Strategic Management of Technology	This course addresses the need for managers to understand and manage technology needed to successfully compete in an increasingly sophisticated business environment. Topics include identifying technological competencies, the evolution of technology, designing and managing systems for technological innovation, integrating technology into the organization, sourcing technology and managing new product development.	None
<b>NETW584</b>	Telecommunications Law and Regulation	This course covers the legal and regulatory environment for telecommunications services. Coursework focuses on developing telecommunications law and policy as related to a variety of telecommunications technologies, including the broadcast spectrum of radio and television; cable and satellite; wireline and cellular telephone; and the Internet. Emphasized are the interconnected nature of media, as well as the policy rationale and techniques of government oversight.	None
<b>NETW585</b>	Network Design and Management	This course focuses on technologies and processes used to design, optimize and manage networks. Topics include functions of network standards, protocols and architecture; network design and optimization processes; and network management. Topics also include network design requirements for support of high bandwidth multimedia applications, wireless local area connections and security strategies. Students use a networking software tool to build and simulate network models.	Three years' telecommunications experience or an undergraduate telecommunications education, or NETW505
<b>NETW589</b>	Wireless Communication Systems	This course provides an essential foundation in core wireless technologies. Topics provide managers with required knowledge of voice and data systems. The current wireless industry, its recent past and emerging systems are explored through real-world projects and practitioner-based case studies.	MIS589
<b>NETW590</b>	IP Telephony/VoIP	This course examines technologies that carry voice communications over an IP network, including digitization and packetization of voice streams. Coursework addresses VoIP standards and protocols such as SIP and H.323 that support creation of telephony systems using advanced VoIP technology applications. Fundamentals of VoIP such as QoS, traffic aggregation issues, bandwidth management and network assessment are also investigated.	MIS589
<b>NETW600</b>	Telecommunications Capstone	Students in this culminating course, intended to be taken as the last course, integrate knowledge and skills learned throughout the MNCM program. Students develop, design and present projects based on real-world situations. They plan and justify the project; meet performance, schedule and budget requirements; adjust for unplanned occurrences; and provide project reports.	Successful completion of all other required MNCM program courses and permission from the appropriate academic administrator
<b>Project Management</b>			
<b>PROJ584</b>	Managing Software Development Projects	This course examines knowledge, strategies and techniques needed to manage software product development. The course helps students develop skills managers need to create – and successfully execute – plans for software development. Topics include software project development processes; software development standards; project planning, scheduling and control strategies; risk assessment and mitigation; team building and managing technical personnel.	MIS581 and PROJ586
<b>PROJ586</b>	Project Management Systems	With an emphasis on planning, this course introduces project management fundamentals and principles from the standpoint of the manager who must organize, plan, implement and control nonroutine activities to achieve schedule, budget and performance objectives. Topics include project life cycles, organization and charters; work breakdown structures; responsibility matrixes; as well as planning, budgeting and scheduling systems. Planning and control methods such as PERT/CPM, Gantt charts, earned value systems, project management software applications and project audits are introduced.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
PROJ587	Advanced Program Management	This course examines how managers plan, budget, schedule and control multi-project programs within an organizational context. The importance of project teams and human resource management in the process is addressed. Topics include the role of projects in organizations; alternative organizational systems; program planning, budgeting, monitoring, control and management methodologies; team management and leadership; legal and ethical issues; conflict identification and resolution; and advanced applications of project management software.	PROJ586
PROJ592	Project Cost and Schedule Control	This course stresses the need for project managers to understand and apply advanced tools and techniques to developing and managing project financial plans. Topics include cost and benefit estimation; project financial analysis; budgeting; resource allocation; sensitivity analysis; project metrics; and project cost and schedule control using earned value management systems.	PROJ586
PROJ595	Project Risk Management	This course explores various ways to identify, analyze and mitigate the full range of project risks. Coursework also explores the six risk management processes outlined in the Project Management Body of Knowledge (PMBOK) Guide: risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning, and risk monitoring and control. Using a practitioner approach, students learn risk management techniques by applying them to problems in case studies.	PROJ586
PROJ598	Contract and Procurement Management	This course examines processes through which goods and services are acquired in the project management environment. Topics include contract and procurement strategies; legal issues; contract pricing alternatives; technical, management and commercial requirements; RFP development; source selection; invitations to bid; bid evaluation; risk assessment; and contract negotiation and administration.	None
PROJ601	Project Management Capstone	Students in this culminating course, intended to be taken as the last course, integrate knowledge and skills learned throughout the MPM program. Students develop, design and present a project; plan and justify the project; meet performance, schedule and budget requirements; adjust for unplanned occurrences; and provide status reports.	Successful completion of all other required MPM program courses, and permission from the appropriate academic administrator
PROJ605	Advanced Project Management Practices and Professional Exam Preparation	This course examines current topics in the project management field and provides a comprehensive review of the Project Management Body of Knowledge (PMBOK). Topics may include global project management, leadership, virtual teams and project information systems. In addition, the PMBOK knowledge areas and process groups are covered in preparation for the Project Management Professional certification exam, administered by the Project Management Institute.	PROJ587
<b>Public Administration</b>			
PA581	Governmental Budgeting and Finance	This course provides thorough study and analysis of revenue and expenditure systems at all levels of government. Topics include alternative revenue sources, public budgeting processes, the appropriations process, capital budgeting and analysis, tax analysis and government debt financing. Tax expenditures, forecasting and budgeting, and finance software systems are addressed.	ACCT503 or ACCT567
PA582	Public Policy Formulation and Implementation	This course examines principles, mechanisms and tools through which governments make resource allocation decisions on social and economic programs. Topics include the policy process; establishing appropriate efficiency and equity objectives; rational, political and bureaucratic models of government decision-making; voting mechanisms; public choice; log rolling; cost-effectiveness and cost-benefit analysis; public-private partnerships; impact of special interest groups; ethics; and program implementation and evaluation.	None
PA584	Intergovernmental Management	This course provides a comparative study of issues involved in formulating and implementing government programs that impact multiple jurisdictions. Students investigate ways in which various levels of government relate to each other in matters of legality and responsibility, including issues of intergovernmental externalities and their resolution. Methods of resolving intergovernmental conflicts are explored and evaluated.	None
PA601	Public	Students in this culminating course, intended to be taken as the last course,	Successful

Course Designator and Number	Course Title	Course Description	Prerequisite
	Administration Capstone	integrate knowledge and skills learned throughout the program. Students develop a project related to their area of emphasis within the MPA program.	completion of all other required MPA program courses, and permission from the appropriate academic administrator
<b>Security</b>			
<b>SEC571</b>	Principles of Information Security and Privacy	This course provides a broad overview of security in information systems. Covered are various aspects of security in computing, including security threats and controls; basic cryptography and its applications; network intrusion detection and prevention; security administration and planning; anonymity and privacy; legal issues; protection; and ethics. Coursework also examines controls in information systems, and addresses security issues surrounding information systems and computer-generated data.	None
<b>SEC572</b>	Network Security	This course addresses concepts and industry standards of computer networking, including the OSI Reference Model, TCP/IP and network routing concepts, as well as inherent risks in their use. Also addressed are digital cryptography principles and practices; major email security standards; and methods by which networks may be attacked. Students use a networking software tool to build a secure network, as well as prepare to assist in incident response and management activities in the event of a network breach.	MIS589, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond MIS589
<b>SEC573</b>	E-Business Security	This course covers issues involved in protecting an e-business from external threats while safeguarding customer privacy. Students examine external threats to a company's systems and learn how to react if systems and business goals conflict.	SEC571
<b>SEC574</b>	Database Security	This course provides an overview of security issues in database systems and shows how current and future commercial systems may be designed to ensure secrecy and confidentiality. Security models, basic security mechanisms and software, database security, intrusion detection and security models for next generation databases are covered.	A technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond MIS582
<b>SEC575</b>	Information Security Law and Ethics	This course, geared toward non-attorney managers and executives, provides a broad survey of federal and state laws and judicial systems governing and/or affecting information security. Coursework addresses the effects of cyber business regulation on information security, conducting business on the Internet, privacy laws, taxation, protection of intellectual property, electronic privacy, wiretapping and cybersquatting. In addition, students examine ethical issues, forensics and evidence of cyber crime.	None
<b>SEC576</b>	Risk Mitigation and Contingency Planning	This course identifies vulnerabilities and inherent risks of computer systems. It also introduces cost-effective risk analysis techniques for identifying and quantifying accidental and malicious threats to computer systems, and developing contingency and recovery plans. The qualitative risk analysis process, using techniques such as the practical application of risk analysis (PARA) and facilitated risk analysis process (FRAP), is covered.	A technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond PROJ586
<b>SEC577</b>	Cryptography and Security Mechanisms	This course introduces cryptography, focusing on information systems security issues, and mechanisms and devices to address these issues. Also examined are cryptosystems, algorithms and certificates. Students gain applications-oriented experience in developing and implementing several cryptography applications or algorithms. Access controls are presented as a collection of security mechanisms that work together to protect information system assets. Students also complete lab assignments and a term project.	SEC571, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or

Course Designator and Number	Course Title	Course Description	Prerequisite
			beyond SEC571
<b>SEC578</b>	Practices for Administration of Physical and Operations Security	This course examines security management, management tools, and physical and operations security in an organization's environment. Security management addresses identifying information assets and developing, documenting and implementing policies, standards, procedures and guidelines for asset protection. Management tools such as data classification and risk assessment/analysis identify system vulnerabilities and implement controls. Physical and operations security addresses control mechanisms and protection techniques for facility, resource and overall system operation.	SEC571, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond SEC571
<b>SEC579</b>	Security in Systems Architecture and Applications	This course addresses concepts, principles, structures and standards used to design, monitor and secure operating systems, equipment, networks, databases, applications and controls that enforce various levels of availability, integrity and confidentiality. Coursework also focuses on security concepts that apply to application software development, addressing the software design and development environment and explaining software's critical role in providing information system security.	SEC571, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond SEC571
<b>SEC591</b>	Disaster Recovery/Forensics and Security	This course focuses on preserving and recovering business operations in the event of outages, disasters or workforce interruptions. Measures and technologies used for forensics, as well as computer crime and security investigation, are addressed.	MIS589 and SEC571, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond MIS589 and SEC571
<b>SEC592</b>	IT Governance	This course introduces principles of information technology governance, focusing on IT control objectives (COBIT) and related internal controls. Coursework explores best practices for managing IT processes; meeting multiple needs of enterprise management by bridging gaps between business risks; technical issues; control needs; and performance measurement requirements. Students explore IT industry standards, and develop governance skills relating to creating and maintaining corporate information systems policy.	SEC571
<p><b>Fundamental Skills for Education Success</b></p> <p>A solid foundation is critical to success in any graduate-level program. To help students who could benefit from skills enhancement as they return to the classroom, Keller offers fundamental skills courses that help foster long-term program and career success.</p> <p>Students in the following courses earn grades of A, B or F upon course completion. The final grade earned in the course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. Required prerequisite skills coursework may affect program length and cost.</p>			
<b>ENGL510</b>	Foundations of Professional Communication	This course helps improve students' ability to communicate effectively in professional environments by enhancing their understanding of ways in which language is used to accomplish various purposes and shape readers' responses in business situations. Building on an understanding of audience, purpose and the writing process, students learn to create effective messages for a variety of business contexts. Topics include business letters, memos and short reports; message organization and design; strategies for oral presentations; and grammar, punctuation and style. Students also explore the influences of technology, ethics and the global workplace on effective communication. This course may not be applied to elective course requirements in any program.	None
<b>MATH500</b>	Foundations of Managerial Mathematics	This course prepares students in quantitative skills useful to managers. The course covers selected algebra topics, mathematics for finance and descriptive statistics. This course may not be applied to elective course	None

Course Designator and Number	Course Title	Course Description	Prerequisite
		requirements in any program.	
<b>MIS505</b>	Essentials of Information Systems and Programming	This prerequisite skills course, specific to the MISM program, introduces students to the logical structure of business computer programs, as well as to applications and management issues involved with corporate information systems. It also provides a foundation for programming in a business-oriented language. Students concentrate on developing programming logic to solve business problems. Design tools such as flowcharts and pseudocode are introduced and used as a foundation for developing programs. Students who successfully complete this course may not also receive credit for MIS525. This course may not be applied to elective course requirements in any program.	None
<b>NETW505</b>	Essentials of Telecommunications	This prerequisite skills course, specific to the MNCM program, introduces the dynamic field of telecommunications. Coursework addresses fundamentals of telecommunications and introduces current technologies including IP telephony, mobile communications, the web, and local and wide area networks. Students use computer software to complete practical lab assignments. This course may not be applied to elective course requirements in any program.	None

## Administrators and Full-Time Professors

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To ensure that students gain the most relevant education, DeVry University and its Keller Graduate School of Management combines the expertise of seasoned education administrators and a nationwide faculty of dedicated professors. Together, these professionals focus squarely on making your academic experience valuable, meaningful and relevant to employers' needs.

Nearly all 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 students' career success.

In addition, to remain current on advances in their fields, many 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 University administrators by region and location. Administration rosters are followed by lists of full-time professors teaching within each state, and online. Faculty may teach at the graduate or undergraduate level; often they teach courses at both levels. Information on professors teaching at a specific location is available from local staff members.

A comprehensive list of employed visiting professors who teach onsite or online is available via [www.devry.edu/d/onlinevisitingprof.pdf](http://www.devry.edu/d/onlinevisitingprof.pdf).

## **Administrators**

### **CENTRAL REGION**

**Colorado, Illinois, Indiana,  
Missouri, Oklahoma, Texas**

#### **Executive Administrators**

Amy King  
Group President  
MBA Benedictine University

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

Tanya Di Iulio  
Group Director of Admissions  
BA Valparaiso University

Brendan Aubin  
Group Director of Student Central  
BSBA University of Illinois

Eric Alvarez  
Group Director of Finance and Infrastructure  
MS University of Central Florida

#### **Local Administrators**

##### **Colorado**

###### ***Colorado Springs***

Tara Mills  
Assistant Dean of Academic Excellence  
EdD University of Phoenix

###### ***Westminster***

Nate Thomas  
Center Dean  
MEd Northeastern University

Tara Mills  
Assistant Dean of Academic Excellence  
EdD University of Phoenix

##### **Illinois**

###### ***Addison***

Amy King

Group President  
MBA Benedictine University

Michael Dufresne  
Assistant Dean of Academic Excellence  
MA Northern Illinois University  
MEd Northern Illinois University

Brendan Aubin  
Group Director of Student Central  
BSBA University of Illinois

**Chicago**

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

Daniel Fogarty  
Assistant Dean of Academic Excellence  
MBA University of Notre Dame  
PhD University of Notre Dame

Tanya Di Iulio  
Group Director of Admissions  
BA Valparaiso University

**Chicago Loop**

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

**Chicago O'Hare**

Lewis Zanon  
Center Dean  
MAFM Keller Graduate School of Management

**Downers Grove**

Mary Wahlbeck  
Center Dean  
MA Lewis University

**Elgin**

Mary Wahlbeck  
Center Dean  
MA Lewis University

**Gurnee**

Lewis Zanon  
Center Dean  
MAFM Keller Graduate School of Management



***Naperville***

Mary Wahlbeck  
Center Dean  
MA Lewis University

***Tinley Park***

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

**Indiana*****Merrillville***

Corey Ochall  
Campus Dean  
MBA Keller Graduate School of Management

**Missouri*****Kansas City***

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

Eric Alvarez  
Group Director of Finance and Infrastructure  
MS University of Central Florida

**Oklahoma*****Oklahoma City***

Grover McDaniel  
Assistant Dean of Academic Excellence  
MA University of Oklahoma  
PhD Capella University

**Texas*****Austin***

Timothy Zorek  
Group Dean of Academic Excellence  
MBA Marist College

***Irving***

Brian Silver  
Campus Dean  
MBA University of Phoenix

***San Antonio***

Grover McDaniel  
Assistant Dean of Academic Excellence  
MA University of Oklahoma  
PhD Capella University

**NORTHEAST REGION**  
**New Jersey, New York, Ohio, Pennsylvania**

**Executive Administrators**

Anthony A. Stanziani  
Group President  
MS Mercy College

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

Chayse Slovinski  
Group Director of Admissions  
MBA Keller Graduate School of Management

Quinn Fleming  
Group Director of Student Central  
BA Brandeis University

J. Ed Smith  
Group Director of Finance and Infrastructure  
MSA Central Michigan University

**Local Administrators**

**New Jersey**

***Cherry Hill***

Ewa Schmitz  
Group Dean of Academic Excellence  
MA Pedagogical University Zielona Gora  
DM University of Phoenix

***North Brunswick***

Steven Nelson  
Campus Dean  
MBA Indiana University  
MM Indiana University

***Paramus***

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

## **New York**

### ***Brooklyn Extension***

Ewa Schmitz  
Group Dean of Academic Excellence  
MA Pedagogical University Zielona Gora  
DM University of Phoenix

### ***Midtown Manhattan***

Anthony A. Stanziani  
Group President  
MS Mercy College

Ewa Schmitz  
Assistant Dean of Academic Excellence  
MA Pedagogical University Zielona Gora  
DM University of Phoenix

### ***Queens***

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

Quinn Fleming  
Group Director of Student Central  
BA Brandeis University

## **Ohio**

### ***Cincinnati***

Jeunet A. Davenport  
Campus Dean  
MA University of Phoenix

### ***Columbus***

Cynthia A. Roberts  
Assistant Dean of Academic Excellence  
MEd University of Dayton  
MISM Keller Graduate School of Management

J. Ed Smith  
Group Director of Finance and Infrastructure  
MSA Central Michigan University

## **Dayton**

Cynthia A. Roberts  
Assistant Dean of Academic Excellence  
MEd University of Dayton  
MISM Keller Graduate School of Management

***Seven Hills***

Amanda Liott  
Center Dean  
MBA Keller Graduate School of Management

Chayse Slovinski  
Group Director of Admissions  
MBA Keller Graduate School of Management

**Pennsylvania**

***Ft. Washington***

Ryan Sagers  
Group President  
MS University of Utah

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

***Philadelphia***

Valerie Senatore  
Group Dean of Academic Excellence  
MA University of Texas  
PhD Texas A&M University

Francis Moore  
Group Director of Finance and Infrastructure  
MBA Philadelphia University

**SOUTHEAST REGION**

**Florida, Georgia, North Carolina, Tennessee, Virginia**

**Executive Administrators**

Scarlett N. Howery  
Group President  
MBA Keller Graduate School of Management

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

Neal Moses  
Group Director of Admissions

MBA University of Phoenix  
Elizabeth Cook  
Group Director of Student Central  
MBA Kaplan University

Francis Moore  
Group Director of Finance and Infrastructure  
MBA Philadelphia University

## **Local Administrators**

### **Florida**

#### ***Jacksonville***

Crystal House  
Center Dean  
MHRM Keller Graduate School of Management

#### ***Miramar***

Antonio Cobas  
Center Dean  
MPA Florida International University

#### ***Orlando***

Abel Okagbare  
Campus Dean  
MPA Eastern Michigan University

Dusty Maddox  
Assistant Dean of Academic Excellence  
MA Texas Woman's University

### **Georgia**

#### ***Alpharetta***

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

#### ***Atlanta Cobb/Galleria***

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

Virgil Mensah-Dartey  
Assistant Dean of Academic Excellence  
MS Cornell University  
PhD Cornell University

Neal Moses  
Group Director of Admissions  
MBA University of Phoenix

***Decatur***

Scarlett N. Howery  
Group President  
MBA Keller Graduate School of Management

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

***Gwinnett***

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

Elizabeth Cook  
Group Director of Student Central  
MBA Kaplan University

***Henry County***

Dawn Moore  
Center Dean  
MBA Shorter University

**North Carolina**

***Charlotte***

Regina Campbell  
Campus Dean  
PhD Regent University

***Raleigh***

Nicole Bethune-Walker  
Center Dean  
MBA Keller Graduate School of Management  
MS Nova Southeastern University  
EdD Nova Southeastern University

***Tennessee***

***Nashville***

Peter Powell  
Center Dean  
MA Western Kentucky University

## **Virginia**

### ***Arlington***

Tonitta McNeal  
Assistant Dean of Academic Excellence  
MS Liberty University  
PhD Colorado Technical University

### ***South Hampton Roads***

Sherry Mitchell  
Group Dean of Academic Excellence  
PhD Washington State University

## **WEST REGION**

### **Arizona, California, Nevada**

#### **Executive Administrators**

Ryan Sagers  
Group President  
MS University of Utah

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

David Wood  
Group Director of Admissions  
MBA Keller Graduate School of Management

Michael Chase  
Group Director of Student Central  
MBA Keller Graduate School of Management

Vicki L. May  
Group Director of Finance and Infrastructure  
MBA Keller Graduate School of Management

#### **Local Administrators**

### **Arizona**

#### ***Glendale***

Thomas Pettit  
Center Dean  
MBA University of Phoenix

***Mesa***

Natasha Bryant  
Assistant Dean of Academic Excellence  
PhD The Chicago School of Professional Psychology  
MPA State University of New York College

***Phoenix***

Natasha Bryant  
Assistant Dean of Academic Excellence  
PhD The Chicago School of Professional Psychology  
MPA State University of New York College

Michael Chase  
Group Director of Student Central  
MBA Keller Graduate School of Management

Vicki L. May  
Group Director of Finance and Infrastructure  
MBA Keller Graduate School of Management

**California**

***Anaheim***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***Bakersfield***

Mofidi Mokhtar  
Assistant Dean of Academic Excellence  
MS Pittsburgh State University  
PhD University of Arkansas

***Folsom***

Alan Yanda  
Center Dean  
MSEd DeVry University

***Fresno***

Julian Lozano  
Center Dean  
BS University of Phoenix

***Inland Empire-Colton***



Tracy West  
Center Dean  
MAM University of Redlands

***Long Beach***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***Newark***

Ewa Schmitz  
Group Dean of Academic Excellence  
MA Pedagogical University Zielona Gora  
DM University of Phoenix

***Oakland***

Mofidi Mokhtar  
Assistant Dean of Academic Excellence  
MS Pittsburgh State University  
PhD University of Arkansas

***Palmdale***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***Pomona***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***San Diego***

Dina Soliman  
Campus Dean  
MBA Keller Graduate School of Management

***San Jose***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

***Sherman Oaks***

Tennille Zeiler  
Group Dean of Academic Excellence  
MS California School of Professional Psychology  
PhD California School of Professional Psychology

## **Nevada**

### ***Henderson***

Wendell Myers  
Center Dean

## **ONLINE REGION**

### **Executive Administrators**

Michael J. Malee  
Group President  
MBA University of Notre Dame

Brandon Ohms  
Group Director of Admissions  
MBA Keller Graduate School of Management

Agnam Memeti  
Group Director of Student Central, Military and Resuming Students  
BA University of Illinois

Greg Mrofcza  
Manager of Finance and Infrastructure  
BA Robert Morris University

## Full-Time Professors

### ARIZONA

Joyce T. Barden  
Senior Professor  
MBA Keller Graduate School of Management

Rick J. Bird  
Senior Professor  
MPM Keller Graduate School of Management  
MS University of Illinois

Arlene B. Goodman  
Associate Professor  
MS Long Island University  
PhD Argosy University

Roger S. Gullede  
Professor  
MBA Keller Graduate School of Management

Rory Huschka  
Associate Professor  
MA Argosy University

John MacCatherine  
Professor  
MS Arizona State University  
MS Capella University  
PhD Capella University

Aaron Marmorstein  
Professor  
MS Arizona State University  
PhD Oregon Health & Science University

Peter Newman  
Professor  
MBA Pfeiffer University  
PhD Capella University

Veronica L. Schreiber  
Senior Professor  
MA University of Arizona

### CALIFORNIA

Mehdi Arjomandi  
Professor

MS California State University

Raef J. Assaf  
Assistant Professor  
MBA Wayne State University  
DBA Argosy University

Ahmed Azam  
Senior Professor  
MS California State University

Bashker Biswas  
Professor  
MBA University of Wisconsin  
PhD Golden Gate University

Carmen M. Bradford  
Associate Professor  
MBA University of Phoenix  
PhD Alliant International University

Andrea M. Dominguez  
Associate Professor  
MA University of Arizona  
PhD University of California

Thomas F. Donini  
Professor  
MEd Saint Xavier University

Nitin N. Dvivedi  
Professor  
MBA University of Phoenix  
MS City College of New York

Gary Foster  
Associate Professor  
MBA University of Utah

Joel H. Frazier Jr.  
Senior Professor  
MBA Keller Graduate School of Management  
MAFM Keller Graduate School of Management

William Garrison  
Associate Professor  
MBA University of La Verne  
MA California State University

Gary P. Giomi  
Professor

MISM Keller Graduate School of Management

Paula C. Herring  
Professor  
MBA University of Phoenix  
EdD Fielding Graduate University

Stanley Hong  
Professor  
MAS University of Southern California

Kenneth Jones  
Professor  
MS University of California  
PhD University of California

Lynn M. Joseph  
Professor  
MA Alliant International University  
PhD Alliant International University

Abdelaziz Kaina  
Assistant Professor  
MS New Mexico Institute of Mining and Technology  
MISM Keller Graduate School of Management

Alireza Kavianpour  
Senior Professor  
MS Oklahoma State University  
PhD University of Southern California

Victoria H. Kim  
Professor  
MA Monterey Institute of International Studies  
MS Brigham Young University

Paul K. Kohara  
Professor  
MBA San Francisco State University

Alex M. Leung  
Senior Professor  
MS University of Colorado

James Lewis  
Associate Professor  
MTM Keller Graduate School of Management

Michael G. Milford  
Professor  
MBA University of Puget Sound

Tyson E. Moore  
Professor  
MS Central Michigan University  
PhD TUI University

Mostafa Mortezaie  
Professor  
MA University of Southern California  
MS University of California  
PhD University of California

Kyle H. Muldrow  
Professor  
MS University of Illinois

Mohammad R. Muqri  
Professor  
MS University of Tennessee  
MD United States International University

John L. Murphy  
Senior Professor  
MA Claremont Graduate University  
PhD University of California

Carlos Perez  
Associate Professor  
MS Florida State University

Cindy T. Phan  
Senior Professor  
MBA West Coast University  
MAFM Keller Graduate School of Management  
PhD Alliant International University

James F. Powell  
Professor  
MA Pepperdine University  
MBA University Southern California

Paul E. Rader  
Senior Professor  
MS University of California  
PhD North Central University

Sharon L. Starcher  
Professor  
MA Fresno Pacific University  
DBA Walden University

William Sullivan  
Professor  
MTM Keller Graduate School of Management

Russell Walker  
Senior Professor  
MBA California State University  
MS California Institute of Technology  
PhD Northcentral University

Penn Wu  
Professor  
MBA Keller Graduate School of Management  
MISM Keller Graduate School of Management  
MNCM Keller Graduate School of Management  
MPM DeVry University  
PhD Nova Southeastern University

## **COLORADO**

Louis R. Freese  
Professor  
MA Teachers College Columbia University

Andrew Hauk  
Associate Professor  
MBA Colorado Technical University  
DM Colorado Technical University

Charles W. Trinkel  
Associate Professor  
MA University of Colorado

## **FLORIDA**

Mohamed E. Brihoum  
Senior Professor  
MS The Ohio State University  
PhD University of Toledo

Antonio Hernandez-Barrera  
Professor  
MS Hiroshima University  
PhD Hiroshima University

Edwin H. Hill  
Professor  
MS University of Miami

Nicolas Lebrede  
Professor

MA Ohio State University  
MAFM Keller Graduate School of Management  
MBA Webster University  
PhD University of Central Florida

John R. Lutzky  
Professor and Faculty Chair  
MS State University of New York  
EdD Nova Southeastern University

Wayne M. Morgan  
Associate Professor  
MS University of the West Indies  
DBA Nova Southeastern University

Simon Obeid  
Associate Professor and Faculty Chair  
MS University of North Carolina  
PhD University of North Carolina

Genevieve I. Sapijaszko  
Professor  
MISM Keller Graduate School of Management  
ME University of Calgary

Asma Sayed  
Associate Professor  
MS Islamia University  
MS Barry University  
MD St. Matthew's University

Brent C. Ward  
Senior Professor  
MBA University of Western Ontario  
MPM Keller Graduate School of Management  
MISM Keller Graduate School of Management

## **GEORGIA**

Lorenzo Bowman  
Senior Professor  
MS Georgia State University  
JD University of Georgia

Christine D. Halsey  
Professor  
MS Southern Polytechnic State University

Henry H. Jordan  
Senior Professor  
MEd Georgia State University



PhD Colorado State University

Claude R. Oakley  
Professor  
MA Syracuse University  
MS University of West Indies  
PhD Colorado State University

Glenn A. Palmer  
Professor  
MS Baruch College  
EdD University of Georgia

Jalal Raissi  
Senior Professor  
MS Southern Polytechnic State University  
MS Mercer University  
PhD Mercer University  
PhD Nova Southeastern University

Alpana V. Ramanathan  
Associate Professor  
MBA University of Mississippi

Jack A. Sibrizzi  
Professor  
MBA New York University

Ifeanyi I. Ugboaja  
Associate Professor  
MBA University of Phoenix  
DBA Argosy University

## **ILLINOIS**

Lacey Conley  
Associate Professor  
MA University College Cork  
PhD Loyola University

Yahya Jeff Daoud  
Associate Professor  
MS DePaul University

William S. Dillon  
Professor  
JD University of Illinois

Deborah A. Edwards  
Professor  
MA Governors State University

Kevin M. Greshock  
Senior Professor  
MPM Keller Graduate School of Management

Len Grinstead  
Associate Professor  
MBA Rockhurst University  
MS Univ of Wisconsin

Julie Hagemann  
Associate Professor  
MA University of Texas  
PhD Indiana University

Michael Henson  
Professor and Faculty Chair  
MS DePaul University

LaTonya D. Hughes  
Professor  
MA Webster University  
MBA Keller Graduate School of Management  
EdD Benedictine University

Saeed Jellouli  
Professor  
PhD Université Blaise Pascal

James Karagiannes  
Professor  
PhD Illinois Institute of Technology

Ahmed S. Khan  
Senior Professor  
MS Michigan Technological University  
PhD Colorado State University

Michael C. Komos  
Professor  
MBA DePaul University  
EdD Northern Illinois University

Nana Liu  
Senior Professor  
MS University of Illinois

Bert Lindstrom  
Professor  
MS Roosevelt University  
EdD Argosy University

Mohammad Al Sharoa  
Associate Professor  
MS Jordan University of Science and Technology  
PhD Illinois Institute of Technology

Michael Morrison  
Professor  
MBA Keller Graduate School of Management

Daniel H. Nichols  
Senior Professor  
PhD Temple University

Thomas M. Notermann  
Professor  
MBA Saint Xavier University  
PhD University of Wisconsin

Abdulmagid Omar  
Senior Professor  
MS Case Western Reserve University  
PhD University of Missouri

Nicholas G. Powers  
Senior Professor  
MBA Loyola University  
DBA Argosy University

Bonnie S. Rucks  
Senior Professor  
MBA Campbell University

Robert A. Salitore  
Professor  
MS Loyola University

Shawn A. Schumacher  
Senior Professor  
MA Governors State University  
PhD Colorado State University

Barbara J. Strauch  
Senior Professor  
MEd Purdue University

Michael D. Sugarman  
Professor  
MA Case Western Reserve University

**INDIANA**

James E. Gajda  
Associate Professor  
MBA University of Chicago  
MS DePaul University  
MS University of Chicago  
JD Illinois Institute of Technology

Janell N. Harvey  
Associate Professor  
MA Purdue University  
DBA Argosy University

## **MISSOURI**

Patrick B. Bauer  
Senior Professor and Faculty Chair  
MS University of Missouri

Robert E. Myers  
Professor  
MS University of Kansas

Lynn A. Risley  
Professor  
MNCM Keller Graduate School of Management  
MPM Keller Graduate School of Management

Lynn C. Schuchman  
Professor  
MA University of Missouri

## **NEW JERSEY**

Eric Addeo  
Senior Professor  
MS New Jersey Institute of Technology  
PhD Stevens Institute of Technology

Michael Faulkner  
Professor  
MBA New York Institute of Technology  
MS New York University  
PhD Union Institute & University

Deborah Helman  
Professor  
PhD University of Birmingham

Kim Lamana-Finn  
Senior Professor and Faculty Chair

MS Capella University  
MS Stevens Institute of Technology

Hassan A. Marzouk  
Senior Professor  
MS North Carolina State University  
PhD University of Kentucky

Amir Sadrian  
Professor and Faculty Chair  
MS University of Bridgeport  
MS University of Pittsburgh  
PhD University of Pittsburgh

Devinder Sood  
Senior Professor  
MS Punjabi University

Bhupinder S. Sran  
Senior Professor  
MS Louisiana State University  
PhD Stevens Institute of Technology

Chao-Ying Wang  
Senior Professor  
MS Southern Illinois University  
PhD Southern Illinois University

Michael Zalot  
Professor  
MBA Keller Graduate School of Management  
MA Montclair State University  
PhD New York University

Jingdi Zeng  
Associate Professor  
MS Hunan University  
PhD New Jersey Institute of Technology

## **NEW YORK**

Valeriy Arseniev  
Professor  
MS Moscow Institute of Mechanical Engineering  
PhD Moscow Institute of Mechanical Engineering

Nader Daee  
Professor  
MBA Wagner College

Jeevan F. D'Souza

Professor  
MS University of Texas  
PhD Nova Southeastern University

Gusteau Duclos  
Senior Professor  
MS Polytechnic University  
PhD Polytechnic University

Wendy A. Finlay  
Associate Professor  
MBA University of Phoenix  
PhD University of Phoenix

Michael J. Gooch  
Professor  
MA Indiana University of Pennsylvania  
PhD Indiana University of Pennsylvania

Jude Lamour  
Senior Professor  
MS New Jersey Institute of Technology  
PhD Walden University

Shahed Mustafa  
Associate Professor  
MS Idaho State University  
MS Stevens Institute of Technology

Bennet A. Nagel  
Professor  
MBA St. John's University

Marvin J. Schneider  
Associate Professor  
MBA City University of New York

Natalie M. Sommer  
Professor  
MS Union College

Adnan Turkey  
Senior Professor  
PhD University of Budapest

Manuel Eduardo Zevallos  
Professor  
MS City College of New York  
MBA Keller Graduate School of Management  
PhD City University of New York

## **NORTH CAROLINA**

Dudley Marcum  
Professor  
PhD University of Illinois

## **OHIO**

Carol E. Dietrich  
Senior Professor  
MA Ohio State University  
MS Ohio University  
MTS Trinity Lutheran Seminary  
PhD Ohio State University

Thomas Eveland  
Associate Professor  
MBA Keller Graduate School of Management  
PhD Ohio University

Kathrine Henson-Mack Tormos  
Associate Professor  
MS University of Alabama  
PhD University of Alabama

John M. Kavouras  
Associate Professor  
MA Cleveland State University

Laurence E. Lazofson  
Professor  
MAFM Keller Graduate School of Management  
MS Air Force Institute of Technology

Anup K. Majumder  
Senior Professor  
MSE Jadavpur University  
PhD Jadavpur University

Christopher D. Martin  
Professor  
MISM Keller Graduate School of Management

Richard A. Martin  
Professor  
MISM Keller Graduate School of Management

Elliot Masocha  
Associate Professor  
MA University of Zimbabwe  
MA Ohio University

MS Franklin University  
DBA Walden University

John F. McManamon  
Professor  
MEd Ohio State University

Joseph A. Phillips  
Professor  
MBA Franklin University

Cynthia A. Roberts  
Senior Professor  
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MISM Keller Graduate School of Management

Michael Stamos  
Senior Professor  
MA Ohio State University  
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## **OKLAHOMA**

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MPA Keller Graduate School of Management  
PhD Capella University

## **ONLINE**

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Associate Professor  
MS Boston University  
PhD Capella University

Michael S. Bird  
Professor  
MBA Nova Southeastern University  
PhD Capella University

Lisa L. Campbell  
Associate Professor  
MHA Governors State University  
PhD Capella University

Gina M. Cooper  
Professor  
MS Ohio State University  
PhD Wright State University



William L. Crumm  
Professor  
MA Webster University  
MS Auburn University  
PhD Capella University

Angela R. Gillette  
Professor  
MA University of Texas

John Golzy  
Professor  
MS Ohio University

Teresa M. Hayes  
Professor  
MA DePaul University

William D. Hayes  
Senior Professor  
MA Governors State University  
MS Illinois State University  
EdD Northern Illinois University

Andrea Henne  
Associate Professor  
MA University of California  
EdD University of California

Neisa Jenkins  
Professor  
MS College of St. Scholastica  
PhD Walden University

Ellen M. Jones  
Professor  
MA Webster University  
PhD St. Louis University

Debra Kean  
Professor  
MEd Valdosta State University

Michael W. Magro  
Professor  
MIT American InterContinental University  
PhD University of Southern California

Andrew McLeod  
Associate Professor  
MBA Saint Leo University

MS Central Michigan University  
EdD Nova Southeastern University

John A. Morello  
Senior Professor  
MA George Washington University  
PhD University of Illinois

Michael W. Mulas  
Senior Professor  
MS Central Michigan University  
PhD University of Colorado

Darlene G. Ringhand  
Professor  
MS Utah State University  
PhD Northcentral University

Jacqueline Saldana  
Assistant Professor  
MBA University of Phoenix  
PhD University of Phoenix

Ahmed H. Shaik  
Professor  
MBA Kakatiya University  
PhD Kakatiya University

Adrian Shapiro  
Professor  
MA University of Texas  
PhD Indiana University

Dasantila Sherifi  
Professor  
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Julia Woodward  
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MBA University of South Carolina  
PhD University of South Carolina

Sean T. Wright  
Professor  
MBA Babson College  
PhD Northcentral University

Gregory Zaleski  
Associate Professor  
MBA Pennsylvania State University

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Jonathan A. Agresta  
Professor  
MEd University of Massachusetts

John Callan  
Professor  
MEd Temple University

Jocelyn E. Russell  
Professor  
MA Westminster Theological Seminary  
MBA University of Pennsylvania

James Schneider  
Senior Professor  
MFA California State Polytechnic Institute

Navaratnam Suganthan  
Senior Professor  
MSEE Texas A&M University  
EdD Argosy University

## **TENNESSEE**

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Associate Professor  
MBA Regis University  
JD Indiana University

James P. Hess  
Associate Professor

MBA University of Tennessee  
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## TEXAS

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JD Capital University

Stacey A. Donald  
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MS University of Texas  
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Angela Garrett  
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Messaoud Laddada  
Senior Professor  
MS National Technical University KhPI  
PhD Oklahoma State University

Robert F. Meadows  
Senior Professor  
MBA University of Dallas

Shelley M. Novick  
Senior Professor  
MS University of Texas  
MS University of Nebraska

Peter N. Nwaogu  
Associate Professor  
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Michael H. Reitzel  
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PhD Capella University  
JD Cleveland State University

Robert J. Sarvis  
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PhD Texas A&M University

Clark Swafford  
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## **VIRGINIA**

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Ellen Jakovich  
Professor  
MAFM Keller Graduate School of Management  
MS George Washington University

Richard L. Smith  
Associate Professor  
MBA University of Oklahoma  
PhD Nova Southeastern University

## Admission Information

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### General Admission Requirements

To be admitted to DeVry University's Keller Graduate School of Management, applicants must hold a baccalaureate degree from a University-recognized post-secondary institution. Such institutions include:

- Institutions accredited by U.S. regional accrediting agencies
- Institutions accredited by selected national accrediting agencies
- International institutions recognized as equivalent to a U.S. regionally accredited institution

International applicants must hold a degree recognized as equivalent to a U.S. baccalaureate degree. Applicants who hold a University-recognized professional degree may also be eligible for admission.

All applicants must demonstrate quantitative and verbal skills proficiency (see [Prerequisite Skills Requirements](#)). No specific undergraduate concentration or preparatory coursework is required for admission; certain exceptions apply. Applicants should note that all instruction and services are provided in English.

Applicants who meet baccalaureate degree requirements and whose undergraduate cumulative grade point average (CGPA) is 2.50 or higher (on a 4.00 scale) are eligible for admission. Applicants who earned a grade of B or better in both college algebra and English composition need not complete the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE) or Keller-administered placement testing.

Applicants who meet baccalaureate degree requirements and whose undergraduate CGPA is below 2.50 must achieve acceptable scores on the GMAT, GRE or Keller-administered admission test to be eligible for admission. The Keller-administered test may be completed, by appointment, wherever the University's graduate programs are offered or through the University's Assessment Center. GMAT and GRE test scores are valid up to five years from the date of the exams.

Applicants must also complete a personal interview with an admissions advisor (admissions representative in Florida, Massachusetts, Minnesota and Nebraska, and online). Interview appointments can be scheduled during day or evening hours on weekdays, or on Saturday, by contacting the chief location administrator or an admissions advisor/representative. Prospective online students who are unable to meet in person must complete an interview with an admissions advisor/representative by calling 800.839.9009.

All admission decisions are based on evaluation of a candidate's academic credentials, applicable test scores and interview. DeVry reserves the right to deny admission to any applicant and to change entrance requirements without prior notice.

Students attending a New Jersey or New York location must present proof of immunization against certain diseases as required by state law. Applicants should contact the Student Services Office for further information.

### Additional Admission Requirements for Applicants to the Master of Science Degree Program in Accounting

To be admitted to the MSAC program, applicants must provide evidence of one of the following:

- A bachelor's degree or higher in accounting
- A bachelor's degree or higher with a specialization in accounting or finance
- Having passed all parts of the CPA exam
- A CPA license

### **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. Applicants must demonstrate that they possess skills and competencies required 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 do not demonstrate basic skills required for the chosen program or who fail to meet the University's standards of academic progress may not enroll as nonmatriculated students.

Enrollment with nonmatriculated status is limited to course attempts totaling nine semester-credit hours; further restrictions may be imposed if students are not making adequate progress. Nonmatriculated students seeking to pursue a program of study must submit a written request to the program administrator; meet all admission, financial and academic requirements for the intended program; and submit a matriculated student application before permission to pursue the program of study is granted.

Nonmatriculated students are not eligible for career services, 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 the Master of Science degree program in Accounting.

### **Prerequisite Skills Requirements**

All applicants must demonstrate quantitative and verbal skills proficiency. Proficiency can be demonstrated by submitting acceptable GMAT, GRE or Keller-administered-test scores, or through prior coursework performance. Applicants whose demonstrated proficiency indicates they are prepared to enroll directly into their program's standard coursework without any preceding prerequisite skills coursework are referred to as placing at the standard level.

Selected programs have additional program-related prerequisite skills requirements, which are noted in the program descriptions and in [Graduation Requirements by Program](#). Prerequisite skills courses must be completed in addition to standard program requirements and may affect program length and cost.

All prerequisite skills courses must be completed with grades of B (3.00) or better in order for students to continue in their programs. Prerequisite skills courses may not be applied to elective course requirements.

Students with prerequisite skills needs must begin their required prerequisite skills coursework in their first session of enrollment and must continue to enroll in at least one required prerequisite skills course each session of attendance until all skills requirements have been satisfied. Those who have not met these requirements may not be able to self-register for courses until all skills

requirements have been satisfied. Permission to enroll in many standard courses is dependent on successful completion of prerequisite skills coursework.

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

Prerequisite skills course grades are not included in grade point averages; however, their semester-credit hours are included in satisfactory academic progress calculations. See [Standards of Academic Progress](#).

Prerequisite skills courses are unlikely to transfer to other institutions.

### ***Quantitative Skills Proficiency***

Applicants whose demonstrated proficiency indicates their quantitative skills meet only minimum University standards must successfully complete Foundations of Managerial Mathematics (MATH500) with a grade of B (3.00) or better before they may enroll in most courses at the 500 level or above. However, students enrolled in MATH500 who do not require Foundations of Professional Communication (ENGL510) may also enroll in one of the following: HRM587, HRM591, HRM592, HRM594, MGMT501, MGMT520, MGMT591 or SEC571.

### ***Verbal Skills Proficiency***

Applicants whose demonstrated proficiency indicates their verbal skills meet only minimum University standards must successfully complete Foundations of Professional Communication (ENGL510) with a grade of B (3.00) or better before they may enroll in most courses at the 500 level or above. However, students enrolled in ENGL510 who do not require MATH500 may also enroll in one of the following: ACCT500, ACCT503, ECON545, GSCM588, MATH534, MIS525, MIS540, MIS589 or PROJ586.

### **Take Advantage of Keller's Streamlined Admission Process**

Keller's streamlined admission procedure keeps your educational aspirations moving forward. Just complete these steps and you'll be on your way. A person seeking admission must:

- **Complete the Application** – Complete and submit an application for admission. It's a simple process that doesn't require any preparation.
- **Submit Proof of Graduation** – Submit proof of graduation during the admission process. Acceptable documents include "Issued to Student" transcripts and copies of diplomas.
- **Interview With Keller** – Complete a personal interview with an admissions advisor/representative at a Keller location near your home or office. Students who wish to complete their first course online are encouraged to participate in an Internet-based orientation session.
- **Review Assessment Options** – You may not be required to complete any testing to be admitted. If your undergraduate grade point average was at least 2.50, based on a 4.00 scale, and you earned a grade of B or better in both college algebra and English composition, you can begin your program without testing. If testing is required, you can provide GMAT or GRE scores, or take the Keller-administered admission test, which can generally be completed at the time of the interview at no charge.
- **Provide Transcripts** – Submit unofficial academic transcripts from the college or university where the baccalaureate or advanced degree was earned prior to the admission decision. Documentation requirements and deadlines for students requiring an I-20 are found in [Additional Admission Requirements for International Applicants](#).



Applicants should send their materials to:

DeVry University  
Graduate Admissions Department  
1200 E. Diehl Rd.  
Naperville, IL 60563

Qualified applicants will be notified in writing of their acceptance within one week of completing all application procedures. They'll then be notified of any prerequisite skills coursework that may be required before they may enroll in most program courses. Required prerequisite skills coursework may affect program length and cost. A \$30 application fee is also required. See [Application Fee/Cancellation Policy](#) for further information.

### **Admission of Post-Baccalaureate-Degree Holders**

Applicants with post-baccalaureate degrees, or the international equivalents, from University-recognized institutions may be granted admission to pursue additional degrees or to complete additional coursework. Such applicants must complete an application, interview with an admissions advisor/representative and provide official documentation of their degrees; however, they are not required to submit GMAT or GRE scores, or to complete a Keller-administered admission test.

### **Communication Competency**

Successful professionals must have effective written and oral communication skills. Therefore, communication errors (e.g., improper grammar, improper sentence/paragraph structure, misspellings and incorrect punctuation) are unacceptable in coursework. Students who do not demonstrate communication competency may be required to successfully complete Foundations of Professional Communication (ENGL510).

Conducting applied research – defining problems, determining appropriate solutions, and using primary and secondary sources to acquire needed information – is an objective of all the University's master's curricula. Once research has been conducted, students may be required to communicate their findings in written reports and oral presentations. To assist them in doing so, the University has adopted *Writing the Research Paper: A Handbook*, 7th edition, by Anthony C. Winkler and Jo Ray McCuen-Metherell, as a resource for research processes and documentation. This textbook can be purchased through the online book ordering service.

### **Personal Computer Requirements**

All students must have available to them, outside the University's facilities, access to a personal computer with DVD, audio, Internet connectivity and Microsoft Office software. Students are encouraged to discuss hardware and software requirements with their admissions advisor/representative.

Information Systems Management, and Network & Communications Management program students may have higher requirements for certain courses. Students are responsible for checking hardware/software requirements before registering for technical courses.

Students enrolling in online courses are responsible for checking hardware/software requirements at [www.keller.edu/online-learning/system-requirements.html](http://www.keller.edu/online-learning/system-requirements.html).

While PCs are available for student use at most onsite locations, access is limited.

Students should also note that onsite information centers are designated quiet areas and are not intended to be used for group work.

### **Calculator Competency**

A number of courses require students to competently use a hand-held financial/statistical calculator. The Texas Instruments TI-83/84 calculator is recommended.

### **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 University.*

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 the University, 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 (see [Specially Recruited International Applicants](#)). Foreign diplomas and supporting foreign transcripts not written in English must be translated into English by a certified translator and may require review by one of the following approved educational credentials evaluation agencies at the applicant's expense\*:
  - A current member of the National Association of Credential Evaluation Services (NACES)
  - AACRAO International Education Services (formerly AACRAO's Foreign Educational Credential Service)
  - Educated Choices, LLC
  - Foreign Credentials Service of America
  - Institute of Foreign Credential Services
  - A current member of the Association of International Credentials Evaluators (AICE)
- Meet requirements outlined in [English-Language-Proficiency Admission Requirement](#), if applicable.
- Meet all other University admission requirements. International applicants must submit appropriate GMAT or GRE scores, if necessary; transcripts of prior college coursework; or acceptable documentation of prior mathematics and overall educational performance deemed appropriate for placement into the intended program. DeVry-administered online math and verbal placement tests are available to international applicants.

Applicants should check with their consulate or embassy for other pertinent requirements.

The University is also authorized to accept and enroll international applicants who wish to transfer to Keller 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 University will communicate with the current institution and process immigration forms required to complete the transfer.

*\* The University may require an applicant's foreign credentials to be evaluated by a specific agency. In the event an applicant has already submitted a credentials evaluation from another agency and Keller determines an additional evaluation is required, the University will pay for the additional evaluation.*

### **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](http://www.devry.edu/admissions/international/international-students-admissions.html).

### **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 an Incomplete 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.

### **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](#)).

All students enrolled in site-based programs will be required to take some coursework online and, for some programs and locations, a substantial portion of the program may be required to be completed online.

### **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. The English-language proficiency requirement is waived for applicants who meet one of the following criteria:

- English is identified as the official/native language of the country in which the applicants completed all of their secondary education, or post-secondary, advanced or professional degree, as designated in the CIA's *The World Factbook*, at [www.cia.gov/library/publications/the-world-factbook](http://www.cia.gov/library/publications/the-world-factbook).
- English is not the official/native language of the country in which the applicants completed their secondary or post-secondary education; however, English was the principal language of instruction at their institution\*.

Applicants whose native language is other than English may also demonstrate English-language proficiency by providing evidence of one of the following:

- Submission of a U.S. high school diploma (completed in English) or GED® certificate (completed in English).
- Submission of a high school diploma, or post-secondary degree or higher, earned at an institution at which the language of instruction was English\*.
- Submission of a post-secondary transcript verifying completion of 30 semester-credit hours of baccalaureate-level courses (excluding remedial and developmental courses) with at least a C (70 percent) average from an institution at which the language of instruction was English\*.

- Submission of an earned Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL or 79 on the Internet-based TOEFL\*\*.
- Submission of an overall band score of at least 6.0 on the International English Language Testing System (IELTS) exam.
- Submission of an overall score of at least 4.5 on the International Test of English Proficiency (iTEP) Academic-Plus exam\*\*.
- Submission of an overall score of at least 58 on the Pearson Test of English (PTE) Academic.
- Successful completion of an approved external Intensive English Program.
- Submission of documents demonstrating successful completion of a DeVry-recognized advanced-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.
  - Two or more baccalaureate-level English writing or composition courses.
- Documents verifying at least two years' service in the U.S. military.
- Having attained an acceptable score on a DeVry-administered English-language-proficiency exam†.

*	<i>Students who submit a transcript from a post-secondary institution (or higher) at which English was the primary language of instruction may submit a letter from the institution's registrar indicating the language of instruction at the institution was English.</i>
**	<i>Applicants not requiring an I-20 who do not meet the minimum score requirement may be admitted. If admitted, such applicants must attempt ENGL510 during their first session of enrollment and successfully complete the course by the end of their second session of enrollment.</i>
†	<i>International applicants requiring an I-20 may not take DeVry-administered ESL tests.</i>

### **Admission to Keller-Administered Study Abroad Program**

Keller'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 21 years old or older.
- Have a valid passport.
- Have completed at least nine semester-credit hours in residence at Keller.
- Have a minimum 3.00 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.

- Participate actively in classroom discussion.
- Observe all host country laws and abide by the University'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., INTL500), plus SA" (e.g., INTL500SA). 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 (see [Repeated Courses](#)). The highest grade earned is used in computing the CGPA.

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

### **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 expulsion 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.

## Academic Policies

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### Residency Requirement – All Students

The residency requirement defines the minimum number of credit hours students must successfully complete at Keller. Transfer credit and course waivers are not applicable to the residency requirement.

### Residency Requirement – Degree-Seeking Students

Residency Requirement by Degree Program		
Program	Total Program Credit Hours	Semester-Credit Hours that Must be Successfully Completed at Keller
Accounting	30	24
Accounting & Financial Management	39	24
Business Administration	39	24
Human Resource Management	39	24
Information Systems Management	45	27
Network & Communications Management	45	27
Project Management	39	24
Public Administration	39	24

State variations in residency requirements are included in the table below.

State	Residency Requirement	Applicability
California	80%	Master's Programs
Missouri	75%	Master's Programs
Texas	36 credit hours	MAFM program only

### Residency Requirement – Graduate-Certificate-Seeking Students

Students must successfully complete 50% of the graduate certificate's credit hours at Keller.

### Multiple Degree Programs

Students are required to declare a primary program. A student's first program of study is considered the primary program unless the student requests a program change. Students wishing to pursue additional degrees in any of the University's master's degree programs must inform their student support advisor or academic advisor, in writing, of their intent. They must also seek academic advising from their advisor regarding a course of study that supports each degree. While students may enroll in courses applicable to a second degree prior to completing the primary degree, they should focus on completing their primary degree.

Those opting to pursue multiple degrees must meet all course requirements for each degree as well as a minimum of 18 semester-credit hours beyond those required for the prior degree.

Students are awarded their degrees at the end of the session in which they satisfactorily met all graduation requirements.

Alumni who already hold a DeVry University graduate degree have the opportunity to pursue additional graduate-level coursework at an alumni tuition rate. See [Alumni Tuition Benefit](#).

### **Multiple Certificate Programs**

Students may pursue more than one graduate certificate. Students wishing to enroll in courses for an additional certificate should contact their student support advisor.

### **DeVry University Semesters and Sessions**

DeVry University's annual academic calendar is divided into three 16-week semesters. Two overlapping calendar cycles designate months corresponding to the University's summer, fall and spring semesters (see [Student-Centric Period](#)). At the time a student initially starts courses, he/she is assigned an SCP designator code of Cycle 1 or Cycle 2.

To provide maximum flexibility, courses are offered in two eight-week sessions within each semester. Because certain academic policies and measurements specify actions on a semester basis, and many procedures occur on a session basis, students should note how semesters and sessions relate to their planned coursework.

### **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/student-centric period. Enrollment status is determined as of the first scheduled class in the student's earliest session (first day of the earliest session for online students). Enrollment status is not affected by the date of application or interview. Students taking six or more credit hours in a semester are full-time students. Those taking four to five credit hours in a semester are three-quarter-time students. Those taking three credit hours in a semester are half-time students. Those taking fewer than three credit hours in a semester are considered enrolled less than half time. Students enrolled in courses that do not carry credit hours are also considered enrolled less than half time.

*Note: F-1 students are required by the Department of Homeland Security (DHS) to maintain a full course of study in their program. Any exception to this requirement must be approved and updated in the student's Student and Exchange Visitor Information System (SEVIS) record prior to a change in enrollment (see the Student Handbook for more information). Graduate F-1 students must maintain at least six credit hours per semester and must enroll in at least one onsite course each eight-week session to maintain a full course of study.*

### **Governing Rules**

Students are generally governed by graduation requirements in effect at the time of initial enrollment, provided their enrollment has been continuous. Students who change programs are governed by graduation requirements of the new program in effect at the time of the program change. Curriculum changes may occur, as DeVry reserves the right to change graduation requirements and to revise, add or delete courses. Consequently, curriculum changes may affect current and returning students. Program or policy changes that affect students who are already enrolled are announced at least 90 days prior to the effective date of the change.

Continuous enrollment requires no instance of more than six consecutive sessions out of school. For each interruption of continuous enrollment, students must apply for readmission and are governed by graduation requirements and academic rules and policies in effect at the time of readmission.

The University reserves the right to cancel a section of a course if enrollment is insufficient.

Students may transfer to another Keller location and retain credit for all coursework completed; however, program availability varies by location.

### **Attendance**

Class interaction is an integral part of graduate-level practitioner-based programs. DeVry University's graduate student attendance policy is operational in nature and consists of tracking attendance during the first two weeks of the session only, for the purpose of identifying an official enrollment count.

Students who never participate during the first two weeks of a course are dropped from that course for non-participation. Students dropped from *all* courses because of non-participation should note that they are also dropped from courses in which they are enrolled for future sessions.

Though attendance is not tracked after the first two weeks of the session, professors may choose to incorporate a participation element when calculating student grades. Grading criteria include requirements for class participation in academic events and the extent to which work missed due to non-participation can be made up.

Site-based classes require both classroom and online participation. Students who anticipate missing one or more onsite class meetings should contact their professor as soon as possible and should seek academic advising.

Students in an online course who anticipate missing more than a seven-consecutive-calendar-day period of class participation should contact the professor as soon as possible and should seek academic advising. Online class participation includes submitting class assignments, participating in threaded discussions, completing quizzes and exams, completing tutorials and participating in computer-assisted instruction.

During the session, students may withdraw from a course, or from all courses, by requesting a course withdrawal from their student support advisor or academic advisor, or from 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 are withdrawn from their course(s) if they cannot be reached or do not respond regarding their inquiry.

Students who do not formally withdraw from class and subsequently receive a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course.

Final grades of F and designators of U are evaluated at the end of the session for students who receive one of the following:

- All grades of F
- All designators of U
- All grades of F and designators of W
- All designators of U and designators of W
- All grades of F and designators of U
- All grades of F, designators of U and designators of W



DeVry presumes students who receive a passing grade, or who earned a grade of F or a designator of U, in one or more courses taken during the session completed the course(s) and thus earned the grade(s)/designator(s).

Students not receiving veterans education benefits who receive F grades or U designators because of lack of participation are administratively withdrawn from the course, and the midpoint of the session is assigned as the withdrawal date. Students receiving veterans education benefits should see [Additional Attendance Information for Students Receiving Veterans Education Benefits](#).

### **Nevada Attendance Policy**

Attendance is directly tied to academic performance; therefore, regular attendance is required. Attendance is recorded daily based on each academic event. 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 the University or from individual courses for attendance violations.

### **Additional Attendance Information for Students Receiving Veterans Education Benefits**

Students who do not formally withdraw from class and subsequently receive a grade of F or a designator of U due to lack of participation are administratively withdrawn, resulting in a W for each affected course. A student's last login date for the course is considered the effective withdrawal date recorded in VA-ONCE.

### **Classroom Visitors**

Students are encouraged to bring prospective students to onsite classes as guests; however, they must first receive approval to do so from the chief location administrator.

Students may not bring minors to class, nor may minors be left unattended on University premises. DeVry University is not liable for the safety of children left unattended while on University premises.

### **Missed Exams**

Students are expected to take quizzes and exams at regularly scheduled times. When this is not possible because of circumstances beyond their control, such as documented illness or work-related travel, students may arrange to take a make-up quiz or exam by contacting their professor.

Final exams must be taken during week eight of the session. For all other types of exams and quizzes, the professor and student agree upon an appropriate day and time to make-up the missed exam or quiz.

### **Retention and Review of Final Exams**

Final exams are not returned to students; however, they are retained one session for student review. Onsite students who wish to review their final exams should contact their chief location administrator. Online students may contact their academic advisor to make arrangements to view their final exams at a local DeVry University location. Students unable to visit in person should contact their academic advisor to make alternate arrangements.

### **Credit for Previous College Coursework, Transfers to Other Institutions, Course Waivers and Course Substitutions**

Degree requirements may be satisfied by up to 15 semester-credit hours of transfer credit in a particular degree program. Students pursuing a graduate certificate may apply transfer credit for up

to 50% of the certificate's credit hours. Students attending a California location may receive transfer credit for up to 20% of the degree program's credit hours.

Students seeking multiple degrees must satisfy the semester-credit-hour residency requirements outlined in [Multiple Degree Programs](#). Students seeking multiple certificates must satisfy residency requirements outlined in Multiple Certificate Programs.

All 600-level courses, including capstone courses, must be taken through DeVry University.

Students enrolled in the MSAC program are subject to a 24-semester-credit-hour residency requirement that includes a maximum of six semester-credit hours that may be transferred. Transfer credit cannot be applied to ACCT525.

### ***Credit for Previous College Coursework***

To receive transfer credit, the following criteria must be met:

- The course or courses taken were for graduate credit while the student was enrolled as a graduate student
- The course or courses taken are equivalent to a Keller course in content, level and credit hours
- The grade or grades earned were B or better
- The course or courses were completed within the five years preceding initial enrollment at the University

Courses taken on a pass/fail basis may not be transferred. Transfer credit reduces the number of courses students must take, and correspondingly reduces students' costs. This credit does not affect grade point average calculations. Students pursuing graduate certificates may transfer a maximum of 50% of the graduate certificate's credit hours to their certificate's total credit hour requirements. Transfer credit is not granted for CPA exam preparation courses.

Students who receive transfer credit for a course are not automatically granted associated credit for prerequisite courses.

Students must complete a Request for Transfer Credit form and submit it to the admissions advisor (admissions representative in Florida, Massachusetts, Minnesota, Nebraska and online), or student support advisor or academic advisor, with all required materials when applying to receive transfer credit.

Students should check with their admissions representative/student support advisor/academic advisor for more detailed information.

Articulation agreements facilitate ease of transferring credits among institutions. DeVry University maintains articulation agreements with many colleges and universities, as well as with entities such as the military.

### ***Credit for Professional Certifications and Training***

The University awards transfer credit, as appropriate, based on recommendations of the [American Council on Education](#) College Credit Recommendation Service, which evaluates workforce and military training programs to determine their comparability to college-level learning. To earn credit, students must earn the minimum ACE-recommended score or higher. 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.

More information on other agreements maintained by DeVry is available by contacting [ArticulationInfo@devry.edu](mailto:ArticulationInfo@devry.edu).

### **Transfer Credit – Veterans**

Students using veterans benefits are required to submit official transcripts of all previous education and training to DeVry University. DeVry University 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 students' permanent records. This record, required for either program admission or transfer-credit review, clearly indicates when appropriate transfer credit has been given. Credit for up to 15 semester-credit hours may be transferred into a DeVry University graduate program. Students attending a California location may receive transfer credit for up to 20% of the degree program's credit hours. Veterans 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 students' responsibility to be aware of prior credit eligible for transfer.

### **Transfers to Other Institutions**

Course credits are not guaranteed to transfer to other schools. Acceptance of credits is subject to the receiving institution's requirements.

### **Course Waivers**

Students may be eligible for course waivers based on their body of knowledge or as evaluated on a course-by-course basis. The award of waivers is limited to nine semester-credit hours for MBA, MAFM (Finance emphasis), MHRM, MPA and MPM program students, 12 semester-credit hours for MISM and MNCM program students and 18 semester-credit hours for MAFM students in the CPA emphasis (excluding Texas MAFM students) regardless of the number of degrees attempted or completed. Students pursuing graduate certificates may also be eligible for up to nine semester-credit hours of waivers depending on the certificate selected. Waivers are not applicable to capstone courses.

Students who receive waiver credit in their program of study do not need to take these courses or substitute courses.

Students in the MSAC degree program and the Project Management graduate certificate are not eligible for waivers.

*Note: Application of course waivers varies by state. Students enrolled in a degree program awarded by a New York location and residents of Oregon attending online are not eligible for course waivers based on undergraduate coursework; however, such students are eligible for course waivers based on graduate/professional degrees or CPA certifications. Students attending a California location may be awarded waivers for no more than 6 credit hours. Students attending a Missouri location may be awarded waivers for no more than 25% of the program's credit hours. Students with degrees from outside the U.S. must have their courses evaluated individually and do not qualify for waivers based on a body of knowledge.*

### **Course Waivers Based on Body of Knowledge**

Students with a University-recognized undergraduate degree in a business discipline may be eligible for three course waivers for the MBA, MAFM, MHRM, MPA and MPM programs. Students with a University-recognized undergraduate degree in a technology discipline may be eligible for four course waivers for the MISM and MNMCM programs. Those with a bachelor's degree in a non-applicable discipline should refer to *Course Waivers Based on Course-by-Course Evaluations*. Students pursuing a graduate certificate or those who have completed a graduate or professional degree may also be eligible for course waivers based on a body of knowledge

To qualify, students must have completed their qualifying degree within 10 years of their date of application to Keller and graduated with a cumulative grade point average of 3.00 or higher.

Students who hold CPA certification or who have passed applicable parts of the CPA exam may be granted waivers as appropriate for ACCT591, ACCT592, ACCT593 and ACCT594 in the MAFM program. These waivers may be granted in addition to waivers based on a body of knowledge from a University-recognized undergraduate degree in business. Therefore, MAFM students may be eligible for up to 18 semester-credit hours of waivers. Students enrolled in the MAFM program at a Texas location must complete 36 credit hours at Keller, which limits course waiver applicability.

### ***Course Waivers Based on Course-by-Course Evaluations***

Students with a University-recognized undergraduate degree in a discipline that does not apply directly to the graduate certificate or master's degree program selected may be eligible for waivers as evaluated on a course-by-course basis. To qualify, students must have completed an undergraduate degree, as well as completed the courses to be considered for a waiver, within 10 years of the date of application for the graduate program. In addition, students must have received a minimum grade of B (3.00) in each course presented for waiver consideration.

### ***Course Substitutions***

Students with extensive academic or professional experience may substitute a course by submitting a request to a student support advisor. Documentation showing expertise in the specific discipline is required and may include, but is not limited to, relevant academic transcripts, a detailed job description, or evidence of an appropriate license or certification. The number of course substitutions a student may receive is determined by the academic administrator who reviews the request.

Substitutions do not reduce the number of courses students must take; therefore, a substituted course is replaced with an additional elective. Electives may be selected from courses listed under [Course Descriptions](#), provided all prerequisites are met. No 600-level course may be substituted.

### ***Elective/Alternate Courses***

DeVry University offers a variety of graduate-level elective/alternate courses that supports each program's outcomes and graduation requirements. In consultation with faculty and program administrators, students may select these courses, as shown in this and other DeVry University catalogs, as replacements for recommended courses provided prerequisite requirements and credit hour minimums within each course area are satisfied. See [Degree Programs](#). Restrictions on financial aid for these courses may apply. See [Financial Aid Applicability to Elective/Alternate Courses](#).

### ***Internal Transfers***

*Note: Credit transferability may vary based on programmatic accreditation and/or state requirements.*

All students intending to transfer from one program and/or Keller location to another must:

- Apply for permission to transfer.
- Meet all admission requirements of the intended program and location.
- Meet all graduation requirements for the intended program and location in order to graduate.

### ***Program Transfers***

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 by Sunday of 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/Alternate Courses\*](#). Students should contact their student support advisor for more information.

Program transfers may result in students having to take additional coursework to fulfill graduation requirements of the new program. Students may concurrently pursue a maximum of two degree programs. Students are awarded their degrees at the end of the session in which they satisfactorily met all graduation requirements.

### ***Location Transfers***

Students seeking to transfer from one Keller location to another must file a request to do so with the transfer coordinator at the current site by Sunday 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 Keller 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 a Request for Home Location Change form 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 University system should be aware that hardware, software and other differences exist among courses and labs system-wide. Specific transfer requirements are available from transfer coordinators.

## Grades, Progress and Registration

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### Grading Philosophy

The University is committed to high academic standards that reflect real-world demands for excellence. Academic performance is evaluated using the full range of grades A through F. Grade distributions are not based on a predetermined curve.

Students receive the grades they earn without regard to tuition reimbursement or other grade point average requirements. Students' work is evaluated against a standard of performance required of successful professionals.

### Grades and Designators

Keller uses the grading system outlined below. Designators indicate academic action rather than grades and are not included when computing academic averages. Grades are available at the end of each session. Final grades are based on the percentage equivalent in the chart below and are not rounded to the next higher letter grade. Term, semester and cumulative grade point averages (GPAs) are calculated at the end of the session. Academic honors and academic progress evaluations – including academic standing – are calculated at the completion of each student's semester/student-centric period.

GPAs are calculated using grades from graduate-level courses taken at DeVry University only. Grades from transferred courses are not included in GPA calculations.

Grades and designators are assigned as follows:

Grading System		
Letter Grade	Percentage Equivalent	GPA Value
A	100% to 93.0%	4.00
A-	<93.0% to 90.0%	3.70
B+	<90.0% to 87.0%	3.30
B	<87.0% to 83.0%	3.00
B-	<83.0% to 80.0%	2.70
C+	<80.0% to 77.0%	2.30
C	<77.0% to 73.0%	2.00
C-	<73.0% to 70.0%	1.70
D+	<70.0% to 67.0%	1.30
D	<67.0% to 63.0%	1.00
D-	<63.0% to 60.0%	0.70
F	<60.0% to 0.0%	0.00

Academic designators, outlined in the chart below, are used when letter grades do not apply.

Academic Designators	
Designator	Description
AU	Audit
I	Incomplete
IP	In Progress
S	Satisfactory
U	Unsatisfactory
W	Withdrawal

Designators of S and U are not used in GPA calculations.

Grades on quizzes and assignments completed during the session are available from the professor and/or through the online course environment. Final grades for a course are accessed through the student portal. Grades are not posted on the University's premises, nor are they provided over the telephone, emailed or priority mailed to students.

### **Non-GPA Credit**

The following appear on students' transcripts but are omitted from GPA calculations:

- Prerequisite skills courses
- Courses graded on a Satisfactory/Unsatisfactory basis
- Zero-credit-hour courses
- Audited courses

If students are required to take such courses, credit is considered when determining students' academic level and progress.

### **Grade Appeals**

Students who want to appeal their grade from a specific course must contact their professor by Sunday of week four 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 request to the appropriate academic administrator/student support advisor/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.

### **Failures**

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 GPAs](#)). Additionally, the F is excluded from the term and semester GPAs for the session and semester in which the F was received.

### **Audits**

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. All class members, including those auditing a course, must adhere to the same requirements. However, students auditing a course are not required to take exams or to complete projects.

If, in professors' opinions, audit students do not fulfill the above obligations, audit status may be revoked, and students will be removed from class.

The audit designator (AU) appears on transcripts, signifies neither credit nor grade, and becomes part of students' permanent academic records.

**Incompletes**

Incompletes, designators of I, are granted in exceptional situations only, such as when illness or work-related travel is documented and when substantial course requirements have already been completed. Students must submit a Request for Course Incomplete form and obtain approval from the professor and the appropriate academic administrator prior to the grade roster deadline in order for an incomplete to be granted.

Designators of I are counted in attempted hours but are not counted in any GPA computations. If remaining coursework has not been completed by the end of week four of the next session, I designators automatically become grades of F or designators of U, unless written approval granting an extension has been obtained from the chief location administrator/academic advisor. When an 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 then recalculated for that session, resulting in different term, semester and cumulative GPAs.

An 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.

**Missing Grades**

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

**Withdrawals**

A student may formally withdraw from a course prior to the withdrawal deadline, which is Friday of week seven at 11:59 pm MT. Withdrawal is not allowed after this time.

All withdrawal requests must be communicated to a student support advisor, an academic advisor or an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. Simply ceasing to participate in classes does not constitute a valid withdrawal request.

The designator of W appears on the transcript of a student who formally withdraws from an individual course as well as on the transcript of a student who withdraws from all courses.

During a session, a student may withdraw from a course, or from all courses, by requesting a course withdrawal from a student support advisor, an academic advisor or an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. A student who inquires about a withdrawal will be contacted to confirm the intention to withdraw. A student will be withdrawn from course(s) if he or she cannot be reached or does not respond regarding the inquiry.

A student who does not formally withdraw from class and subsequently receives a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course.

Final grades of F and designators of U are evaluated at the end of the session for a student who receives one of the following:

- All grades of F



- All designators of U
- All grades of F and designators of W
- All designators of U and designators of W
- All grades of F and designators of U
- All grades of F, designators of U and designators of W

DeVry presumes a student who receives a passing grade, or who earned a grade of F or a designator of U, in one or more courses taken during the session completed the course(s) and thus earned the grade(s)/designator(s).

A student who receives an F grade or a U designator because of lack of participation is administratively withdrawn from the course, and the midpoint of the session is assigned as the withdrawal date.

See [Withdrawals – Financial](#) for financial policies regarding withdrawals.

### ***Military Withdrawal***

Active Duty, Reserve and National Guard students deployed or participating in required training for more than 14 consecutive days are granted special consideration.

The student or designated officer in the student's chain of command must notify the student's student academic support advisor/academic advisor or registrar of a deployment situation that would require special consideration. For additional information, contact a student support/academic advisor. A brief overview of the Adtalem Global Education Deployment policy is available at [www.devry.edu/d/military-deployment-policy.pdf](http://www.devry.edu/d/military-deployment-policy.pdf).

### **Grade Point System and GPAs**

GPAs are computed by dividing total grade points by total credit hours for which letter grades A through 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 (TGPA) 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 University graduate student. The CGPA, the GPA upon which degree conferral is based, becomes fixed at graduation.

All GPAs exclude grades earned in prerequisite skills courses. Changes – such as 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 University graduate-level 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 University graduate-level 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 University graduate-level 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 University is excluded from GPA calculations.

### **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.

### **Repeated Courses**

A course can be repeated two times only. Thus, a given course can be taken at most three times (i.e., the first attempt of the course and two repeats of the same course). A student may repeat a course once without permission. The third attempt must be approved by the appropriate academic administrator; subsequent attempts are not permitted (see [Standards of Academic Progress](#)).

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.

Instead of repeating an elective course, students may substitute another elective course they've successfully completed that has not yet been applied toward meeting a requirement in their academic program. The grade for the substituted elective course is used for computing the GPAs. All grades from all courses taken are listed on transcripts.

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

### **Academic and Professional Conduct**

Students have a responsibility to maintain both the academic and professional integrity of the University, and to meet the highest standards of academic and professional conduct. Students are expected to do their own work on exams, class preparation and assignments, and to conduct themselves professionally when interacting with fellow students, faculty and staff. Students must also make equitable contributions to both the quality and quantity of work performed on group projects.

Academic and/or professional misconduct is subject to disciplinary action, including being placed on financial aid probation (academic probation), failing a graded course component, failing a course or being suspended or permanently expelled. Student academic misconduct includes, but is not limited to:

- Exams/quizzes – using unauthorized notes, looking at classmates' test papers or providing others with answers during exams/quizzes (including online exams/quizzes)

- Course assignments/projects – collaborating with others on assignments intended to be completed independently or submitting another student’s work as one’s own
- Research reports – plagiarizing (using others’ ideas, words, expressions or findings without acknowledging the source)
- Online coursework – submitting work or threaded discussions under false pretenses or not in conformance with professor or DeVry authorship policies

Professional misconduct includes, but is not limited to, displaying disruptive behavior; using offensive language during class participation or in electronic communication to faculty, staff and/or other students; bribing or threatening faculty, staff and/or other students; falsifying student records; attempting to improperly influence professors or University officials; and willfully or recklessly transferring computer viruses.

### **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.

### **Standards of Academic Progress**

Students must demonstrate satisfactory academic progress toward completing their academic programs by meeting the University’s established standards of academic progress in each of five specific measurable areas:

- Grade point averages
- Successful completion of required prerequisite skills coursework
- Course repeats
- Maximum coursework allowed
- Pace of progress toward graduation, including withdrawal from all courses

The grade point average and pace calculations used to determine academic standing are based on all graduate-level courses the student completes. 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 advisor 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 2.50–3.00 or higher. A student is required to maintain certain established CGPA increments (i.e., 2.50–3.00) based on the number of credit hours attempted; details are available from a student support advisor or academic advisor. In certain circumstances, a student is also required to meet certain semester GPA (SGPA)

increments. If at the end of the semester the CGPA is below the required increment, the student is placed on financial aid warning (academic warning) for one semester. All references to CGPA requirements refer to this progressive scale. To graduate, a student must earn a 3.00 CGPA.

### ***Successful Completion of Required Prerequisite Skills Coursework***

To remain in good academic standing, a student must successfully complete all required prerequisite skills coursework attempted. A student who attempts a prerequisite skills course and does not pass the course is placed on financial aid warning (academic warning). A student who attempts the same prerequisite skills course twice in one semester and does not pass the course is dismissed. Required prerequisite skills coursework may affect program length and cost.

**Course Repeats:** To remain in good academic standing, a student must successfully complete all courses by the second attempt. A student who attempts a course a second time and at the end of the semester does not pass the course is placed on financial aid warning (academic warning). A student who attempts a course a third time and at the end of the semester 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. In addition, at least one course must be completed during the semester. 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. 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 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 the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
- The student passed all prerequisite skills courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- 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, b) remains on financial aid probation (academic probation) for one additional semester according to the predetermined academic plan or 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 the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
- The student passed all prerequisite skills courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- 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 the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course; or the CGPA was less than the required increment (i.e., 2.50–3.00) and the SGPA was at least 3.00.
- The student passed all courses attempted.
- The student did not exceed the maximum coursework allowance; or the student exceeded the maximum coursework allowance, and the semester pace was at least 67 percent.
- 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 the required increment (i.e., 2.50–3.00) or the student had

- never completed a GPA course.
- The student passed all prerequisite skills courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- 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 dismissal by submitting an Academic Dismissal Appeal form to the appropriate academic administrator prior to the established deadline. A student who is dismissed for failure to pass the third attempt of a course may not appeal to request a fourth or subsequent course attempt. Students should contact a student support advisor for more information. 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 by the appropriate academic administrator. A student continuing in a course or courses 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 or extraordinary 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) or financial aid probation (academic probation) 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 enroll in 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 University graduate-level coursework.

### **Additional 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 and have their enrollment certifications terminated for unsatisfactory progress. Students who are dismissed for failing to meet standards of academic progress may appeal. Students may not continue their studies unless the appeal is approved.

Those with approved appeals are placed on financial aid probation (academic probation) and must follow a predetermined academic plan, see [Requirements for Students Starting the Semester on Financial Aid Warning \(Academic Warning\) or Financial Aid Probation \(Academic Probation\)](#). Students who do not successfully appeal their dismissals are dismissed and have their enrollment certifications terminated for unsatisfactory progress. The VA is notified of such dismissals.

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.

### **Time Limitations**

Students are allowed up to five years from the date of initial enrollment to complete their degree requirements. Under certain circumstances, the time limit may be extended upon petition to the chief location administrator/academic advisor.

Students resuming their studies after an extended interruption are strongly encouraged to obtain academic advising.

### **Readmission**

Students who were not enrolled within the previous six DeVry University sessions (see [DeVry University Semesters and Sessions](#)) must apply for readmission. If these students' five-year time limitations have expired, or if they were academically dismissed, they must follow procedures

appropriate to those conditions in addition to following standard readmission procedures. A person seeking readmission must:

- Complete and submit an application for admission. The application fee is waived for these individuals.
- Complete an interview with an admissions advisor/representative.
- Meet all admission requirements in effect at the time of readmission.

### **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 financial obligations.

### **Registration**

Registration is the process of enrolling in and paying for a course. Onsite students may register in person prior to the first class meeting of each session; however, they are strongly encouraged to register earlier in person, online at <http://my.keller.edu>, by mail or via email. Online students may register online or may contact their academic advisor to complete the registration process.

Students must submit official academic transcripts of their baccalaureate or advanced degree 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 should note that registration for online capstone courses closes Friday of week seven of the prior session. In addition, registration for online exam preparation courses (ACCT591–ACCT594) closes two weeks prior to the course start date.

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 Sunday of the first week of the session (see [Withdrawals](#)).

### **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.keller.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 advisor or academic advisor.

### **Enrollment in Capstone Courses**

Each Keller master's degree program culminates in a capstone course in which students draw on knowledge and experience gained in their program. To benefit fully from the capstone course, students must successfully complete all core courses prior to taking the capstone. Therefore, students generally enroll in their capstone course in their final session.



### **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.

### **Course Schedules**

Six weeks before each session begins, schedules of course offerings are posted at <http://my.keller.edu>. Also provided are annual schedules indicating proposed course offerings at each location and in the nearby geographic area for the upcoming sessions. Courses not appearing on an annual schedule may be offered at students' request provided demand is sufficient and a qualified professor is available. In some cases, students may be required to take courses online. Students are strongly encouraged to register for two sessions at a time.

Students should note that to accurately reflect current course material, course titles change periodically, though course code numbers (e.g., MGMT530) remain the same. Although a course with a given code number may be retaken, credit for a course with that code number can be granted only once.

Students are encouraged to seek academic advising regarding their program, courses or schedules.

### **Course Loads**

Students in good standing may register for as many as six semester-credit hours per session. 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.

### **Class Hours**

Students with onsite class schedules attend class one weekday evening or on Saturday. Evening classes meet 6 pm to 9:30 pm or 6:30 pm to 10 pm. Saturday classes meet either 8:30 am to noon, 9 am to 12:30 pm, or 1 pm to 4:30 pm. In addition, students are required to participate in professor-guided online activities. Course syllabi for students attending onsite show both onsite and online time commitments.

Online courses are accessible 24 hours a day, seven days a week, during the eight-week session.

### **Course Cancellation**

Every effort is made to deliver all courses included on the published course schedule. However, occasionally a course is cancelled because of insufficient enrollment or other unforeseen circumstances.

### **Pursuit of Specializations**

Students must declare all specializations (concentrations and emphases) they intend to pursue. 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 by Sunday of the first week of the session are effective that session. Specialization changes/additions are not applicable to sessions already completed. Successful completion of specializations is noted on transcripts of students who declare such. Specializations are not shown on diplomas. 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.

A course required for one concentration/emphasis may be applied to course requirements for multiple concentrations/emphases provided the course is required for each subsequent concentration/emphasis. The maximum number of times students may apply credits earned in a course to multiple concentrations/emphases is based on the program of enrollment and the corresponding specialization limit shown below.

<b>Corresponding Program and Specialization Limits</b>	
<b>Program(s)</b>	<b>Specialization Limit(s)</b>
Accounting & Financial Management	1
Business Administration	3
Information Systems Management	2
Network & Communications Management	2
Public Administration	2

### **General Graduation Requirements**

In addition to fulfilling the residency and course requirements for their specific programs, all students must:

- Achieve a cumulative grade point average of 3.00 or higher.
- Successfully complete all required prerequisite skills courses with grades of B (3.00) or better. Required prerequisite skills coursework may affect program length and cost.
- Ensure that the registrar receives an official transcript validating completion of a baccalaureate degree from a University-recognized post-secondary institution.

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

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; resolving Incompletes and other outstanding grade issues; and confirming that approved graduate course substitutions have been applied. Students who fail to meet the graduation requirements deadline are awarded their degrees in the session in which any outstanding requirements are met.

Graduation with distinction is awarded to students completing their degree programs with cumulative GPAs of 3.70 or higher.

### **Graduation Requirements – Students Pursuing Multiple Degree Programs**

Students opting to pursue multiple degrees must meet all course requirements for each degree as well as the semester-credit-hour residency requirement outlined in [Multiple Degree Programs](#).

### **University Suspension or Expulsion**

Code of conduct violations can result in university suspension and expulsion.

Students suspended for a defined period of time are eligible to graduate once their suspension has been lifted and all graduation requirements have been fulfilled. Those expelled from the University are not eligible to graduate.

### **Graduation Notification**

Students who have begun their final session of coursework for program completion must submit a Graduation Notification form to their student support advisor or academic advisor to request that a diploma be ordered. Diplomas are mailed after all graduation requirements have been met. Students should note that the degree awarded is indicated on diplomas and transcripts; however, concentrations and emphases are indicated on transcripts only.

### **Commencement Ceremonies**

Graduation ceremonies are generally held at the end of the spring and fall semesters. Dates vary by location. Students may participate in a ceremony prior to satisfying all graduation requirements as long as they have no more than two sessions remaining in their graduate degree.

Separate graduation ceremonies are not held for online students; however, such students may attend a University commencement ceremony held anywhere in the country.

More information about commencement ceremonies is available from a student support advisor/academic advisor.

*Note: To officially graduate from the University, students must satisfy all academic requirements for their specific program. Participation in a commencement ceremony is not a guarantee or indication of program completion.*

## Regulatory Policies

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### **Privacy Act**

DeVry University 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 our procedures for complying with the Act's provisions. Copies of the policy are available in 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](mailto: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 management of reports of sex and gender based discrimination including, but not limited to, sexual misconduct affecting the campus community. Questions regarding the application of Title IX and compliance should be directed to the Title IX coordinator. The Director of Equity and Access may also be contacted as secondary resource, if needed. 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.

#### ***Title IX Coordinator***

Camille Lee  
Title IX Coordinator  
Adtalem Global Education, 3005 Highland Pkwy.  
Downers Grove, IL 60515  
**Phone:** 630.353.7075  
**Email:** TitleIXCoordinator@adtalem.com

#### ***Director, Equity and Access***

TiShaunda McPherson  
Adtalem Global Education, 3005 Highland Pkwy.  
Downers Grove, IL 60515  
**Phone:** 630.829.0265  
**Email:** TiShaunda.McPherson@adtalem.com

Individuals experiencing misconduct in violation of Title IX may also notify the U.S. Department of Education:

Office of Civil Rights (OCR) – Headquarters  
400 Maryland Avenue, SW, Washington, D.C. 20202

**Customer Service:** 800.421.3481

**TDD:** 877.521.2172

**Email:** [OCR@ed.gov](mailto:OCR@ed.gov)

**Web:** [www.ed.gov/ocr](http://www.ed.gov/ocr)

**Regional Offices:** [www2.ed.gov/about/offices/list/ocr/addresses.html](http://www2.ed.gov/about/offices/list/ocr/addresses.html)

### **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 University 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 University disciplinary action.

### **Intellectual Property Rights**

In accordance with the law of copyright, faculty-assigned student writings, including answer material for tests, projects, research papers and business plans prepared in connection with any course, are the property of DeVry University and may be used by the University for educational purposes.

### **Student Conduct**

Mature behavior and conduct consistent with the highest professional standards are expected of every student while on University property or engaging in University-related online activities. DeVry University reserves the right to suspend or permanently expel students who engage in unsatisfactory conduct such as dishonesty; failure to adhere to rules and regulations, including those stated in the Code of Conduct, and failure to exhibit proper online etiquette; destruction or theft of property; participation in activity that impinges on the rights of others; or possession or consumption of alcoholic beverages or illegal drugs at any time on University premises. See the student handbook for more details.

*Note: A notation is applied to the transcripts of online students who reside in New York, and to students enrolled at New York locations, who are found responsible for certain code of conduct violations or who withdraw during certain code of conduct violation proceedings.*

### **Plagiarism Prevention**

As part of our commitment to academic integrity, DeVry University subscribes to an online plagiarism prevention system. Student work may be submitted to this system, which protects student privacy by assigning code numbers, not names, to all student work stored in its databases.

### **Tardiness and Missed Class Time – Site-Based Students**

Students enrolled in blended and onsite courses (see [Course Delivery Formats](#)) are expected to be present at the beginning of, and throughout, each class meeting.

Excessive tardiness and/or early class departure may affect students' ability to master course material, and professors may consider time in class when computing students' grades.

This policy does not apply to students enrolled in online courses.

### **Rescinding Award Conferrals**

DeVry University reserves the right to sanction a student or graduate with permanent expulsion 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.

Students or alumni who submit fraudulent documents or misuse DeVry University academic documents are afforded rights to a hearing under the Code of Conduct. The 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 excellence specialist at the location they attend. Students attending online should file their complaints with the student central manager.

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 student attends. See the student handbook for more details.

In compliance with state regulations for Arizona, Georgia, Illinois, Kansas, New Mexico, Tennessee, and Virginia students with complaints not resolved by the above procedure may file complaints using the following information:

Arizona State Board for Private Postsecondary Education, 1400 W. Washington St., Phoenix, AZ 85007, 602.542.5709, [www.azppse.gov](http://www.azppse.gov).

Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Ste. 220, Tucker, GA 30084, 770.414.3300, [www.gnpec.org](http://www.gnpec.org).

Illinois Board of Higher Education through the online complaint system <http://complaints.ibhe.org/> or by mail to 1 N. Old State Capitol Plaza, Ste. 333, Springfield, IL 62701-1377.

Kansas Board of Regents 1000 SW Jackson St., Ste. 520, Topeka, KS 66612, [www.kansasregents.org/academic\\_affairs/private\\_out\\_of\\_state/complaint\\_process](http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process).

New Mexico Higher Education Department, Private Postsecondary Schools Division, 2044 Galisteo St., Ste. 4, Santa Fe, NM 87505, 505.476.8400, [www.hed.state.nm.us/institutions/complaints.aspx](http://www.hed.state.nm.us/institutions/complaints.aspx).

Any person claiming damage or loss as a result of any act or practice by this institution that may be a violation of the Title 49, Chapter 7, Part 20 or Rule Chapter 1540-01-02 may file a complaint with

the [Tennessee Higher Education Commission](#), Division of Postsecondary State Authorization, Parkway Towers, Ste. 1900, Nashville 37243, 615.741.5293.

In Virginia, students who do not feel they received a satisfactory resolution to their complaint may contact the State Council of Higher Education for Virginia (SCHEV, Attn: Private and Out-of-State Postsecondary Education, 101 N. 14th St., James Monroe Bldg., Richmond, VA 23219) as a last resort in the complaint process. Students will not be subject to adverse action as a result of initiating a complaint with SCHEV.

Students not satisfied with the final disposition of the complaint process may contact the state licensing authority, the University's accreditor or the state attorney general. A complete list of contact information for state licensing authorities and state attorney general offices is located at [www.keller.edu/studentconsumerinfo.html](http://www.keller.edu/studentconsumerinfo.html).

### **Campus Crime and Security Act**

DeVry University 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. A copy of the crime and security report can be obtained from the U.S. Department of Education's Campus Safety and Security Data Analysis website at <http://ope.ed.gov/security>.

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 University.

### **Safety Information**

The security of all members of the University community is a priority. Each year, DeVry publishes a report outlining security and safety information, as well as crime statistics for the University 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 University's policy on alcohol and other drugs, and informs students where to obtain a copy of the policy. This report is available from the chief location administrator or by calling 800.733.3879.

For students attending locations in New York, the Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

### **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.

## Student Services

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### Student Satisfaction

In addition to offering high-quality educational programs, the University is committed to providing the finest administrative service to working adult students. This commitment extends to all aspects of the educational experience and is based on a philosophy of total student satisfaction.

While each location operates independently, it's part of a nationwide system supported by a core of academic and operations specialists. Together these professionals provide curricula relevant to today's business world and student services that make the educational process flow smoothly.

Although onsite students generally complete courses at one or two locations, they can benefit from the University's multiple sites across the United States – should relocating be necessary – as well as take advantage of online course offerings. And as the business world becomes more complex, students have the unique opportunity to continue their education without interruption and be assured of receiving consistent, high-quality education from an academic system recognized nationwide.

In addition to offering these more general services, we work diligently to:

- Enable onsite students to register in the few minutes before the first class meeting or in advance, either in person, by mail or online.
- Enable online students to register beginning week three of the prior session.
- Staff each location well into the evening so all administrative procedures can be accomplished on the night of class or by telephone.
- Include supplementary readings with text materials so students can select the most convenient time and place for study.

### Academic Advising

Academic advising is designed to support students' efforts to successfully complete their programs and to help them avoid the need to repeat coursework. Students who have questions about program requirements or administrative rules, or whose GPAs or other academic results indicate standards of academic progress requirements may not be met, are strongly encouraged to seek academic advising as soon as possible.

Students who applied for admission to a location or who have formally transferred to a location should seek academic advising from the chief location administrator/academic advisor at their declared location. Students who applied for admission as online students or who have formally transferred to DeVry Online should consult the academic advisor assigned to them through DeVry Online. Students are encouraged to consult first with faculty if they are having problems with coursework and then, if necessary, with the chief location administrator/academic advisor.

### Library

The library of DeVry University and its Keller Graduate School of Management supports the educational goals and instructional needs of our students. Our librarians are focused on developing quality digital collections that align with programs, providing reference services and informative resources in support of student learning.

Students can access library materials digitally via their personal devices, 24/7, from the library website at <http://library.devry.edu/>. Resources include periodical and research databases, as well



as e-books, a vast collection of full-text journal articles and information from academic and trade publications. Students also have the option of visiting one of our on-site Learning Commons, located at 24 campuses. The Learning Commons is an open space where students can collaborate, study or visit the library website via a workstation.

Our professional librarians can help students with their research skills and provide instruction in information literacy. The librarians can assist students onsite, via telephone or email; and are available via live chat seven days a week via Ask a Librarian.

### **Career Services**

Students and alumni are entitled to career services to help them enter business or industry. The Career Services department, through self-directed career-planning appointments, helps students and graduates acquire professional development skills that will serve them throughout their careers. Areas addressed include assessing career goals; developing résumés; increasing marketability; building networking and interviewing techniques; and improving salary negotiation skills. Additional assistance is provided through local and national job postings, which identify currently available career opportunities. While employment cannot be guaranteed, Career Services will continue to work with students after graduation.

### **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 in accordance with DeVry's academic document retention schedule after the student is no longer enrolled. Students may review the content of their files by notifying the registrar in writing.

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**

Students and alumni are charged a fee for each electronic transcript and each paper transcript (see [Expenses](#)). Students must submit requests for official transcripts via the student portal. Students are provided an electronic, final transcript at no charge upon graduation.

### **Document Requests**

To obtain student records such as billing statements, diplomas, enrollment agreements, registration documents and transcripts, students should contact their student support advisor at 877.496.9050. Requests may also be submitted by one of the following methods:

Email: [documentrequest@devry.edu](mailto:documentrequest@devry.edu)  
Fax: 630.689.4003 (Attn: Document Request)  
Mail: DeVry University  
Attn: Document Request  
1200 E. Diehl Rd.  
Naperville, IL 60563

### **Hours of Operation**

In general, administrative office hours at Keller locations are Monday through Thursday 8 am to 8 pm, Friday 8 am to 5 pm and Saturday 9 am to 1 pm, or Monday through Thursday 9 am to 8 pm,

Friday 9 am to 4:30 pm and Saturday 9 am to 1 pm. Hours vary by location. More specific information on administrative hours is available from each location.

### **Academic Instruction and Faculty Office Hours**

Each session, instruction ends at 11:59 pm MT on Saturday of week eight. 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.

### **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](mailto:info@myaspireonline.com).

More information is available at [www.myaspireonline.com](http://www.myaspireonline.com).

### **Student Housing**

The ASPIRE student assistance program can help students with their housing needs. Students who need assistance locating housing or who have problems related to living arrangements should contact an ASPIRE specialist by calling 888.470.1531, texting 858.224.2094, emailing [info@myASPIREonline.com](mailto:info@myASPIREonline.com) or visiting [myaspireonline.com](http://myaspireonline.com).

## Financial Information

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### Student Costs, Payment Options and Financial Assistance

#### Tuition

A \$30 application must accompany the application. Tuition is noted in the [tuition charts](#).

Tuition rates shown are applicable to students enrolling during the University's July 2017 through May 2018 sessions.

Students must complete registration and make payment arrangements no later than the end of week one of the session. Tuition and appropriate fees must be submitted by the beginning of the session in which they intend to complete the course. Textbooks must be purchased from the online bookstore. Credit cards are accepted.

Students are responsible for all tuition and fees regardless of loan arrangements, company billing arrangements or tuition reimbursement programs.

#### Tuition Deposit for F-1 Applicants

A refundable tuition deposit equivalent to the cost for six semester-credit hours charged at the current standard tuition rate is required from initial F-1 applicants entering their first semester. The deposit is due after the applicant's F-1 visa has been approved by the U.S. consulate or embassy abroad and prior to the applicant's entry into the United States. The tuition deposit is applied to tuition charged for the student's first semester and refunded if the applicant subsequently cancels enrollment.

**DeVry University's Keller Graduate School of Management  
Tuition, Fees and Expenses: Master's Degree Programs,  
Effective July 2017 Session through May 2018 Session**

Tuition rates shown are applicable to students enrolling in sessions beginning in July 2017 through May 2018. Information below reflects standard tuition rates. Information on tuition rates for military students as well as for alumni is contained in DeVry University's Keller Graduate School of Management academic catalog.

Master's Degree Program <sup>1</sup>	Total Required Credit Hours	Number of Standard Three-Semester-Credit-Hour Courses	Tuition per Standard Three-Semester-Credit-Hour Course	Number of Required Exam Prep Credit Hours	Number of Required Exam Prep Courses	Tuition per Credit Hour for Required Exam Prep Courses	Textbook and Materials Expense <sup>2</sup>	STRF <sup>3</sup>	Course Resource and LMS Fees <sup>4</sup>	Total Program Cost <sup>5</sup>
Accounting	30	10	\$2,298	N/A	N/A	N/A	\$300	\$0	\$900	\$24,210
Accounting & Financial Management – CPA Exam Preparation Emphasis	39	10	\$2,298	9	4	\$590	\$300	\$0	\$900	\$29,520
Accounting & Financial Management – Finance Emphasis	39	13	\$2,298	N/A	N/A	N/A	\$390	\$0	\$1,050	\$31,344
Business Administration	39	13	\$2,298	N/A	N/A	N/A	\$390	\$0	\$1,050	\$31,344
Business Administration – Graduate Certificate or Concentration	48	16	\$2,298	N/A	N/A	N/A	\$480	\$0	\$1,200	\$38,478
Business Administration – Project Management	57	19	\$2,298	N/A	N/A	N/A	\$570	\$0	\$1,350	\$45,612
Human Resource Management	39	13	\$2,298	N/A	N/A	N/A	\$390	\$0	\$1,050	\$31,344
Information Systems Management	45	15	\$2,298	N/A	N/A	N/A	\$450	\$0	\$1,150	\$36,100
Network & Communications Management	45	15	\$2,298	N/A	N/A	N/A	\$450	\$0	\$1,150	\$36,100
Project Management	39	13	\$2,298	N/A	N/A	N/A	\$390	\$0	\$1,050	\$31,344
Public Administration	39	13	\$2,298	N/A	N/A	N/A	\$390	\$0	\$1,050	\$31,344

<sup>1</sup> Availability varies by location.

<sup>2</sup> At average estimated per-course expense for textbooks and materials of \$30; average estimated per-course expense does not apply to exam prep courses, the per-credit-hour cost for which includes textbook and materials expense

<sup>3</sup> The Student Tuition Recovery Fund (STRF) is a non-refundable California state-imposed assessment. DeVry University will collect the fee students and remit the annual fee on behalf of California residents who enroll at DeVry University. At this time, the fee is \$0.

<sup>4</sup> Course resource fees estimated at \$50 per course and one-time per enrollment Learning Management System (LMS) access fee of \$400.

<sup>5</sup> At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, learning management system access fee and average estimated textbook and materials expense; total program cost lower for students fulfilling graduation requirements through credit hours earned in exam-prep course(s).

**Tuition, Fees and Expenses:  
Graduate Certificate Programs,  
Effective July 2017 Session through May 2018 Session**

Tuition rates shown are applicable to students enrolling in sessions beginning in July 2017 through May 2018. Information below reflects standard tuition rates. Information on tuition rates for military students as well as for alumni is contained in DeVry University's Keller Graduate School of Management academic catalog.

Graduate Certificate Degree Program <sup>1</sup>	Total Required Credit Hours	Number of Standard Three-Semester-Credit-Hour Courses	Tuition per Standard Three-Semester-Credit-Hour Course	Number of Required Exam Prep Credit Hours	Number of Required Exam Prep Courses	Tuition per Credit Hour for Required Exam Prep Courses	Textbook and Materials Expense <sup>2</sup>	STRF <sup>3</sup>	Course Resource and LMS Fees <sup>4</sup>	Total Program Cost <sup>5</sup>
Accounting	18	6	\$2,298	N/A	N/A	N/A	\$180	\$0	\$700	\$14,698
Big Data & Analytics	18	6	\$2,298	N/A	N/A	N/A	\$180	\$0	\$700	\$14,698
CPA Preparation	30	7	\$2,298	9	4	\$590	\$210	\$0	\$750	\$22,386
Entrepreneurship	18	6	\$2,298	N/A	N/A	N/A	\$180	\$0	\$700	\$14,698
Global Supply Chain Management	18	6	\$2,298	N/A	N/A	N/A	\$180	\$0	\$700	\$14,698
Health Services Management	18	6	\$2,298	N/A	N/A	N/A	\$180	\$0	\$700	\$14,698
Human Resource Management	18	6	\$2,298	N/A	N/A	N/A	\$180	\$0	\$700	\$14,698
Information Security	18	6	\$2,298	N/A	N/A	N/A	\$180	\$0	\$700	\$14,698
Project Management	18	6	\$2,298	N/A	N/A	N/A	\$180	\$0	\$700	\$14,698

<sup>1</sup> Availability varies by location.

<sup>2</sup> At average estimated per-course expense for textbooks and materials of \$30; average estimated per-course expense does not apply to exam prep courses, the per-credit-hour cost for which includes textbook and materials expense.

<sup>3</sup> The Student Tuition Recovery Fund (STRF) is a non-refundable California state-imposed assessment. DeVry University will collect the fee students and remit the annual fee on behalf of California residents who enroll at DeVry University. At this time, the fee is \$0.

<sup>4</sup> Course resource fees estimated at \$50 per course and one-time per enrollment Learning Management System (LMS) access fee of \$400.

<sup>5</sup> At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, learning management system access fee and average estimated textbook and materials expense; total program cost lower for students fulfilling graduation requirements through credit hours earned in exam-prep course(s).

## **Expenses**

*Note: The University reserves the right to change fees at any time without notice. DeVry 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.*

### **Course Resource**

A fee of \$50 per course is charged to cover expenses associated with tutorials, simulations, study guides, electronic book hosting and access to online library technologies.

### **Electronic Book**

Students enrolled in courses in which an electronic textbook is used are charged \$30 for the e-book. Students enrolled in a course using multiple electronic textbooks are charged only one \$30 fee.

### **Learning Management System**

New and readmitted students are subject to a one-time per enrollment Learning Management System (LMS) access fee of \$400. The LMS is a virtual classroom environment designed to elevate the DeVry learning experience. Whether courses are taken online or on-campus, students can easily access course materials, complete assignments and collaborate with faculty and classmates.

### **Official Transcript Request**

An electronic, final transcript is automatically sent to students at no charge upon graduation. Students and alumni are charged \$5 for each electronic transcript and \$7 for each paper transcript. Students must submit requests for official transcripts via the student portal.

### **Student Tuition Recovery Fund**

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916.431.6959 or 888.370.7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out

plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

### ***Parking***

To park in the University 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 authorized for parking may be towed.

### ***Returned-Check***

Because returned checks create administrative costs, a \$10 fee is added to students' balances for each returned check. Students with three or more such occurrences must pay their tuition with either a money order or a cashier's check and are not eligible for subsequent tuition deferrals.

### ***Textbooks and Supplies***

Most courses require electronic versions of textbooks, though some courses require hard-copy textbooks. Costs for all textbooks are subject to change based on publishers' prices.

Use of the specified textbook(s) is integral to successful completion of a course. Students can purchase their textbooks (hardcopy or electronic) from an outside source but must purchase those specified by DeVry.

Students enrolled in courses using electronic textbooks but who decline the e-book provided by

DeVry can request a credit of \$30 for the electronic book fee. Students must request such credit for each course by the end of week one of the session and can do so at <https://bookstore.devry.edu>. Students who order a print textbook, or otherwise print the electronic textbook, are not eligible for the \$30 electronic book fee credit.

For students who want printed textbooks as well as electronic textbooks, black and white, soft-cover printed versions of certain electronic textbooks are available at an additional cost. These optional printed e-books are equivalent to textbooks. More information is available from the bookstore, at <https://bookstore.devry.edu>.

### ***Transfer Fee for F-1 Students***

Beginning from the time of issuance of the Form I-20, F-1 students seeking to transfer from Keller to another post-secondary institution are charged a \$250 administrative fee. For certain students, Keller is responsible for overseeing the Student and Exchange Visitor Information System (SEVIS) record, which must be transferred when changing schools. Students seeking an internal location transfer at Keller are not subject to this fee.

### **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 support advisor. 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.

#### ***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. Any additional charges are due 22 days after the first billing statement has been generated.

#### ***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; delinquent payments may result in loss of payment plan privileges and registration holds.



## **Tuition Benefit Programs**

*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 advisor or student support advisor.*

### *Alumni Tuition Benefit*

Recognizing the value of lifelong learning, the University offers alumni who already hold a bachelor's degree or higher from DeVry University, including the University's Keller Graduate School of Management, the opportunity to pursue most graduate-level coursework at a tuition savings of 20 percent off of the prevailing tuition rate.

*Note: This tuition savings is available to new students who meet eligibility qualifications, subject to approval*

The application fee is waived for these individuals. Textbooks, course materials and other fees are charged at the standard rate. Additional information is available from admissions advisors/representatives.

Alumni who wish to enroll in undergraduate coursework should review the separate benefit conditions listed in the undergraduate catalog. More information is available from the student support advisor.

### *Military Tuition Rate*

Military personnel serving in any of the five branches of the U.S. Armed Forces (including guard and reserve personnel) and their spouses are eligible for DeVry University's military pricing of \$575 per semester-credit hour. The per-semester-credit-hour charge for ACCT591–ACCT594 is \$443. The application fee is waived for these individuals. Textbooks, course materials and other fees are charged at the standard rate. Additional information is available from admissions advisors/representatives.

## **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 advisor or student support advisor.*

*Scholarship and grant availability is limited. Additional conditions may apply. Eligibility conditions are subject to change. Total amount of scholarship and grant money awarded may vary.*

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

Additional information is available at [www.keller.edu/financial-aid-tuition/scholarships.html](http://www.keller.edu/financial-aid-tuition/scholarships.html).

### **Basic Scholarship and Grant Eligibility**

To qualify for a Keller scholarship or grant, students must have met Keller entrance requirements and applied for admission. They must also meet criteria outlined for each scholarship or grant award. Additional criteria may also need to be met.

### **General Scholarship and Grant Policies**

- Recipients are responsible for all other education expenses.
- Recipients must be U.S. citizens, Canadian citizens or reside within the United States. International students studying on a visa are not eligible unless specified in specific award criteria.
- For students to be eligible for scholarships or grants, applications for such must be received prior to the start of classes. 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. (Restrictions may apply.) 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 session basis. A scholarship recipient's term begins at the start of his/her enrollment and continues for six consecutive sessions. Students must enroll in at least one course per session in four of the six sessions during their scholarship period.
- 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.
- DeVry University and Keller Graduate School of Management alumni are not eligible for DeVry scholarships and grants.

### **Military Pricing**

Military personnel serving in any of the five branches of the U.S. armed forces (including guard and reserve personnel) and their spouses are eligible for DeVry University's military pricing, noted in [Military Tuition Rate](#). Textbook, course materials and fees are charged at the standard rate. Additional information is available from Keller admissions advisors/representatives.

### **Veterans Benefits**

Approval to offer veterans education benefits is granted by appropriate state agencies and is based on operational time requirements for programs and sites.

Many locations/programs are approved for veterans benefits. Students should check with their chief location administrator or an online student services advisor to see if their location/program is approved or to learn when benefits may become available. The University also participates in the federal Yellow Ribbon program for students using Chapter 33 benefits.

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 (see [Additional Standards of Academic Progress Information for Students Receiving Veterans Education Benefits](#)). Failure to do so may result in loss of benefit eligibility until deficiencies are corrected. Questions regarding these requirements should be directed to the University's veterans benefits coordinator.

Students should refer to [Transfer Credit – Veterans](#) and [Standards of Academic Progress](#) for more information.

### **Financial Aid**

Federal Direct Subsidized and Unsubsidized loan and Federal Direct PLUS loan money is available to students through the Federal Direct Loan Program. These loans are made by the U.S. Department of Education, rather than by banks or other financial institutions, and are insured by the federal government. For graduate students, Direct Unsubsidized loans first disbursed on or after July 1, 2017, have a fixed interest rate of 6.00 percent. These loans also have an origination fee that is subtracted from the value of each loan disbursement. For loans first disbursed between October 1, 2016, and September 30, 2017, the origination fee is 1.069 percent. For Federal Direct Loans first disbursed between October 1, 2017, and September 30, 2018, the origination fee is 1.066 percent. Additional information on interest rates and fees for Federal Direct Loans is available via <http://studentaid.ed.gov/types/loans/interest-rates>.

To be considered for a Federal Direct Loan, students must be enrolled at least half time. Students enrolled in programs at the graduate and/or professional level may receive unsubsidized loans through the Federal Direct Loan program only. Eligibility for the Federal Direct Unsubsidized Loan is not based on need. However, the federal government does not pay the interest during school attendance or during the six-month grace period. Students may pay the interest while completing their program or allow it to accumulate and be added to the outstanding principal, thereby increasing the amount to be repaid. Students may borrow up to an additional \$20,500, but the amount borrowed may not exceed the cost of attendance minus other aid per academic year.

The maximum aggregate student loan debt for undergraduate and graduate loans from all FFELPs and/or Direct Loans may not exceed \$138,500 (subsidized and unsubsidized combined). Total subsidized loans may not exceed \$65,500.

Students may not be eligible for Federal Direct Loans at the graduate level if they have exceeded undergraduate loan limits. Undergraduate Federal Direct Loan limits may not exceed \$23,000 (subsidized) and should not exceed \$57,500 (combined subsidized and unsubsidized). Satisfactory repayment of the over award must be made in order to regain eligibility.

Federal Direct Graduate PLUS Loan funds are also available to students through the U.S. Department of Education. To be considered for a Federal Direct PLUS Loan, students must be enrolled at least half time. These federal loans are not based on need and have a fixed interest rate of 7.00 percent for loans first disbursed on or after July 1, 2017. PLUS Loans have an origination fee that is subtracted from the value of each loan disbursement. For PLUS loans first disbursed between October 1, 2016, and September 30, 2017, the origination fee is 4.276 percent. For PLUS Loans first disbursed between October 1, 2017, and September 30, 2018, the origination fee is 4.264 percent. The federal government does not pay the interest during school attendance. Students have the option of paying the interest while completing their academic program or allowing it to accumulate and be added to their outstanding principal. A credit check will be completed to establish creditworthiness.

Eligibility and/or receipt of financial aid does not eliminate students' responsibility to pay tuition and/or fees by the due date.

Disbursements occur throughout the session, generally beginning Saturday of the first week of classes. Disbursement is based on each student's account information. More information is available via the Student Finance tab on <http://my.keller.edu>.

*Note: Students who obtain a student loan of any type have a legal obligation to repay the loan. Their degree of success at DeVry University does not change this obligation.*

### **Applying for Financial Aid**

To apply for Federal Direct Loans and/or Federal Direct Graduate PLUS loans, the U.S. Department of Education requires completion of the Free Application for Federal Student Aid (FAFSA®). The FAFSA provides an independent and consistent method of collecting information to determine student eligibility.

To help ease the financial assistance application process, the University's Financial Aid Office supports an Internet-based application process. Applicants can complete the FAFSA and Federal Direct Loan master promissory note at [www.keller.edu/financial-aid-tuition/apply-for-financial-aid.html](http://www.keller.edu/financial-aid-tuition/apply-for-financial-aid.html), where they follow the application information and links to the "FAFSA on the Web" and "Direct Loan" websites.

*FAFSA® is a registered trademark of the U.S. Department of Education.*

### **Eligibility for Financial Aid**

To be eligible for federal financial aid a student must:

- Be enrolled as a degree- or certificate-seeking student.
- Provide an official transcript for University verification.
- Be a U.S. citizen or eligible noncitizen.
- Make satisfactory academic progress toward completing his or her program.
- Not be in default on a Federal Perkins/NDSL, Federal Direct, Federal Stafford/FFEL, Federal SLS, Income Contingent Loan or Federal PLUS Loan received at any institution.
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Math Access to Retain Talent (SMART) Grant, loan overpayment or State Student Incentive Grant (SSIG) received at any institution.
- Not have exceeded federal loan limits.
- Be registered for the selective service, if required (males born after December 31, 1959).

Students who do not complete coursework (i.e., withdraw during the term) may have their financial aid award reduced, based on federal financial aid regulations.

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 support advisor to determine if their financial aid will be affected prior to registering for the course.

Applicants who are incarcerated, and students who become incarcerated, must immediately report this information to the Student Finance Office.

### **Financial Aid Applicability to Elective/Alternate 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 Direct and/or Federal Perkins Loans. Students must complete loan exit counseling when they are graduating or leaving DeVry University. Loan exit counseling notifications are provided to all identified students via email.

### **Financial Delinquency**

Students are responsible for all tuition, fees, costs of texts and costs associated with collecting on outstanding accounts. Students whose financial accounts are delinquent are not permitted to register for additional courses. Students whose accounts are, or have been, delinquent may be prohibited from participating in certain payment plan options.

### **Registration – Financial**

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.

### **Statements of Account**

Statements of account are available by submitting a written request by visiting <http://my.keller.edu>, then clicking on the Home tab and then on “Ask Us a Question.” Requests must indicate the session for which the statement is being sought, as well as either a fax number or mailing address to which the statement is to be delivered. Statements are processed within three business days of request. Customized statements of account are not available.

### **Withdrawals – Financial**

Students who withdraw after registering for a course or courses, who are withdrawn for participation reasons, or who are dismissed for disciplinary or academic conduct reasons, may be entitled to a tuition refund. Currently enrolled students without an approved appeal whose prior term academic status would have precluded their enrollment are dropped from their course(s), and all payments will be refunded.

Final grades of F and designators of U are evaluated at the end of the session for each student (see [Withdrawals](#)). Students who do not formally withdraw from class and subsequently earn a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course. The midpoint of the session is assigned as the withdrawal date. DeVry presumes students who received a passing grade, or who earned a grade of F or a designator of U, in one or more courses taken during the session completed the course(s) and thus earned the grade(s)/designator(s).

Per federal financial aid regulations, financial aid awards may be reduced based on withdrawal dates. Tuition refunds are computed independently from financial aid award calculations and return of funds.

All withdrawal requests must be communicated to a student support advisor, an academic advisor or an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. Simply ceasing to participate in classes does not constitute a valid withdrawal request.

### **Application Fee/Cancellation Policy**

Upon completion of the application process, a \$30 application fee is due. Applicants may cancel their enrollment without penalty prior to midnight of the 10<sup>th</sup> business day after the date of transaction or acceptance (cancellation period). After the cancellation period, the application fee is not refunded. Refunds are not issued after one year.

The application fee is waived for:

- Military personnel serving in any of the five branches of the U.S. Armed Forces (including guard and reserve personnel) and their spouses.
- Students currently enrolled in a DeVry University degree program or in a degree program at another DeVry institution.
- Alumni who hold a degree or certificate from DeVry University or another DeVry institution.

### Refunds

After classes begin, students who withdraw from a course may be entitled to a tuition refund. Refunds are paid within 30 days of notification of withdrawal and returned by check. The refund amount is related to the date of withdrawal as indicated in the chart below, or according to the effective withdrawal date, if required by state law. (Indiana, Iowa, Maryland, Nevada and Wisconsin students should refer to their respective state addendum.)

<b>Tuition Refunds</b>	
<b>Withdrawal</b>	<b>Percent Refund*</b>
Prior to or on day 1 of session**	100
Balance of week 1	90
Week 2	75
Week 3	25
Week 4	25
After week 4	0

\* less \$50 administrative fee (\$25 where state law requires)

\*\* Students who cancel their enrollment during this period will have their financial aid awards cancelled, and any funds students received are returned to the funding source.

### Georgia Refund Policy

Students who have completed 50 percent or less of the session are entitled to a refund based on the proration of tuition and percentage of course completed at withdrawal, or as required by applicable state or federal laws and regulations, if more favor-able to the student.

### Fees

Institutions that charge for fees, books and supplies that are in addition to tuition must refund any unused portion of the fees if a student withdraws before completing 50 percent of the period of enrollment except for:

- Items that were specially ordered for a particular student and cannot be used or sold to another student.
- Items that were returned in a condition that prevents them from being used by or sold to new students.
- Nonrefundable fees for goods and/or services provided by third-party vendors

### Nevada Refund Policy

If the institution has substantially failed to furnish the program agreed upon in the enrollment

agreement, the institution shall refund all money that the student has paid. If a student cancels their enrollment before the start of the program, the institution shall refund all money that the student has paid, minus 10 percent of the tuition or \$100, whichever is less. If a student withdraws or is expelled after the start of the program and before the completion of more than 60 percent of the program, the institution shall refund the student a pro rata amount of the tuition minus 10 percent of the tuition or \$100, whichever is less.

If a student withdraws or is expelled by the institution after completion of more than 60 percent of the term, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition.

If a refund is owed, the institution shall issue the refund within 15 calendar days after the date of cancellation by a student, date of termination by the institution or the last day of attendance.

Books, educational supplies or equipment for individual use are not included in the policy described above. A separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds on a case-by-case basis.

A period of a student's attendance must be measured from the first day of instruction through the student's last day of actual attendance, regardless of absences. The period of time for a program is the period set forth in the enrollment agreement. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and fees.

### **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 University 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 Federal Direct Unsubsidized Loan program
2. To the Federal Direct Subsidized Loan program

3. To the Federal Perkins Loan program
4. To the Federal Direct 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, and/or to private or other institutional aid programs
9. To the student



## Academic Calendar

Keller delivers courses in a session format, with two eight-week sessions offered each semester. Months corresponding to the University's summer, fall and spring semesters are designated in two overlapping calendar cycles. At the time a student matriculates, 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 MT on Saturday of week eight. No instruction occurs on holidays or during break periods indicated below.*

### Cycle 1

- **2017 Winter Break:** Sunday–Sunday, December 17–31
- **2018 Spring Break:** Sunday–Sunday, April 22–29
- **2018 Summer Break:** Sunday–Sunday, June 24–July 8
- **2018 Winter Break:** Sunday–Sunday, December 23–January 6

<b>Cycle 1: 2017 Fall Semester</b>	<b>August 28, 2017–December 16, 2017</b>
<b>September 2017 Session</b>	
Monday, August 28	Session Begins
Monday, September 4	Labor Day Holiday
Saturday, October 21	Session Ends
<b>November 2017 Session</b>	
Monday, October 23	Session Begins
Thursday–Friday November 23–24	Thanksgiving Break
Saturday, December 16	Session Ends
<b>Winter Break:</b> Sunday–Sunday, December 17–31	

<b>Cycle 1: 2018 Spring Semester</b>	<b>January 1, 2018–April 21, 2018</b>
<b>January 2018 Session</b>	
Monday, January 1	Session Begins, New Year's Day Holiday
Monday, January 15	Martin Luther King Jr., Day Holiday
Saturday, February 24	Session Ends
<b>March 2018 Session</b>	
Monday, February 26	Session Begins
Friday, March 30	Spring Holiday
Saturday, April 21	Session Ends
<b>Spring Break:</b> Sunday–Sunday, April 22–29	

<b>Cycle 1: 2018 Summer Semester</b>	<b>April 30, 2018–September 1, 2018</b>
<b>May 2018 Session</b>	
Monday, April 30	Session Begins
Monday, May 28	Memorial Day Holiday
Saturday, June 23	Session Ends
<b>Summer Break:</b> Sunday–Sunday, June 24–July 8	
<b>July 2018 Session</b>	
Monday, July 9	Session Begins
Saturday, September 1	Session Ends

<b>Cycle 1: 2018 Fall Semester</b>		<b>September 3, 2018–December 22, 2018</b>
<b>September 2018 Session</b>		
Monday, September 3	Session Begins, Labor Day Holiday	
Saturday, October 27	Session Ends	
<b>November 2018 Session</b>		
Monday, October 29	Session Begins	
Thursday–Friday, November 22–23	Thanksgiving Break	
Saturday, December 22	Session Ends	
<b>Winter Break: Sunday–Sunday, December 23–January 6</b>		

## Cycle 2

- **2017 Winter Break:** Sunday–Sunday, December 17–31
- **2018 Spring Break:** Sunday–Sunday, April 22–29
- **2018 Summer Break:** Sunday–Sunday, June 24–July 8
- **2018 Winter Break:** Sunday–Sunday, December 23–January 6

<b>Cycle 2: 2017 Fall Semester</b>	<b>October 23, 2017–February 24, 2018</b>
<b>November 2017 Session</b>	
Monday, October 23	Session Begins
Thursday–Friday November 23–24	Thanksgiving Break
Saturday, December 16	Session Ends
<b>Winter Break: Sunday–Sunday, December 17–31</b>	
<b>January 2018 Session</b>	
Monday, January 1	Session Begins, New Year’s Day Holiday
Monday, January 15	Martin Luther King Jr. Day Holiday
Saturday, February 24	Session Ends
<b>Cycle 2: 2018 Spring Semester</b>	<b>February 26, 2018–June 23, 2018</b>
<b>March 2018 Session</b>	
Monday, February 26	Session Begins
Friday, March 30	Spring Holiday
Saturday, April 21	Session Ends
<b>Spring Break: Sunday–Sunday, April 22–29</b>	
<b>May 2018 Session</b>	
Monday, April 30	Session Begins
Monday, May 28	Memorial Day Holiday
Saturday, June 23	Session Ends
<b>Summer Break: Sunday–Sunday, June 24–July 8</b>	
<b>Cycle 2: 2018 Summer Semester</b>	<b>July 9, 2018–October 27, 2018</b>
<b>July 2018 Session</b>	
Monday, July 9	Session Begins
Saturday, September 1	Session Ends
<b>September 2018 Session</b>	
Monday, September 3	Session Begins, Labor Day Holiday
Saturday, October 27	Session Ends
<b>Cycle 2: 2018 Fall Semester</b>	<b>October 29, 2018–March 2, 2019</b>
<b>November 2018 Session</b>	
Monday, October 29	Session Begins
Thursday–Friday, November 22–23	Thanksgiving Break
Saturday, December 22	Session Ends
<b>Winter Break: Sunday–Sunday, December 23–January 6</b>	
<b>January 2019 Session</b>	
Monday, January 7	Session Begins
Monday, January 21	Martin Luther King Jr., Day Holiday
Saturday, March 2	Session Ends

## Supplemental Information as of November 17, 2017

Keller's 2017–2018 Academic Catalog, Volume XIII, is now in effect. Since this catalog's original publication, July 10, 2017, 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.

Date Change Published	Page(s) on Which Change Appears	Change/Update
11/17/17	Multiple	Information in the notes section of the following programs has been updated: Business Administration, Accounting & Financial Management, Human Resource Management, Public Administration and Project Management.
11/17/17	155	Information has been updated in DeVry University's Keller Graduate School of Management Tuition, Fees and Expenses: Master's Degree Programs, Effective July 2017 Session through May 2018 Session.
10/30/17	6	Information in Excellence in Teaching has been updated.
10/30/17	Multiple	Throughout the catalog, references to Program Objectives have been changed to Program Outcomes.
10/30/17	11,12	Within Approvals, information for the states of Pennsylvania and Washington has been updated.
10/30/17	13-14	Within Course Delivery Formats, information in Blended Onsite Learning and Dynamic Online Learning has been updated.
10/30/17	22, 28	Within Locations, information for Fremont, Houston and Mesquite has been removed.
10/30/17	24,25	Within Locations, information for Alpharetta and Gurnee has been updated.
10/30/17	30-33, 37-47	The following master's degree programs have been modified and include TechPath: Business Administration, Accounting & Financial Management, Human Resource Management, Project Management, Public Administration.
10/30/17	54-56, 59-67	The following certificate programs have been modified: Accounting, Big Data and Analytics, Entrepreneurship, Global Supply Chain Management, Health Services Management, Human Resource Management, Information Security, Project Management.
10/30/17	56	The Business Intelligence and Analytics Management certificate has been renamed as Big Data and Analytics.
10/30/17	68-84	Within Course Descriptions, the following courses have been added: ACCT500, ACCT503, ACCT605, FIN510, HRM570, HRM575, HRM584, HRM601, MIS540, MIS574, MIS575, MIS577, MIS578, MIS579, MGMT501, MGMT601, MKTG525, MATH534, NETW561, NETW562, NETW563, NETW564, PROJ601, PA601.
10/30/17	68-84	Within Course Descriptions, prerequisites have been modified for the following courses: ACCT505, ACCT525, ACCT540, ACCT555, ACCT559, ACCT567, ACCT571, ACCT573, ACCT574, BIAM510, BIAM540, ECON545, FIN516, FIN560, FIN561, FIN564, FIN565, FIN567, FIN575, FIN580, FIN590, HRM530, MIS581, MIS582, MIS600, MGMT520, MKTG550, MKTG570, MKTG572, MKTG575, MKTG577, MKTG578, NETW585, NETW600, PROJ584, PROJ592, PA581.
10/30/17	68-84	Within Course Descriptions, the following courses have been deleted: ACCT600, CARD548, ECON565, HRM600, MGMT530, MGMT570, MGMT592, MGMT597, MGMT600, MKTG522, MATH533, PROJ600, PA571, PA600.
10/30/17	85	Within Administrators and Full-Time Professors, information has been updated.
10/30/17	119	Within Prerequisite Skills Requirements, information has been updated in

		Quantitative Skills Proficiency and Verbal Skills Proficiency.
10/30/17	120	Within Take Advantage of Keller's Streamlined Admission Process, information has been updated.
10/30/17	125	Information has been updated in Residency Requirement – All Students.
10/30/17	125	Information has been updated in Residency Requirement – Degree-Seeking Students.
10/30/17	125	Information has been updated in Residency Requirement – Graduate-Certificate-Seeking Students.
10/30/17	125	Information has been updated in Multiple Degree Programs.
10/30/17	126	A new section called Multiple Certificate Programs has been added.
10/30/17	128-131	Information has been updated in Credit for Previous College Coursework, Transfers to Other Institutions, Course Waivers and Course Substitutions. Within this section, information has been updated under the subheadings of Credit for Previous College Coursework and Transfer Credit – Veterans. Also, new subheadings and information has been added for Course Waivers, Course Waivers Based on Body of Knowledge and Course Waivers Based on Course-by-Course Evaluations.
10/30/17	141	Information has been updated in Academic Appeal.
10/30/17	142	Information has been updated in Additional Academic Progress Information for Students Receiving Veterans Education Benefits.
10/30/17	145	The section titled Graduation Requirements by Program has been removed.
10/30/17	145	Information has been updated in General Graduation Requirements.
10/30/17	145	Information has been updated in Graduation Requirements – Students Pursuing Multiple Degree Programs.
10/30/17	152	Information in Student Records has been updated.
10/30/17	155	Information has been updated in DeVry University's Keller Graduate School of Management Tuition, Fees and Expenses: Master's Degree Programs, Effective July 2017 Session through May 2018 Session.
10/30/17	156	Information has been updated in Tuition, Fees and Expenses: Graduate Certificate Programs, Effective July 2017 Session through May 2018 Session.
10/30/17	157-158	Information has been updated in the Student Tuition Recovery Fund.
10/30/17	170	Within Academic Calendar, Cycle 2 has been updated.
9/29/17	5	Information in Keller Advantage has been updated.
9/29/17	8,10	Within Approvals, information for the states of Illinois and Tennessee has been updated and information for South Carolina has been added.
9/29/17	13	Information in Supportive Learning Environment has been updated.
9/29/17	24	Information about the Henderson location has been updated.
9/29/17	143	Information in Title IX compliance has been updated.
9/29/17	149	Information in Student Housing has been updated.
9/29/17	159	Information in Financial Aid has been updated.
9/5/17	25	Within Locations, information for Raleigh has been updated.
9/5/17	28	The section titled Dynamic Online Education has been deleted.
9/5/17	27	Within Locations, information about DeVry University's online administrative office has been added.
9/5/17	Multiple	Within Course Descriptions, prerequisite information has been updated for: ACCT591, ACCT592, ACCT593, ACCT594, PROJ584
9/5/17	72	The section titled Keller Capstone Projects has been deleted.
9/5/17	165	Information for the 2018 fall semester has been added to cycle 1 of the Academic Calendar.
8/18/17	154	Within Student Complaint Procedures, contact information for the New Mexico Higher Education Department has been updated.
7/28/17	8-10	Within Approvals, information for the states of Kansas, Minnesota and Washington has been updated.