



2022 - 2023

ACADEMIC CATALOG

KELLER GRADUATE SCHOOL OF MANAGEMENT

Volume XVIII

Original publication date: July 18, 2022

Current publication date: September 12, 2022



Table of Contents

The table of contents includes links to help navigate the catalog. In addition, throughout the catalog are links to other sections and to external websites that may provide valuable information.

Message from the President	4
Message from the Provost	5
University Mission	6
Academic Calendar	7
Credit Hour Definition & Schedule Information	10
About Keller	12
Accreditation & State Authorization	15
Keller's Degree Programs	21
Master of Business Administration Program	21
Master of Science in Accounting Program	26
Master of Accounting & Financial Management Program	29
Master of Human Resource Management Program.....	33
Master of Project Management Program.....	35
Master of Public Administration Program	38
Master of Information Systems Management Program.....	40
Master of Information Technology Management Program	43
Master of Network & Communications Management Program	46
Keller's Certificate Programs	49
Accounting Graduate Certificate Program.....	49
Big Data & Analytics Graduate Certificate Program	51
CPA Preparation Graduate Certificate Program.....	53
Entrepreneurship Graduate Certificate Program.....	55
Global Supply Chain Management Graduate Certificate Program.....	57
Health Services Management Graduate Certificate Program	59
Human Resource Management Graduate Certificate Program	61
Information Security Graduate Certificate Program.....	63
Project Management Graduate Certificate Program	65
Course Descriptions	67
Accounting.....	67
Business Intelligence and Analytics Management.....	73
Economics	74
Entrepreneurship.....	74
Finance.....	75
Global Supply Chain Management.....	76
Health Services Management	77

Human Resource Management	78
Information Systems Management.....	81
International Business	83
Internship.....	83
Leadership.....	84
Management.....	84
Marketing.....	85
Mathematics	87
Network and Communications Management	87
Project Management	88
Public Administration.....	89
Security.....	90
Fundamental Skills for Education Success	92
Admission Requirements.....	93
Student Services	101
Academic Policies.....	106
Grades, Progress & Registration	118
Financial Information.....	134
Tuition, Fees and Expenses: Master's Degree Program Students, Except Those in California, Effective July 2022 Session through May 2023 Session.....	135
Tuition, Fees and Expenses: Graduate Certificate Program Students, Except Those in California, Effective July 2022 Session through May 2023 Session.....	136
Tuition, Fees and Expenses: Master's Degree Program Students in California, Effective July 2022 Session through May 2023 Session	137
Tuition, Fees and Expenses: Graduate Certificate Program Students in California, Effective July 2022 Session through May 2023 Session	138
Regulatory Policies.....	156
Nationwide Locations	161
Leadership	165
Administrators & Full-Time Professors	167
Administrators.....	168
Full-Time Professors.....	170
Supplemental Information as of September 12, 2022	183

Volume XVIII; effective July 18, 2022 through July 31, 2023. Information updated after this date, including additions and amendments, is available via <https://www.devry.edu/catalogs>. The newest version supersedes all other versions. 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 September 12, 2022.

DeVry University, Inc. is a wholly owned subsidiary of Cogswell Education, LLC, 19 W. Elm St., Greenwich, CT 06830, 630.799.0400. Becker Professional Education is owned and operated by Becker Professional Development Corp.

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.

©2022 DeVry Educational Development Corp. All rights reserved. PMP is a registered mark of the Project Management Institute, Inc. For the full list of PMI's legal marks, contact the PMI Legal department. Any other trademarks used herein are owned by DeVry Educational Development Corp. or by their respective owners and may not be used without permission from such owners.

Message from the President

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 through our MBA program, one of our specialized master's degree programs or one of our graduate certificate programs, you have the opportunity to learn skills that can give you the edge in your career.

Among the many other benefits of the Keller experience, you can learn from faculty who are practicing professionals, passionate about what they do and eager to share those insights with students. They bring the workplace to the classroom so you gain relevant knowledge that can be applied immediately to your career.

Keller provides the flexibility to mix quality onsite 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,



Thomas L. Monahan III
President and CEO

Message from the Provost

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 or graduate certificate is the right step toward gaining 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 provide you with the highest quality practitioner-oriented graduate management education. Add to this our year-round schedules 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 course evaluations, email, or phone or other connections with administrators and faculty.

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
Provost and Chief Academic Officer

University Mission

Mission and Accountability Principles

DeVry University strives to close our society's opportunity gap by preparing learners to thrive in careers shaped by continuous technological change. Through innovative programs, relevant partnerships and exceptional care, we empower students to meaningfully improve their lives, communities, and workplaces.

In addition, DeVry's Accountability Principles support the mission and hold the University publicly accountable for doing what's best for students. DeVry's Accountability Principles are currently focused on four areas:

- Academic and Student Support
- Accountability and Transparency
- Financial Literacy and Responsible Borrowing
- Responsible Recruiting and Enrollment

More information about DeVry's Accountability Principles can be found on the DeVry website at <https://www.devry.edu/about/accountability-principles.html>.

Academic Calendar

Keller delivers courses in a session format, with two 8-week sessions offered each semester. Sessions within the University's summer, fall and spring semesters are designated in two overlapping calendar cycles. Students are assigned either a Cycle 1 or [Cycle 2](#) schedule (visit the [Student-Centric Period](#) section) when matriculating.

Note: Each session, instruction ends at 11:59 pm MT on Saturday of week 8. No instruction occurs on holidays or during noted break periods.

Cycles 1 and 2 Breaks

- **2022 Winter Break:** Sunday-Sunday, December 18-January 1
- **2023 Spring Break:** Sunday-Sunday, April 23-April 30
- **2023 Summer Break:** Sunday-Sunday, June 25-July 2
- **2023 Winter Break:** Sunday-Sunday, December 17-December 31

Cycle 1 Academic Calendar

2022 Fall Semester: August 29, 2022-December 17, 2022

- **September 2022 Session**
 - Monday, August 29: Session Begins
 - Monday, September 5: Labor Day Holiday
 - Saturday, October 22: Session Ends
- **November 2022 Session**
 - Monday, October 24: Session Begins
 - Thursday-Friday, November 24-25: Thanksgiving Break
 - Saturday, December 17: Session Ends
- **2022 Winter Break: Sunday-Sunday, December 18-January 1**

2023 Spring Semester: January 2, 2023-April 22, 2023

- **January 2023 Session**
 - Monday, January 2: Session Begins
 - Monday, January 16: Martin Luther King, Jr. Day Holiday
 - Saturday, February 25: Session Ends
- **March 2023 Session**
 - Monday, February 27: Session Begins
 - Friday, April 7: Spring Holiday
 - Saturday, April 22: Session Ends
- **2023 Spring Break: Sunday-Sunday, April 23-April 30**

2023 Summer Semester: May 1, 2023-August 26, 2023

- **May 2023 Session**
 - Monday, May 1: Session Begins
 - Monday, May 29: Memorial Day Holiday
 - Monday, June 19: Juneteenth Holiday
 - Saturday, June 24: Session Ends
- **2023 Summer Break: Sunday-Sunday, June 25-July 2**
- **July 2023 Session**
 - Monday, July 3: Session Begins
 - Tuesday, July 4: Independence Day Holiday
 - Saturday, August 26: Session Ends

2023 Fall Semester: August 28, 2023-December 16, 2023

- **September 2023 Session**
 - Monday, August 28: Session Begins
 - Monday, September 4: Labor Day Holiday
 - Saturday, October 21: Session Ends
- **November 2023 Session**
 - Monday, October 23: Session Begins
 - Thursday-Friday, November 23-24: Thanksgiving Break
 - Saturday, December 16: Session Ends
- **2023 Winter Break: Sunday-Sunday, December 17-December 31**

Cycle 2 Academic Calendar

2022 Summer Semester: July 4, 2022-October 22, 2022

- **July 2022 Session**
 - Monday, July 4: Session Begins, Independence Day Holiday
 - Saturday, August 27: Session Ends
- **September 2022 Session**
 - Monday, August 29: Session Begins
 - Monday, September 5: Labor Day Holiday
 - Saturday, October 22: Session Ends

2022 Fall Semester: October 24, 2022-February 25, 2023

- **November 2022 Session**
 - Monday, October 24: Session Begins
 - Thursday-Friday, November 24-25: Thanksgiving Break
 - Saturday, December 17: Session Ends
- **2022 Winter Break: Sunday-Sunday, December 18-January 1**
- **January 2023 Session**
 - Monday, January 2: Session Begins
 - Monday, January 16: Martin Luther King, Jr. Day Holiday
 - Saturday, February 25: Session Ends

2023 Spring Semester: February 27, 2023-June 24, 2023

- **March 2023 Session**
 - Monday, February 27: Session Begins
 - Friday, April 7: Spring Holiday
 - Saturday, April 22: Session Ends
- **2023 Spring Break: Sunday-Sunday, April 23-April 30**
- **May 2023 Session**
 - Monday, May 1: Session Begins
 - Monday, May 29: Memorial Day Holiday
 - Monday, June 19: Juneteenth Holiday Observed
 - Saturday, June 24: Session Ends
- **2023 Summer Break: Sunday-Sunday, June 25-July 2**

2023 Summer Semester: July 3, 2023-October 21, 2023

- **July 2023 Session**
 - Monday, July 3: Session Begins
 - Tuesday, July 4: Independence Day Holiday
 - Saturday, August 26: Session Ends
- **September 2023 Session**
 - Monday, August 28: Session Begins
 - Monday, September 4: Labor Day Holiday
 - Saturday, October 21: Session Ends

Credit Hour Definition & Schedule Information

Credit Hour Definition

DeVry University follows the federal definition of a semester credit hour. The U.S. Department of Education (USDE) defines a credit hour as 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 15 weeks (i.e., 45 hours of learning activities). This definition also aligns with definitions from the Higher Learning Commission (HLC) and the Illinois Board of Higher Education (IBHE).

The University operates on a semester calendar; each semester consists of two eight-week sessions (visit the [Student-Centric Period](#) section). Courses may be offered through alternate scheduling options and teaching modalities, which are awarded equivalent semester-credit hours. Teaching modalities include traditional classroom and online formats or a combination of the two formats. Course materials, learning objectives and program outcomes are equivalent across all teaching modalities.

DeVry University defines one credit hour based on a 15-week semester as the reasonable equivalent of one hour of documented faculty-directed instruction and two hours of academically engaged student learning. One hour of instruction is further defined as a 50-minute period. The combined three hours occur each week for 15 weeks. Alternate scheduling options equate to the 15-week semester.

Scheduling options are shown in the [Academic Calendar](#) section. The University's course delivery formats are outlined in the [Course Delivery Formats](#) section.

At DeVry University, a credit hour is defined as the learning that takes place in at least 45 hours of in-person or online learning activities, which include time for faculty-directed instruction, class meetings, 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.

Students should note that credit hours shown in each program in [Keller's Degree Programs](#) and in [Keller's Certificate Programs](#) are semester-credit hours, as aligned with credit hour definitions from the USDE, HLC and IBHE.

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 sessions corresponding to the University's summer, fall and spring semesters. At the time students matriculate, they are assigned an SCP designator code of Cycle 1 or Cycle 2. The following chart outlines how sessions correspond to a student's spring, summer and fall semesters, based on 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.

Academic Year

The academic year at DeVry University is defined as two consecutive semesters.

The University offers enrollment in three semesters per 12-month period. DeVry University offers courses in a session-based format (visit the [Student-Centric Period](#) section).

About Keller

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 Premier level Authorized Training Partner (ATP). Additionally, most Keller project management offerings, including our MPM program, are accredited by the Global Accreditation Center for Project Management Education Programs (GAC). Visit the [Accreditation](#) section to learn which programs are GAC 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/global-accreditation-center.

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

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
- 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.

TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

Accreditation & State Authorization

Note: Upon request to a student support advisor or location leader, copies of documents describing DeVry University's accreditation, as well as its state and federal approvals, are available for review.

Institutional Accreditation

DeVry University* is accredited by the Higher Learning Commission (HLC), www.hlcommission.org. The University's Keller Graduate School of Management is included in this accreditation.

HLC is a national 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:

Higher Learning Commission
230 S. LaSalle St., Ste. 7-500, Chicago, IL 60604
800.621.7440
www.hlcommission.org

DeVry University is a member of the [Council for Higher Education Accreditation](http://www.chea.org) (CHEA), a national advocate and institutional voice for self-regulation of academic quality through accreditation. CHEA, an association of more than 8,200 degree-granting colleges and universities, recognizes more than 80 institutional and programmatic accrediting organizations.

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

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, <https://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 following graduate certificate programs are accredited by the ACBSP: Accounting, Big Data & Analytics, CPA Preparation, Entrepreneurship, Global Supply Chain Management, Health Services Management, Human Resource Management, Information Security, Project 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.

GAC

The following Keller programs are accredited by the Global Accreditation Center for Project Management Education Programs (GAC) of the Project Management Institute: 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/global-accreditation-center.

PMI ATP

The Project Management Institute (PMI) has recognized Keller as a Premier level Authorized Training Partner (ATP), committed to enhancing the ongoing professional development of PMI members, PMI credential holders and other project management stakeholders through appropriate learning activities and products. As a Premier level ATP, Keller abides by established operational and educational criteria, and is authorized to teach project management exam preparation courses. Details are available via www.pmi.org/learning/training-development/authorized-training-partners.

SHRM

The Society for Human Resource Management (SHRM) has acknowledged that the following programs align with SHRM's HR Curriculum Guidebook and Templates: Master of Human Resource Management; and Master of Business Administration with Human Resources concentration. SHRM developed the HR Curriculum Guidebook and Templates to define the minimum HR content areas that should be studied by HR students at the undergraduate and graduate levels. The SHRM Human Resource Curriculum Guidelines are part of SHRM's Academic Initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow these standards. More information on SHRM is available at www.shrm.org.

State Relocation Notice and Distance Education Authorizations

State Relocation Notice

Students may be unable to complete their program if relocating to a state in which DeVry is not authorized to operate or is not authorized to offer the program in which they're enrolled. Students should contact Student Central if considering relocating during their course of study or transferring to a different DeVry program.

Applicants may be unable to enroll in their program if relocating to a state in which DeVry is not authorized to operate or is not authorized to offer the program in which they're interested. Applicants should contact their admissions advisor/representative to discuss how relocation could affect their ability to enroll in certain programs.

Students and applicants should note there may be consequences, such as ineligibility for financial aid, when relocating to a state in, or transferring to a program for, which DeVry University is not authorized.

State and Distance Education Authorizations

DeVry University holds the following state authorizations to offer distance (online) education and to operate in states in which it has locations. States have varying requirements governing postsecondary distance (online) education. DeVry does not participate in the State Authorization Reciprocity Agreement (SARA).

DeVry's state and distance (online) education authorizations are:

- **Alabama:** DeVry holds a Private School License from the Alabama Community College System, 135 S. Union St., Montgomery, AL 36104, 334.293.4500. DeVry is exempt from the Alabama Commission on Higher Education's programmatic review.
- **Alaska:** DeVry has been issued an exemption by the Alaska Commission on Postsecondary Education, P.O. Box 110505, Juneau, AK 99811. 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, 1740 W. Adams, 3rd Flr., Phoenix, AZ 85007, 602.542.5709.
- **Arkansas:** DeVry University has been granted certification by the Arkansas Higher Education Coordinating Board, 423 Main St., Ste. 400, Little Rock, AR 72201, for certain undergraduate and graduate programs offered by distance education. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.
- **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. DeVry also holds Registration of Out of State Institution for distance education from the Bureau. For additional information, please visit the Bureau's website, <http://www.bppe.ca.gov>. Any questions a student has regarding this catalog that have not been satisfactorily answered by the institution may be directed to the [Bureau](#) at 1747 N. Market Blvd., Ste. 225, Sacramento, CA; 888.370.7589 (fax: 916.263.1897). **Notice to Prospective Students:** As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement. The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888.370.7589, option 5, or by visiting <https://osar.bppe.ca.gov>.
- **Connecticut:** DeVry is registered to offer online courses/programs to Connecticut residents by the Connecticut Office of Higher Education, 450 Columbus Blvd., Hartford, CT 06103, 860.947.1800.
- **Delaware:** DeVry has been granted an operating license to offer courses, programs and/or degrees to Delaware residents by the Delaware Department of Education, 401 Federal St., Ste. 2, Dover, DE 19901, 302.735.4000.
- **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, FL 32399, 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, GA 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, IL 62701, 217.782.2551. To

report unresolved complaints to the Illinois Board of Higher Education visit their web page at <https://complaints.ibhe.org>.

- **Indiana:** This institution is authorized by: The Indiana Commission for Higher Education/Indiana Board for Proprietary Education 101 W. Ohio St., Ste. 300 Indianapolis, IN 46204-4206.
- **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, <https://www.iowacollegeaid.gov/StudentComplaintForm>.
- **Kansas:** DeVry is approved by the Kansas Board of Regents, 1000 SW Jackson St., Ste. 520, Topeka, KS 66612, 785.430.4240.
- **Kentucky:** DeVry University is licensed by the Kentucky Council on Postsecondary Education, 1024 Capital Center Dr., Ste. 320, Frankfort, KY 40601, 502.573.1555.
- **Louisiana:** DeVry University is currently licensed by the Board of Regents of the State of Louisiana, P.O. Box 3677, Baton Rouge, LA 70821. 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.
- **Maine:** DeVry qualified for the exemption from Maine law, Title 20-A, Maine Revised Statutes, Chapter 409 and from the Maine Department of Education Rule, Chapter 149, Procedures For Obtaining Authorization For Institutions Of Higher Education To Confer Academic Degrees Or to Offer Degree Courses/Programs in the State of Maine. Maine Department of Education, 23 State House Station, Augusta, ME 04333.
- **Maryland:** DeVry University is registered with the Maryland Higher Education Commission, 6 N. Liberty St., 10th Flr., Baltimore, MD 21201, 410.767.3300.
- **Michigan:** DeVry is licensed by the Michigan Department of Licensing and Regulatory Affairs, P.O. Box 30018, Lansing, MI 48909, 517.241.9221 for out of state distance education.
- **Minnesota:** DeVry University is registered with the Minnesota Office of Higher Education, 1450 Energy Park Dr., Ste. 350, St. Paul, MN 55108, 651.642.0567, 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, MO 65102-1469, 573.751.2361.
- **Montana:** DeVry is authorized to offer post-secondary degree programs in Montana by the Montana University System Office of the Commissioner of Higher Education, 560 N. Park Ave., Helena, MT 59620, 406.449.9124.
- **Nevada:** DeVry is licensed to operate in the state of Nevada by the Nevada Commission on Postsecondary Education, 1860 E. Sahara Ave., Las Vegas, NV 89104, 702.486.7330.
- **New Jersey:** DeVry is licensed by the New Jersey Office of the Secretary of Higher Education, P.O. Box 542, Trenton, NJ 08625, 609.292.4310.
- **New Mexico:** DeVry holds a Distance Education Authorization Certificate from the New Mexico Higher Education Department, 2044 Galisteo St., Ste. 4, Santa Fe, NM 87505, 505.476.8400.
- **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, NY 12234, 518.474.2593.
- **North Carolina:** DeVry has been evaluated by the University of North Carolina (910 Raleigh Rd., Chapel Hill, NC 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 Regulatory Affairs Department at DeVry University.

- **North Dakota:** DeVry is authorized to operate in North Dakota under North Dakota Century Code 15-18.1. North Dakota University System, 2000 44th St. SW, Ste. 301, Fargo, ND 58103.
- **Ohio:** DeVry holds Certificate of Authorization by the Ohio Department of Higher Education, 25 S. Front St., Columbus, OH 43215, 614.466.6000.
- **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 Oregon Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302.
- **Pennsylvania:** DeVry is registered with the Pennsylvania Department of Education as an out-of-state distance education provider to enroll residents of Pennsylvania in distance education programs.
- **South Carolina:** DeVry University is licensed by the South Carolina Commission on Higher Education, 1122 Lady St., Ste. 300, Columbia, SC 29201, 803.737.2260. 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. **Note:** DeVry is licensed by the South Carolina Commission on Higher Education to recruit South Carolina residents into programs at on-ground campuses in Charlotte, NC; Decatur, GA; Orlando, FL and online through its Illinois campus.
- **Tennessee:** DeVry University has been granted optional expedited authorization by the Tennessee Higher Education Commission, Parkway Towers, Ste. 1900, Nashville, TN 37243, 615.741.5293.
- **Texas:** DeVry is authorized to grant degrees by the Texas Higher Education Coordinating Board, Box 12788, Austin, TX 78711, 512.427.6223, 512.427.6168 fax. DeVry is granted exemption as a private university by the Texas Workforce Commission. Exemption status means DeVry is not approved or regulated by the Texas Workforce Commission.
- **Utah:** DeVry is registered under the Utah Postsecondary Proprietary School Act (Title 13, Chapter 34, Utah Code). Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, nor accredits the institution. It is the student's responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employers' training requirements. This may be done by calling the prospective school or employer. State of Utah, Department of Commerce, 160 East 300 South, Salt Lake City, UT 84114.
- **Virginia:** DeVry is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th St., Richmond, VA 23219, 804.225.2600. DeVry University's Board of Trustees, in conjunction with the provost and chief academic officer, have approved all degree programs and certificate programs offered by DeVry University and its Keller Graduate School of Management in the State of Virginia.
- **West Virginia:** DeVry has been issued a permit to operate by the West Virginia Higher Education Policy Commission, 1018 Kanawha Blvd. E., Ste. 700, Charleston, WV 25301.
- **Wisconsin:** The Wisconsin Educational Approval Program, 4822 Madison Yards Way, Madison, WI 53705, 608.266.2112 certifies that DeVry University (Online) has been approved and is legally authorized to do business in the state of Wisconsin as a private postsecondary school, subject to the provisions of 440.52 Wisconsin Statutes, and all administrative rules adopted pursuant to the statutes.
- **Wyoming:** DeVry is authorized to offer educational services to Wyoming students by the Wyoming Department of Education, 122 W. 25th St., Ste. E200, Cheyenne, WY 82002, 307.777.7675.
- **Distance (Online):** DeVry University's distance (online) education programs are not subject to authorization in all states. Therefore, the University may offer online programs to residents of

the following states without separate approval: Colorado, Hawaii, Idaho, Massachusetts, Mississippi, Nebraska, New Hampshire, South Dakota, Vermont and Washington. **Note:** Oklahoma residents may enroll in DeVry University degree programs. At the undergraduate certificate level, Oklahoma residents may enroll in the Medical Billing & Coding and Medical Billing & Coding – Health Information Coding certificate programs only. **Note:** Currently, DeVry University is not authorized to offer distance education programs to Puerto Rico, Rhode Island or Washington D.C. residents.

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.

Keller's Degree Programs

Note: Availability of degree programs and concentrations varies by location.

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

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our 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

Embedded Program: Students can earn one of the graduate certificates listed below en route to the MBA. To earn the graduate certificate, students must successfully complete MBA coursework that applies to the graduate certificate. Students are encouraged to contact a student support advisor regarding course selections.

- Accounting
- Big Data & Analytics
- Entrepreneurship
- Global Supply Chain Management
- Health Services Management

- Human Resource Management
- Project Management

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Accounting and Applied Mathematics (15)

- ACCT500*: Essentials of 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)

Strategic Business (12)

- MIS540*: Innovation through Technology (3)
- MKTG525: Strategic Marketing (3)

One of:

- HRM587: Managing Organizational Change (3)
- HRM591: Strategic Human Resource Management (3)
- HRM595: Negotiation Skills (3)

One of:

- FIN565: International Finance (3)
- HRM584: Managing International Human Resources (3)
- INTL500: Global Perspectives for International Business (3)

Leadership and Technology (9)

- ***All students except those selecting the Business Intelligence and Analytics Management Optional Concentration (9)***

- MGMT501*: Organizational Structures and Business Processes (3)
- MGMT591: Leadership and Organizational Behavior (3)

One of:

- BIAM500: Applications of Business Analytics I (3)
- HRM595: Negotiation Skills (3)
- MGMT520: Legal, Political and Ethical Dimensions of Business (3)
- MGMT550: Managerial Communication (3)
- MIS525: Essentials of Information Systems and Programming (3)
- NETW583: Strategic Management of Technology (3)
- PROJ586: Project Management Systems (3)

- ***Students selecting the Business Intelligence and Analytics Management Optional Concentration (9)***

- BIAM500: Applications of Business Analytics I (3)
- MGMT501*: Organizational Structures and Business Processes (3)
- MGMT591: Leadership and Organizational Behavior (3)

Capstone (3)

MGMT601: MBA Capstone (3)

Optional Concentration (credit hours vary by concentration)

Students may pursue 9-semester-credit-hour concentrations in an area of study. Students selecting the Project Management concentration take 18 semester-credit hours.

- **Accounting (9)**

ACCT505: Managerial Accounting (3)

Six credit hours from among: Remaining ACCT courses

- **Business Intelligence and Analytics Management (9)**

BIAM510: Applications of Business Analytics II (3)

BIAM530: Developing and Managing Databases for Business Intelligence (3)

BIAM560: Predictive Analytics (3)

- **Entrepreneurship (9)**

ENTR510: Entrepreneurship and New Ventures (3)

ENTR530: Venture Finance and Due Diligence (3)

One of:

ENTR550: Entrepreneurial Marketing (3)

GSCM520: Foundations in Global Supply Chain Management (3)

- **Finance (9)**

FIN516: Advanced Managerial Finance (3)

Six credit hours from among: Remaining FIN courses

- **Global Supply Chain Management (9)**

GSCM520: Foundations in Global Supply Chain Management (3)

GSCM530: Global Supply Chain Resource Planning and Management (3)

One of:

GSCM540: Relationship Management, Procurement and Sourcing Strategy (3)

GSCM588: Managing Quality (3)

- **Health Services (9)**

Three of:

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)

- **Human Resources (9)**

Three of:

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)

- **Information Systems Management (9)**

MIS581: Systems Analysis, Planning and Control (3)

MIS582: Database Concepts (3)

One of:

MIS589: Networking Concepts and Applications (3)

SEC571: Principles of Information Security and Privacy (3)

- **Marketing (9)**

MKTG550: Digital Marketing (3)

MKTG570: Marketing Research (3)

One of:

ENTR550: Entrepreneurship Marketing (3)

MKTG578: Consumer Behavior (3)

- **Project Management (18)**

GSCM588**: Managing Quality (3)

PROJ586: Project Management Systems (3)

PROJ587: Program Management (3)

PROJ592: Project Cost and Schedule Control (3)

PROJ595: Project Risk Management (3)

PROJ598: Contract and Procurement Management (3)

PMI ATP

As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is proud to offer project management exam preparation course PROJ605. This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)[®] certification exam. Faculty teaching PROJ605 have completed specialized training and have earned the ATP Instructor badge.

* Students who hold an undergraduate business degree, a technology degree or a degree with a technology specialization may be eligible to waive up to three courses (nine credit hours). Students with undergraduate degrees in other disciplines may also be eligible to waive select courses upon review of their undergraduate transcript. Course waiver availability varies by location. Visit the [Course Waivers](#) section.

** Qualified students may substitute PROJ605 with permission from the appropriate academic administrator.

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.

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Master of Business Administration (MBA) degree program – all concentrations except Project management – include General and Operations Managers (11-1021.00); Sales Managers (11-2022.00); Administrative Service Managers (11-3012.00); Investment Fund Managers (11-3031.03); Industrial Production Managers (11-3051.00); Transportation, Storage, and Distribution Managers (11-3071.00); Supply Chain Managers (11-3071.04); Social and Community Service Managers (11-9151.00); Managers, All Other (11-9199.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Loss Prevention Managers (11-9199.08); Cost Estimators (13-1051.00); Management Analysts (13-1111.00). Employment positions determined to be in field for graduates of the MBA program with a concentration in Project Management include Wind Energy Operations Managers (11-9199.09); Wind Energy Project Managers (11-9199.10). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit keller.edu/mba

Master of Science in Accounting Program

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.



TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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

Program Outline – All Students Except Those Planning to Sit for the CPA Exam in Texas

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Program Core (9)

ACCT525: Current Issues in Accounting (3)

ACCT540: Professional Research for Accountants (3)

ACCT601: Accounting Capstone (3)

Accounting Profession (9)

Students choose from among the ACCT courses. For those wishing to pursue CPA certification, the following CPA exam preparation courses are recommended:

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)

Focus (6)

Students choose from among remaining ACCT courses or the FIN courses.

Elective (6)

Students choose any courses for which they meet prerequisites. Visit the [Course Descriptions](#) section.

Program Outline – All Students Planning to Sit for the CPA Exam in Texas

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Program Core (9)

ACCT540: Professional Research for Accountants (3)

ACCT601: Accounting Capstone (3)

MGMT550: Managerial Communications (3)

Accounting Profession (9)

ACCT530: Accounting Ethics and Related Regulatory Issues (3)

ACCT555: External Auditing (3)

ACCT559: Advanced Financial Accounting and Reporting Issues (3)

Focus (12)

ACCT560: Advanced Studies in Federal Taxes and Management Decisions (3)

ACCT564: International Accounting and Multinational Enterprises (3)

ACCT567: Governmental and Not-for-Profit Accounting (3)

ACCT571: Accounting Information Systems (3)

Notes

Special requirements apply to those who wish to be admitted to the MSAC program (visit the [Additional Admission Requirements for Applicants to the Master of Science Degree Program in Accounting](#) section).

Though some courses may be available in more than one course area (Program Core, Accounting Profession, Focus and Elective), each course may be applied to fulfill one graduation requirement only.

Transfer credit cannot be applied to ACCT525 or ACCT540.

Students enrolling in the MSAC program are expected to have knowledge of content in introductory accounting and finance courses, including ACCT500, ACCT503, ACCT505, ACCT550, ACCT551, ACCT553, ACCT557 and FIN510. Students may not self-register for courses requiring these courses as prerequisites; a student support advisor registers students for such courses.

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Master of Science in Accounting degree program include Accountants and Auditors (13-2011.00); Budget Analysts (13-2031.00); Credit Analysts (13-2041.00); Financial Examiners (13-2061.00); Tax Examiners and Collectors, and Revenue Agents (13-2081.00); Business Teachers, Postsecondary (25-1011.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit 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 is designed to help students build knowledge, skills and competencies needed in finance, financial management, financial analysis and accounting.

TECHPATH

Today’s leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That’s why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our 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.

Information regarding programmatic accreditation for this program is available in the [Programmatic Accreditation and Recognition](#) section.

Program Details

Credential: Master of Accounting and Financial Management

Minimum credit hours required for graduation: 39

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours.

Accounting (6)

ACCT503: Financial Accounting: Managerial Use and Analysis (3)

ACCT505: Managerial Accounting (3)

Finance (3)

FIN510: Corporate Finance (3)

Capstone (3)

ACCT605: MAFM Capstone (3)

One of the Following Based on Emphasis Selected (12)

- **Accounting Management: CPA Preparation – students NOT planning to sit for the CPA Exam in Texas (12)**

ACCT553: Federal Taxes and Management Decisions (3)

ACCT555: External Auditing (3)

ACCT559: Advanced Financial Accounting and Reporting Issues (3)

MGMT520: Legal, Political and Ethical Dimensions of Business (3)

- **Accounting Management: CPA Preparation – students planning to sit for the CPA Exam in Texas (12)**

ACCT540: Professional Research for Accountants (3)

ACCT555: External Auditing (3)

ACCT559: Advanced Financial Accounting and Reporting Issues (3)

MGMT550: Managerial Communication (3)

- **Finance Management – students selecting the Finance emphasis (12)**

ACCT500: Essentials of Accounting, Finance and Economics (3)

FIN516: Advanced Managerial Finance (3)

MATH534: Applied Managerial Statistics (3)

MGMT501: Organizational Structures and Business Processes (3)

Emphasis – one emphasis selected (15)

- **Certified Public Accountant Preparation – students NOT planning to sit for the CPA Exam in Texas (15)**

ACCT550: Intermediate Accounting I (3)

ACCT551: Intermediate Accounting II (3)

Nine credit hours from among:

ACCT525: Current Issues in Accounting (3)

ACCT530: Accounting Ethics and Related Regulatory Issues (3)

ACCT540: Professional Research for Accountants (3)

ACCT552: Cost Accounting (3)

ACCT556: Budgeting (3)

ACCT557: Intermediate Accounting III (3)

ACCT560: Advanced Studies in Federal Taxes and Management Decisions (3)

ACCT562: Auditing: An Operational and Internal Perspective Including Fraud Examination (3)

ACCT563: Advanced Managerial Accounting Issues (3)

ACCT564: International Accounting and Multinational Enterprises (3)

ACCT567: Governmental and Not-for-Profit Accounting (3)

ACCT571: Accounting Information Systems (3)

ACCT573: Accounting Fraud Criminology and Ethics (3)

ACCT574: Forensic Accounting: Ethics and the Legal Environment (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)

- **Certified Public Accountant Preparation – students planning to sit for the CPA Exam in Texas (15)**

ACCT550: Intermediate Accounting I (3)

ACCT551: Intermediate Accounting II (3)

Nine credit hours from among:

ACCT530: Accounting Ethics and Related Regulatory Issues (3)

ACCT552: Cost Accounting (3)

ACCT553: Federal Taxes and Management Decisions (3)

ACCT556: Budgeting (3)

ACCT557: Intermediate Accounting III (3)

ACCT560: Advanced Studies in Federal Taxes and Management Decisions (3)

ACCT562: Auditing: An Operational and Internal Perspective Including Fraud Examination (3)

ACCT563: Advanced Managerial Accounting Issues (3)

ACCT564: International Accounting and Multinational Enterprises (3)

ACCT567: Governmental and Not-for-Profit Accounting (3)

ACCT571: Accounting Information Systems (3)

ACCT573: Accounting Fraud Criminology and Ethics (3)

ACCT574: Forensic Accounting: Ethics and the Legal Environment (3)

- **Finance (15)**

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)

Notes

Students completing degree requirements at a Texas location must fulfill a minimum residency requirement of 36 semester-credit hours at Keller.

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Students may complete optional elective coursework by choosing any two courses for which they meet prerequisites. Visit the [Course Descriptions](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Master of Accounting & Financial Management degree program include Financial Managers (11-3031.00); Treasurers and Controllers (11-3031.01); Accountants and Auditors (13-2011.00); Financial and Investment Analysts (13-2051.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit 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 human resource 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

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our 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.

Information regarding programmatic accreditation for this program is available in the [Programmatic Accreditation and Recognition](#) section.

Program Details

Credential: Master of Human Resource Management

Minimum credit hours required for graduation: 39

Embedded Program: Students can earn a graduate certificate in Human Resource Management en route to the master's degree in Human Resource Management.

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours.

[Accounting and Applied Mathematics \(6\)](#)

ACCT500*: Essentials of Accounting, Finance and Economics (3)

MATH534*: Applied Managerial Statistics (3)

Human Resources (21)

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 may be eligible to waive up to three courses (nine credit hours) upon review of their undergraduate degree. Course waiver availability varies by location. Visit the [Course Waivers](#) section.

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Students may complete optional elective coursework by choosing any two courses for which they meet prerequisites. Visit the [Course Descriptions](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Master of Human Resource Management degree program include Human Resources Specialist (13-1071.00); Business Teachers, Postsecondary (25-1011.00); Compensation and Benefits Managers (11-3111.00); Human Resources Managers (11-3121.00); Training and Development Managers (11-3131.00); Compensation, Benefits, and Job Analysis Specialists (13-1141.00); Training and Development Specialists (13-1151.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit 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

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

Program Outcomes

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

- Model an advanced, integrated, and applied understanding of project management as a discipline.
- Demonstrate the skills required to scope and solve complex problems and develop innovative solutions that minimize risks and optimize impacts.
- Manage complex and technical activities within both predictable and unpredictable environments by integrating knowledge and solutions from practitioner and academic viewpoints.
- Evaluate complex sociocultural factors, ethical issues, and social responsiveness to maximize the management of resources, procedures, and processes.
- Apply leadership skills to promote a positive environment, motivate team members, and deliver a sustained competitive advantage.

Information regarding programmatic accreditation for this program is available in the [Programmatic Accreditation and Recognition](#) section.

Program Details

Credential: Master of Project Management

Minimum credit hours required for graduation: 39

Embedded Program: Students can earn a graduate certificate in Project Management en route to the master's degree in Project Management.

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours.

Accounting and Applied Mathematics (9)

ACCT500*: Essentials of Accounting, Finance and Economics (3)
ACCT503: Financial Accounting: Managerial Use and Analysis (3)
MATH534*: Applied Managerial Statistics (3)

Management (12)

GSCM588**: Managing Quality (3)
MGMT501*: Organizational Structures and Business Processes (3)
MGMT520: Legal, Political and Ethical Dimensions of Business (3)
MGMT591: Leadership and Organizational Behavior (3)

Project Management (15)

PROJ586: Project Management Systems (3)
PROJ587: 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)

PMI ATP

As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI) Keller is proud to offer project management exam preparation course PROJ605. This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)[®] certification exam. Faculty teaching PROJ605 have completed specialized training and have earned the ATP Instructor badge.

* Students may be eligible to waive up to three courses (nine credit hours) upon review of their undergraduate degree. Course waiver availability varies by location. Visit the [Course Waivers](#) section.

** Qualified students may substitute PROJ605 with permission from the appropriate academic administrator.

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.

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Students may complete an optional elective by choosing any one course for which they meet prerequisites. Visit the [Course Descriptions](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Master of Project Management degree program include Supply Chain Managers (11-3071.04); Managers, All Other (11-9199.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Loss Prevention Managers (11-9199.08); Wind Energy Operations Managers (11-9199.09); Wind Energy Project Managers (11-9199.10). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit 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

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our 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.

Information regarding programmatic accreditation for this program is available in the [Programmatic Accreditation and Recognition](#) section.

Program Details

Credential: Master of Public Administration

Minimum credit hours required for graduation: 39

Embedded Program: Students can earn a graduate certificate in Health Services Management en route to the master's degree in Public Administration with an emphasis in Healthcare Management.

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours.

Accounting and Applied Mathematics (6)

ACCT500*: Essentials of Accounting, Finance and Economics (3)

MATH534*: Applied Managerial Statistics (3)

Strategic Business (9)

HRM587: Managing Organizational Change (3)

MIS540: Innovation through Technology (3)

PROJ586: Project Management Systems (3)

Management (6)

MGMT501*: Organizational Structures and Business Processes (3)

MGMT591: Leadership and Organizational Behavior (3)

Capstone (3)

PA601: Public Administration Capstone (3)

Emphasis – one emphasis selected (15)

- **Healthcare Management (15)**

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 (15)**

ACCT503: Financial Accounting: 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 may be eligible to waive up to three courses (nine credit hours) upon review of their undergraduate degree. Course waiver availability varies by location. Visit the [Course Waivers](#) section.

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Students may complete optional elective coursework by choosing any two courses for which they meet prerequisites. Visit the [Course Descriptions](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Master of Public Administration degree program include Social and Community Service Managers (11-9151.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Medical and Health Services Managers (11-9111.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit keller.edu/mpa

Master of Information Systems Management Program

The Master of Information Systems Management program (MISM, availability varies by location, Master of Science in Information Systems Management program in New York) is designed to equip students with the business, management and technical skills needed to function effectively as senior analysts, information systems (IS) project leaders and management information systems (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, helping students understand and evaluate technology applications and alternatives.

TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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.

Information regarding programmatic accreditation for this program is available in the [Programmatic Accreditation and Recognition](#) section.

Program Details

Credential: Master of Information Systems Management

Minimum credit hours required for graduation: 45

Embedded Program: Students can earn a graduate certificate in Information Security en route to the master's degree in Information Systems Management with a concentration in Information Security.

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours.

Program Core (18)

HRM587: Managing Organizational Change (3)

MATH534*: Applied Managerial Statistics (3)

MGMT591: Leadership and Organizational Behavior (3)

MIS540*: Innovation Through Technology (3)
NETW583*: Strategic Management of Technology (3)
PROJ586: Project Management Systems (3)

Technology Core (15)

MIS581*: Systems Analysis, Planning and Control (3)
MIS582*: Database Concepts (3)
MIS589*: Networking Concepts and Applications (3)
MIS601: Technology Management Capstone (3)
SEC571*: Principles of Information Security and Privacy (3)

Concentration – one concentration selected (12)**

- **Information Security (12)**

SEC572: Network Security (3)
SEC573: E-Business Security (3)
SEC591: Disaster Recovery/Forensics and Security (3)
SEC592: IT Governance (3)

- **Data Administration and Management (12)**

BIAM500: Applications of Business Analytics I (3)
BIAM510: Applications of Business Analytics II (3)
MIS562: Database Programming and Applications (3)
MIS563: Business Intelligence Systems (3)

- **Project Management (12)**

Four of:

PROJ584: Managing Software Development Projects (3)
PROJ587: Program Management (3)
PROJ592: Project Cost and Schedule Control (3)
PROJ595: Project Risk Management (3)
PROJ598: Contract and Procurement Management (3)
PROJ605: Project Management Exam Preparation (3)

PMI ATP

As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is proud to offer project management exam preparation course PROJ605. This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)[®] certification exam. Faculty teaching PROJ605 have completed specialized training and have earned the ATP Instructor badge.

* Students may be eligible to waive up to five courses (15 credit hours) upon review of their undergraduate degree. Course waiver availability varies by location. Visit the [Course Waivers](#) section.

** 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, MIS525, must be completed successfully by students without a technical 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. Visit the [Prerequisite Skills Requirements](#) section.

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Master of Information Systems Management degree program include Computer and Information Systems Managers (11-3021.00). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career title or SOC number above at www.onetonline.org/crosswalk.

For additional program information, visit keller.edu/mism

Master of Information Technology Management Program

The Master of Information Technology Management (MITM) program (availability varies by location) is designed to equip students with management skills and technical knowledge of information systems and networking technologies. The program, taught from a practitioner perspective, prepares students to apply information systems and networking concepts and skills to real-world situations, and to recognize opportunities in which application of technology can provide strategic benefit to organizations. Coursework provides perspectives on managerial decision-making and managing an enterprise in a technological environment. The program focuses on aspects of information systems and network technologies, helping students to understand and evaluate technology applications and alternatives employed in business and industry.



TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

Program Outcomes

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

- Develop and demonstrate the business, technical and management skills needed to function effectively as Information Systems (IS) managers.
- Identify opportunities for an organization's strategic and competitive benefit through application development, operational effectiveness, information asset management and networking technology.
- Provide critical learning tools for application development, operational effectiveness, information asset management, networking technology and decision-making for the strategic benefit of an organization.
- Utilize appropriate tools and technology to analyze and design computer/network-based applications of information technology and manage IS resources.
- Develop and demonstrate project management skills needed to lead projects and execute project tasks with respect to information systems.

Information regarding programmatic accreditation for this program is available in the [Programmatic Accreditation and Recognition](#) section.

Program Details

Credential: Master of Information Technology Management

Minimum credit hours required for graduation: 39

Embedded Program: Students can earn a graduate certificate in Information Security en route to the master's degree in Information Technology Management.

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours.

Program Core (12)

MATH534*: Applied Managerial Statistics (3)
MIS525*: Essentials of Information Systems and Programming (3)
MIS540*: Innovation through Technology (3)
NETW583: Strategic Management of Technology (3)

Technology Core (15)

MIS581*: Systems Analysis, Planning and Control (3)
MIS582*: Database Concepts (3)
MIS589*: Networking Concepts and Applications (3)
MIS601: Technology Management Capstone (3)
SEC571*: Principles of Information Security and Privacy (3)

Emphasis – one emphasis selected (12)

- **Information Security (12)**
 - SEC572: Network Security (3)
 - SEC573: E-Business Security (3)
 - SEC591: Disaster Recovery/Forensics and Security (3)
 - SEC592: IT Governance (3)
- **Data Administration and Management (12)**
 - BIAM500: Applications of Business Analytics I (3)
 - BIAM510: Applications of Business Analytics II (3)
 - MIS562: Database Programming and Applications (3)
 - MIS563: Business Intelligence Systems (3)

* Students may be eligible to waive up to three courses (nine credit hours) upon review of their undergraduate degree. Course waiver availability varies by location. Visit the [Course Waivers](#) section.

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.

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

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Students may complete optional elective coursework by choosing any two courses for which they meet prerequisites. Visit the [Course Descriptions](#) section.

Employment positions determined to be in field for graduates of the Master of Information Technology Management degree program include Information Security Analysts (15-1212.00); Computer and Information Systems Managers (11-3021.00); Database Administrators (15-1242.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career title or SOC number above at www.onetonline.org/crosswalk.

For additional program information, visit devry.edu/mitm-ge

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, is designed to equip 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 application of communications technology can provide strategic benefit to 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 help students understand and evaluate technology applications and alternatives employed in business and industry.

TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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.

Information regarding programmatic accreditation for this program is available in the [Programmatic Accreditation and Recognition](#) section.

Program Details

Credential: Master of Network and Communications Management

Minimum credit hours required for graduation: 45

Embedded Program: Students can earn a graduate certificate in Information Security en route to the master's degree in Network and Communications Management with a concentration in Information Security.

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours.

Program Core (18)

ACCT504: Accounting and Finance: Managerial Use and Analysis (3)
HRM587: Managing Organizational Change (3)
MIS540: Innovation Through Technology (3)
MIS589*: Networking Concepts and Applications (3)
NETW583*: Strategic Management of Technology (3)
PROJ586: Project Management Systems (3)

Technology Core (15)

MIS601: Technology Management Capstone (3)
NETW584: Telecommunications Law and Regulation (3)
NETW585*: Network Design and Management (3)
NETW589*: Wireless Communication Systems (3)
SEC572*: Network Security (3)

Concentration – one concentration selected (12)**

- **Information Security (12)**

SEC571: Principles of Information Security and Privacy (3)
SEC573: E-Business Security (3)
SEC591: Disaster Recovery/Forensics and Security (3)
SEC592: IT Governance (3)

- **Project Management (12)**

Four of:

PROJ584: Managing Software Development Projects (3)
PROJ587: Program Management (3)
PROJ592: Project Cost and Schedule Control (3)
PROJ595: Project Risk Management (3)
PROJ598: Contract and Procurement Management (3)
PROJ605: Project Management Exam Preparation (3)

PMI ATP

As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is proud to offer project management exam preparation course PROJ605. This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)[®] certification exam. Faculty teaching PROJ605 have completed specialized training and have earned the ATP Instructor badge.

* Students may be eligible to waive up to five courses (15 credit hours) upon review of their undergraduate degree. Course waiver availability varies by location. Visit the [Course Waivers](#) section.

** 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, MIS525, must be completed successfully by students without a technical 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. Visit the [Prerequisite Skills Requirements](#) section.

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Master of Network & Communications Management degree program include Computer Network Support Specialists (15-1231.00); Network and Computer Systems Administrators (15-1244.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit keller.edu/mncm

Keller's Certificate Programs

Note: Availability of all graduate certificate offerings and tracks varies by location.

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.

TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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 to 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

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Accounting and Finance (12)

ACCT500: Essentials of Accounting, Finance and Economics (3)

ACCT503: Financial Accounting: Managerial Use and Analysis (3)

ACCT505: Managerial Accounting (3)

FIN510: Corporate Finance (3)

Intermediate Accounting (6)

ACCT550: Intermediate Accounting I (3)

ACCT551: Intermediate Accounting II (3)

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Employment positions determined to be in field for graduates of the Graduate Certificate in Accounting program include Financial Managers (11-3031.00); Treasurers and Controllers (11-3031.01); Accountants and Auditors (13-2011.00); Financial Analysts (13-2051.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit keller.edu/ga

Big Data & Analytics Graduate Certificate Program

Keller's Big Data & 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.



TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Accounting and Mathematics (3)

MATH534: Applied Managerial Statistics (3)

Technology Management (3)

MIS540: Innovation Through Technology (3)

Business Intelligence and Analytics Management (12)

BIAM500: Applications of Business Analytics I (3)

BIAM510: Applications of Business Analytics II (3)

BIAM530: Developing and Managing Databases for Business Intelligence (3)

BIAM560: Predictive Analytics (3)

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Employment positions determined to be in field for graduates of the Graduate Certificate in Big Data & Analytics Management program include General and Operations Managers (11-1021.00); Management Analysts (13-1111.00); Business Intelligence Analysts (15-2051.01); Computer Occupations, All Other (15-1299.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit keller.edu/gbda

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.

TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Accounting (12)

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)

CPA Exam Preparation (9)

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)

Track – one track selected (9)

- **Advanced Accounting (9)**

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 (9)**

FIN564: Management of Financial Institutions (3)

HRM587: Managing Organizational Change (3)

PROJ586: Project Management Systems (3)

Notes

Students enrolling in the Graduate Certificate in CPA Preparation program are expected to have knowledge of content in introductory accounting and finance courses, including ACCT500, ACCT503, ACCT505, ACCT550, ACCT551, ACCT553, ACCT557 and FIN510. Students may not self-register for courses requiring these courses as prerequisites; a student support advisor may register students for such courses.

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Credits and degrees earned from Keller do not automatically qualify the holder to participate in professional licensing exams required 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 for graduates of the Graduate Certificate in CPA Preparation program include Financial Managers (11-3031.00); Treasurers and Controllers (11-3031.01); Accountants and Auditors (13-2011.00); Financial Analysts (13-2051.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit keller.edu/gcpap

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.



TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Accounting and Leadership (9)

ACCT500: Essentials of Accounting, Finance and Economics (3)

INTL500: Global Perspectives for International Business (3)

MGMT591: Leadership and Organizational Behavior (3)

Entrepreneurship (9)

ENTR510: Entrepreneurship and New Ventures (3)

ENTR530: Venture Finance and Due Diligence (3)

ENTR550: Entrepreneurial Marketing (3)

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Employment positions determined to be in field for graduates of the Graduate Certificate in Entrepreneurship program include Administrative Services Managers (11-3012.00); Investment Fund Managers (11-3031.03); Supply Chain Managers (11-3071.04). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit 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.



TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Accounting and Leadership (9)

ACCT500: Essentials of Accounting, Finance and Economics (3)

INTL500: Global Perspectives for International Business (3)

MGMT591: Leadership and Organizational Behavior (3)

Global Supply Chain Management (9)

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)

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Employment positions determined to be in field for graduates of the Graduate Certificate in Global Supply Chain Management program include Supply Chain Managers (11-3071.04). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career title or SOC number above at www.onetonline.org/crosswalk.

For additional program information, visit 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.



TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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 U.S. 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 U.S. 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

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Accounting and Leadership (6)

ACCT500: Essentials of Accounting, Finance and Economics (3)

MGMT591: Leadership and Organizational Behavior (3)

Technology Management (3)

MIS540: Innovation Through Technology (3)

Health Services Management (9)

HSM541: Health Service Systems (3)

HSM542: Health Rights and Responsibilities (3)

HSM543: Health Services Finance (3)

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Employment positions determined to be in field for graduates of the Graduate Certificate in Health Services Management program include Administrative Services Managers (11-3012.00). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career title or SOC number above at www.onetonline.org/crosswalk.

For additional program information, visit keller.edu/ghsm

Human Resource Management Graduate Certificate Program

Keller's Human Resource Management graduate certificate program helps students enhance their abilities in key areas of human resources such as team building, employment law, human capital management and managing human dynamics.



TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

Program Outcomes

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

- Analyze and demonstrate an ability to implement and oversee mid- to senior-level human resource management (HRM) functions, including change management, employment regulatory concerns and employee legal matters.
- Synthesize the role of HRM 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

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Accounting and Leadership (6)

ACCT500: Essentials of Accounting, Finance and Economics (3)

MGMT591: Leadership and Organizational Behavior (3)

Human Resource Management (12)

HRM530: Human Resources and Technology (3)

HRM587: Managing Organizational Change (3)

HRM591: Strategic Human Resource Management (3)

HRM593: Employment Law (3)

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Employment positions determined to be in field for graduates of the Graduate Certificate in Human Resource Management program include Human Resources Specialists (13-1071.00); Business Teachers, Postsecondary (25-1011.00); Compensation and Benefits Managers (11-3111.00); Human Resources Managers (11-3121.00); Training and Development Managers (11-3131.00); Compensation, Benefits, and Job Analysis Specialists (13-1141.00); Training and Development Specialists (13-1151.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit 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 legal issues surrounding data protection. Coursework also addresses industry standards and the inherent risks of computer networking.

TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

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

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Networking (3)

MIS589: Networking Concepts and Applications (3)

Technology Management (3)

NETW583: Strategic Management of Technology (3)

Information Security (12)

SEC571: Principles of Information Security and Privacy (3)

SEC572: Network Security (3)

SEC591: Disaster Recovery/Forensics and Security (3)

SEC592: IT Governance (3)

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Employment positions determined to be in field for graduates of the Graduate Certificate in Information Security program include Information Security Analysts (15-1212.00). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career title or SOC number above at www.onetonline.org/crosswalk.

For additional program information, visit 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.



TECHPATH

Today's leading businesses are powered by innovation and technology. As the workplace becomes digitized at an unprecedented pace, success is fueled by the ability to use technology to make data-driven decisions. That's why DeVry University infuses programs with technology and hands-on experiential learning. We call it TechPath, and the goal is simple: to provide our graduates with real-world opportunities to solve problems, think critically, work in teams, analyze data, present solutions and stand out as leaders in our digitally driven world.

Program Outcomes

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

- Model an advanced and integrated understanding of the project management discipline and its interface with other disciplines and research developments.
- Apply the skills required to solve complex problems and interpret relevant strategic concepts to realize objectives and develop innovative solutions that minimize risks and optimize impacts.
- Demonstrate professional conduct and accountability during the management of complex and technical activities for both projects and programs.
- Evaluate complex sociocultural factors, ethical issues and social responsiveness to maximize the management of resources, procedures and processes.

Program Details

Credential: Graduate Certificate in Project Management

Minimum credit hours required for certificate completion: 18

Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (i.e., MGMT591), title and credit hours.

Leadership and Quality (6)

GSCM588*: Managing Quality (3)

MGMT591: Leadership and Organizational Behavior (3)

Project Management (12)

PROJ586: Project Management Systems (3)

PROJ587: Program Management (3)

PROJ592: Project Cost and Schedule Control (3)

PROJ595: Project Risk Management (3)

PMI ATP

As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is proud to offer project management exam preparation course PROJ605. This course

provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)[®] certification exam. Faculty teaching PROJ605 have completed specialized training and have earned the ATP Instructor badge.

* Qualified students may substitute PROJ605 with permission from an appropriate academic administrator.

Notes

Students requiring additional development of mathematics and/or writing skills take prerequisite skills coursework, MATH500 and/or ENGL510, respectively. Required prerequisite skills coursework may affect program length and cost. Visit the [Prerequisite Skills Requirements](#) section.

Employment positions determined to be in field for graduates of the Graduate Certificate in Project Management program include Supply Chain Managers (11-3071.04); Managers, All Other (11-9199.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Loss Prevention Managers (11-9199.08); Wind Energy Operations Managers (11-9199.09); Wind Energy Project Managers (11-9199.10). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at www.onetonline.org/crosswalk.

For additional program information, visit 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.

Courses are three semester-credit hours unless otherwise noted. Course descriptions are presented alphabetically, by course discipline. Alpha designators indicate the discipline of the course (e.g., ACCT for accounting). Numeric designators indicate the course level. Courses at the 500-level represent program core, specialization and elective coursework; 600-level courses represent capstone courses and may include exam preparation coursework.

Course Designator and Number	Course Title	Course Description	Prerequisite
Accounting			
ACCT500	Essentials of 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
ACCT503	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
ACCT504	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

Course Designator and Number	Course Title	Course Description	Prerequisite
ACCT505	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
ACCT525	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
ACCT530	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
ACCT540	Professional Research for Accountant	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
ACCT550	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
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

Course Designator and Number	Course Title	Course Description	Prerequisite
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.	ACCT551
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

Course Designator and Number	Course Title	Course Description	Prerequisite
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 Accounting	This course introduces core concepts and tools of accounting and financial reporting for managers of governmental and nonprofit organizations. Topics 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.	ACCT503 or ACCT504 or permission from the appropriate academic administrator
ACCT571	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

Course Designator and Number	Course Title	Course Description	Prerequisite
ACCT573	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
ACCT574	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
ACCT591	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 or equivalent
ACCT592	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 or equivalent
ACCT593	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 or equivalent

Course Designator and Number	Course Title	Course Description	Prerequisite
ACCT594	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 or equivalent
ACCT601	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 from the appropriate academic administrator
ACCT605	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

Course Designator and Number	Course Title	Course Description	Prerequisite
Business Intelligence and Analytics Management			
BIAM500	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
BIAM510	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
BIAM530	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
BIAM540	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
BIAM560	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
BIAM570	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

Course Designator and Number	Course Title	Course Description	Prerequisite
Economics			
ECON545	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
Entrepreneurship			
ENTR510	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
ENTR530	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
ENTR550	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
ENTR570	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

Course Designator and Number	Course Title	Course Description	Prerequisite
Finance			
FIN510	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
FIN515	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
FIN516	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
FIN560	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
FIN561	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
FIN564	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
FIN565	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

Course Designator and Number	Course Title	Course Description	Prerequisite
FIN567	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
FIN575	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
FIN580	Personal Financial Planning	This course addresses personal cash flow management, goal setting, creating and maintaining annual cash budgets, investments, taxation, insurance, and 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.	ACCT503 or ACCT504
FIN590	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
Global Supply Chain Management			
GSCM520	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
GSCM530	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

Course Designator and Number	Course Title	Course Description	Prerequisite
GSCM540	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
GSCM550	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
GSCM560	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
GSCM588	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
Health Services Management			
HSM541	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
HSM542	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

Course Designator and Number	Course Title	Course Description	Prerequisite
HSM543	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 payment system (PPS), the impact of mergers, compliance issues and joint venture activities.	None
HSM544	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
HSM546	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
Human Resource Management			
HRM530	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
HRM584	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

Course Designator and Number	Course Title	Course Description	Prerequisite
HRM586	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
HRM587	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
HRM591	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 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.	None
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

Course Designator and Number	Course Title	Course Description	Prerequisite
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

Course Designator and Number	Course Title	Course Description	Prerequisite
Information Systems Management			
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.	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
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
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

Course Designator and Number	Course Title	Course Description	Prerequisite
MIS581	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
MIS582	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
MIS589	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
MIS601	Technology Management Capstone	This course provides students with the opportunity to integrate concepts and skills learned throughout the program and is intended to be taken as the last course. Students develop, design and present an information systems and/or network project, requiring synthesis of strategic management of technology, network concepts, systems analysis, security and privacy, and management of technology projects. Students plan and justify the project; meet performance, schedule and budget requirements; adjust for unplanned occurrences; and provide project reports. Options for the project may include a case study, simulation or approved project for an existing company.	Successful completion of all other required program courses and permission from the appropriate academic administrator

Course Designator and Number	Course Title	Course Description	Prerequisite
International Business			
INTL500	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
Internship			
INTP580	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
INTP585	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 host-organization analysis and feedback. The course is strongly recommended for students without business/industry experience and for those seeking to change fields.	INTP580 and permission from the appropriate academic administrator

Course Designator and Number	Course Title	Course Description	Prerequisite
Leadership			
LEAD510	Digital Leadership	This course provides tools and strategies essential for becoming successful leaders in the evolving digital workplace. Coursework draws on real-world examples of innovative decision-making, helping students evaluate the leadership mindset and its impact on team engagement and future preparedness. The course also emphasizes how to leverage data and technology to lead and sustain successful change.	None
LEAD560	Intercultural Leadership	This course explores leadership skills critical in today's increasingly global, culturally diverse and interconnected world. Coursework addresses cultural competence and intercultural communication, and readings, discussions and project-based learning help students gain a foundational understanding of various leadership styles. Topics include workforce diversity, leadership development, and opportunities and challenges facing leaders in global industry.	None
Management			
MGMT501	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
MGMT520	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
MGMT550	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

Course Designator and Number	Course Title	Course Description	Prerequisite
MGMT591	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
MGMT601	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
Marketing			
MKTG525	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
MKTG550	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

Course Designator and Number	Course Title	Course Description	Prerequisite
MKTG570	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
MKTG572	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
MKTG575	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
MKTG577	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
MKTG578	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

Course Designator and Number	Course Title	Course Description	Prerequisite
Mathematics			
MATH534	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
Network and Communications Management			
NETW583	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
NETW584	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
NETW585	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.	None
NETW589	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

Course Designator and Number	Course Title	Course Description	Prerequisite
Project Management			
PROJ584	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.	PROJ586
PROJ586	Project Management Systems	This course introduces project management fundamentals and principles from the standpoint of the project manager who must organize, plan, implement, monitor and control nonroutine activities to achieve project objectives. Topics covered include the project life cycle, organizational structures, project charters, project scope statements, work breakdown structures, responsibility assignment matrixes, project scheduling, budgeting, and risk management. Planning and control methods are introduced, such as PERT/CPM, Gantt charts, earned value systems, project management information system software, and project audits.	None
PROJ587	Program Management	This course examines how program managers plan, strategize, manage program benefits, engage with stakeholders, and create appropriate program governance controls. In addition, the distinction between project, program and portfolio management is examined to determine the impact each has in organizational project management. The importance of stakeholders, program and project teams and program closure as it relates to program life cycle management is investigated. Activities such as discussions, assignments, quizzes and research projects allow students to demonstrate their mastery of the material.	PROJ586
PROJ592	Project Cost and Schedule Control	This course examines the processes involved in controlling costs and schedule components in projects. Topics include cost and schedule estimation, budgeting; resource allocation and leveling, schedule analysis techniques, the use of earned value management systems, and project change control; project metrics; and project cost and schedule control using earned value management systems. Students develop a cost and schedule control-based project management plan.	PROJ586
PROJ595	Project Risk Management	This course explores the risk management processes of risk management planning, risk identification, risk analysis, planning and implementation of risk responses, and risk monitoring. The course includes a course project assignment in which the risk management processes are implemented in the creation of a risk management plan using a practical approach.	PROJ586

Course Designator and Number	Course Title	Course Description	Prerequisite
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, requests for proposals (RFPs), source selection, contract types, negotiation, and contract administration. The course provides a broad overview and understanding of the procurement cycle and how it relates to contracts, projects, and management.	None
PROJ601	Project Management Capstone	Students in this capstone course integrate knowledge and skills learned throughout the MPM program. Students develop, design and present a project in a team-based format. Additionally, teams justify the project, meet performance standards, manage schedule and budget requirements, adjust for unplanned occurrences, and provide status reports. Note: This course is intended to be taken as the last course in the MPM program.	Successful completion of all other required MPM program courses, and permission from the appropriate academic administrator
PROJ605	Project Management Exam Preparation	This course examines current topics in the project management field and provides a review of the project management exam content. The material enables students to develop professionally and enhances project management knowledge and skills.	PROJ586
Public Administration			
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

Course Designator and Number	Course Title	Course Description	Prerequisite
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 Administration Capstone	Students in this culminating course, intended to be taken as the last course, integrate knowledge and skills learned throughout the program. Students develop a project related to their area of emphasis within the MPA program.	Successful completion of all other required MPA program courses, and permission from the appropriate academic administrator
Security			
SEC571	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
SEC572	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

Course Designator and Number	Course Title	Course Description	Prerequisite
SEC573	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
SEC591	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
SEC592	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

Course Designator and Number	Course Title	Course Description	Prerequisite
<p>Fundamental Skills for Education Success</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>			
ENGL510	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
MATH500	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 requirements in any program.	None

Admission Requirements

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 postsecondary 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 (visit the [Prerequisite Skills Requirements](#) section). No specific 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.

All applicants must also complete an 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. Admission interviews can be scheduled 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 Nevada, 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. For all states with the proof of immunization requirement: In the event of an outbreak of disease against which immunization is required, no exemption or exception from immunization shall be recognized and exempted persons may be subject to exclusion from school and quarantine.

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 the [English-Language-Proficiency Admission Requirement](#) section; 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. 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 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. Visit the [Standards of Academic Progress](#) section.

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, MIS540, MIS589 or PROJ586.

MISM and MNCM Additional Requirements

MISM and MNCM students who do not have undergraduate degrees in a technical discipline or applicable prior experience must take the prerequisite skills course MIS525. The academic administrator evaluates the academic record for applicable prior education and/or experience.

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. 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 be scheduled 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 receiving the admission decision. Documentation requirements and deadlines for students requiring an I-20 are found in the [Additional Admission Requirements for International Applicants](#) section.

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. Visit the [Application Fee/Cancellation Policy](#) section 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.

Technology Specifications

Because technology changes rapidly, students should note that their computer or computing device used to complete coursework may need upgrading during the course of their program. Students are responsible for checking hardware/software requirements before registering for courses. Requirements are specified at www.devry.edu/online-education/system-requirements.html.

Students must own or have off-site access to a computing device that meets current program-based requirements. They are also expected to have access to a reliable Internet source.

Students attending classes at a DeVry University location are expected to take their personal computing devices to class. The University does not guarantee computing devices will be available for student use at its locations. For more information, students should contact a student support advisor.

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. The University provides support for foreign students needing F-1 Visas by issuing the I-20, if requirements are met, and sponsoring students while they are attending their specific academic program for the duration of their F-1 Visa. International applicants are responsible for applying for their visa and for all associated fees to be paid by the student directly to the Student Exchange and Visitor Program (SEVP).

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 (visit the [Specially Recruited International Applicants](#) section). 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 the [English-Language-Proficiency Admission Requirement](#) section, 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.

Employment Outside the United States

Applicants and students outside the United States or planning to move outside the United States for employment should be aware that professional standards of practice may vary by country. Persons interested in employment outside the United States are encouraged to contact the national association or regulatory agency for their field of interest.

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 (visit the [Program Transfers](#) section).

All students enrolled in site-based programs will be required to take some coursework online. Some students in certain programs and at certain locations may be required to complete a substantial portion of program coursework online.

English-Language-Proficiency Admission Requirement

All instruction and services are provided in English.

Applicants must provide documentation of English-language proficiency by submitting one of the following:

- U.S. high school diploma (education completed in English)
- GED certificate (education completed in English)
- Equivalent of a high school diploma as awarded by the state (education completed in English)
- Documents verifying at least two years' service in the U.S. military

- Documents demonstrating successful completion of a DeVry-recognized advanced-level English as a Second Language (ESL) course
- Postsecondary transcript verifying completion of 30 semester-credit hours of baccalaureate-level courses (excluding remedial or developmental courses) with at least a C (70 percent) average from an institution in which the language of instruction was English; students may demonstrate that the language of instruction was English by submitting a letter from the school's registrar
- Postsecondary transcript verifying completion of the equivalent of DeVry's freshman English composition course, with a grade of B (80 percent) or higher, from a DeVry-recognized postsecondary institution or community college
- Postsecondary transcript verifying completion of two or more baccalaureate-level English writing or composition courses with grades of B (80 percent) or higher, from a DeVry-recognized postsecondary institution or community college
- Transcript demonstrating successful completion of secondary or postsecondary education from a country in which English is identified as the official/primary language, as listed in the CIA World Factbook
- An official letter from the secondary or postsecondary institution attended indicating the language of instruction was English
- An approved international credentials evaluation report indicating the language of instruction of the institution attended, and/or the program completed, was English
- Successful completion of a DeVry-approved SEVP-certified external English language program. **Note:** For applicants requiring an I-20, DeVry cannot issue a pending letter of acceptance until the applicant has been accepted into a SEVP-certified language school. Also, DeVry cannot issue an I-20 until the applicant has successfully completed the IEP or English language program and DeVry receives documentation indicating completion.
- Acceptable test scores from one of the following:

Test Name	Admitted Requiring Prerequisite Skills (ENGL510*)	Admitted without Prerequisite Skills Needs	
TOEFL, IELTS, iTEP and PTE scores are valid for 2 years only.			
TOEFL (Test of English as a Foreign Language) paper based	≥500	≥550	
TOEFL computer based	≥190	≥213	
TOEFL internet based	≥61	≥79	
IELTS (International English Language Testing System) overall band score	N/A	≥6.0	
iTEP (International Test of English Proficiency) Academic-Plus	≥4.0	≥4.5	
PTE (Pearson Test of English) Academic	N/A	≥58	
Tests aligned to the CEFR (Common European Framework of Reference for Languages), such as: <ul style="list-style-type: none"> • Oxford Tutorial College Certificate (Oxford TCC) • Skills for English 	N/A	≥B2	
McCann ELL Tests International applicants requiring an I-20 may not take DeVry-administered McCann ELL Tests.	ELL Grammar	≥12	≥14
	ELL Reading	≥12	≥14
	ELL Listening	≥12	≥14

* 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.

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.

Student Services

Course Schedules

Balancing family, career and education commitments can be challenging. At Keller, we help ease the process with course schedules offered year-round.

We offer six 8-week sessions annually. This enables new students to start their programs any time of year and continuing students to take a session off, if needed, to accommodate their schedules (visit the [Student-Centric Period](#) section). All Keller courses are taught within the eight-week-session model. Online courses have the added benefit of allowing students to complete coursework at the most convenient time, and place, for them.

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. Course and program outcomes are provided in course syllabi, and program outcomes are included in [Keller’s Degree Programs](#) and in [Keller’s Certificate Programs](#).

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. Students in certain programs and at certain locations will be required to complete a substantial portion of the program 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, <https://learn.keller.edu/>, 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.

Specific Provisions for Online Students

Many Keller courses are offered in a purely online format. For all programs, regardless of modality, the University observes student success measures that are holistic and support overall student completion. After registering for a course, students are granted access to preview the course shell for up to two weeks prior to the scheduled course start date. Prior to beginning courses, students are required to attend a virtual New Student Orientation session (live or recorded) for a thorough introduction to their course shell, the online functionality and to the general requirements of online courses at Keller.

Commuter-Friendly Locations

For students choosing to attend classes onsite, the University offers the convenience of locations in major metropolitan areas nationwide. Additionally, coursework transfers easily among all Keller locations. Students can also complete courses online should relocation be necessary.

Note: Students who relocate while enrolled at DeVry University may be unable to complete their program if relocating to a state where DeVry is not authorized to offer a particular program. Prospective students should contact their admissions advisor/representative to discuss how relocation could affect their ability to complete their program; current students should contact Student Central if they are considering relocating during their course of study.

Note: There may be consequences, such as ineligibility for financial aid, for applicants and students who relocate to a state where DeVry is not authorized. There may also be program limitations, even in states where DeVry is authorized; applicants/students may not be able to apply, continue, or transfer to a particular program, as not all programs may be approved by a state authorization agency. Visit the [State and Distance Education Authorizations](#) section for additional information.

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

Academic Advising

Keller is committed to helping students achieve their education goals. Supporting students throughout their academic journey is a team of colleagues, including Student Central leaders, student support advisors (SSAs) and faculty, that can direct students to online and onsite resources. SSAs offer academic and financial advising, and are also available to discuss career plans, professional services and extracurricular activities. Students can find their assigned SSAs within the Student Finance tab on their student portal at <https://learn.keller.edu/home>. Contact information, including phone number, for a student's assigned SSA is listed. While each student has an assigned advisor, any SSA within Student Central may assist the student.

Students may be required to participate in formal academic advising if:

- They must repeat a course to achieve an adequate grade.
- The academic administrator determines a formal intervention might be beneficial to the student.

Advising may result in a written plan for improvement and follow-up that is agreed upon by the student and the advisor. Students are encouraged to reach out to faculty for support and guidance.

Library

The library of DeVry University and its Keller Graduate School of Management supports the educational goals and instructional needs of our students. 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, e-books, full-text journal articles and information from academic and trade publications. Students may access this information through our Learning Commons, located across the country. The Learning Commons is an open space where students can collaborate, study or conduct their online research.

The University's professional librarians are available to help students access library resources, search for information and provide direction for their research questions. Students can contact librarians by live chat, email or by calling a dedicated toll-free number. To learn more, visit <http://library.devry.edu/ask-a-librarian.html>.

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.

Note: No programs offered by DeVry University's Keller Graduate School of Management include an internship, externship, or production work as a part of their requirements.

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 are provided an electronic, final transcript at no charge upon graduation. Students and alumni must submit requests for official transcripts via the student portal. Visit the [Official Transcript Request](#) section.

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
- Fax: 630.689.4003 (Attn: Document Request)
- Mail: DeVry University
Attn: Document Request
1200 E. Diehl Rd.
Naperville, IL 60563

Hours of Operation

Typically, administrative hours at DeVry University locations are Monday through Friday 10 am to 6 pm; specific information is available from each location. In general, onsite classroom hours are Monday through Friday beginning at 6 pm and ending as late as 10 pm. Virtual student support is available by calling 877-496-9050:

- Monday-Thursday 6 am to 7 pm MT
- Friday 6 am to 6 pm MT
- Saturday 7 am to 3 pm MT

Academic Instruction and Faculty Office Hours

Each session, instruction ends at 11:59 pm MT on Saturday of week 8. 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.

StudentLinc Student Assistance Program

To help address everyday issues, DeVry provides a student assistance program at no additional cost. StudentLinc offers access to expert guidance through:

- A licensed clinician, accessible by phone 24/7/365, who can address student concerns such as work-related pressures, depression, stress, anxiety, grief/loss, relationship problems or substance abuse.
- Consultation with a licensed financial counselor, to help with financial planning.
- Convenience resources, such as referrals for child and elder care; home repair and housing needs; pet care and adoption; and more.
- Legal consultation with a local attorney by phone or in person.

Accessing Support

Students can access support, including self-improvement programs and educational modules; legal and financial resources; child and elder search engines; and thousands of articles, tip sheets and videos:

- Via DeVry's student portal
- By calling 888.893.5462 – 24/7/365
- By emailing support@curalinc.com
- By texting "support" to 51230
- Via live chat, using the eConnect® mobile app or through DeVry's student portal
- Via video chat counseling (desktop or mobile)
- Via Textcoach® personalized coaching (desktop or mobile)
- Through Animo self-directed modules (desktop or mobile)
- Through in-person consultation with a local counselor

StudentLinc's confidentiality standards ensure students' privacy, except in cases where there is imminent threat to the student's or others' safety (in such cases, StudentLinc clinicians reach out to local emergency services to request a well-being check) or as required by law. More information is available at www.mystudentlinc.com (password: devry) and from DeVry student support advisors.

Disability Accommodations

Reasonable accommodations are provided to students with disabilities in accordance with applicable laws. The Office of Student Disability Services can provide additional information about the University's Nondiscrimination policy and assistance with accommodation requests during the admission process or after enrollment. To learn more, email adaofficer@devry.edu.

Academic Policies

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

Students must successfully complete 50 percent of the degree program's credit hours, rounded down to the nearest three-credit-hour course, at Keller.

Residency Requirement by Degree Program		
Program	Total Program Credit Hours	Minimum Semester-Credit Hours that Must be Successfully Completed at Keller
Accounting (MSAC)	30	15
Accounting & Financial Management (MAFM)	39	18
Business Administration (MBA)	39	18
Human Resource Management (MHRM)	39	18
Information Systems Management (MISM)	45	21
Information Technology Management (MITM)	39	18
Network & Communications Management (MNCM)	45	21
Project Management (MPM)	39	18
Public Administration (MPA)	39	18

Students should note the following state-specific residency requirements:

- **California:** Students must successfully complete 80 percent of their degree program's credit hours at Keller.
- **Missouri:** Students must successfully complete 75 percent of their degree program's credit hours at Keller.
- **Texas:** MAFM program students must successfully complete 36 credit hours at Keller.

Additional restrictions may apply.

Residency Requirement – Graduate-Certificate-Seeking Students

Students must successfully complete 50 percent of the graduate certificate's credit hours, rounded down to the nearest three-credit-hour course, 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, 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. MISM, MITM and MNCM program students may pursue a second or subsequent degree in a different specialization only.

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. Visit the [Alumni Tuition Benefit](#) section.

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.

Embedded Graduate Certificate Programs

Students who complete qualifying coursework in the following master's degree programs are awarded the associated embedded graduate certificates. Students should contact their student support advisor for more information.

Master's Degree Programs	Embedded Graduate Certificate Programs
<ul style="list-style-type: none"> • MBA, Accounting concentration 	Accounting
<ul style="list-style-type: none"> • MBA, Business Intelligence and Analytics Management concentration 	Big Data & Analytics
<ul style="list-style-type: none"> • MBA, Entrepreneurship concentration 	Entrepreneurship
<ul style="list-style-type: none"> • MBA, Global Supply Chain Management concentration 	Global Supply Chain Management
<ul style="list-style-type: none"> • MBA, Health Services Management concentration • MPA, Healthcare Management emphasis 	Health Services Management
<ul style="list-style-type: none"> • MBA, Human Resources concentration • MHRM 	Human Resource Management
<ul style="list-style-type: none"> • MISM, Information Security concentration • MITM, Information Security emphasis • MNCM, Information Security concentration 	Information Security
<ul style="list-style-type: none"> • MBA, Project Management concentration • MPM 	Project Management

Stackable Programs

Each of the following graduate certificate programs can be pursued as a standalone credential. In addition, credits from each certificate are transferrable to the corresponding master's degree program(s).

Graduate Certificate Programs	Master's Degree Programs
Accounting	<ul style="list-style-type: none">• MBA, Accounting concentration
Big Data & Analytics	<ul style="list-style-type: none">• MBA, Business Intelligence and Analytics Management concentration
Entrepreneurship	<ul style="list-style-type: none">• MBA, Entrepreneurship concentration
Global Supply Chain Management	<ul style="list-style-type: none">• MBA, Global Supply Chain Management concentration
Health Services Management	<ul style="list-style-type: none">• MBA, Health Services Management concentration• MPA, Healthcare Management emphasis
Human Resource Management	<ul style="list-style-type: none">• MBA, Human Resources concentration• MHRM
Information Security	<ul style="list-style-type: none">• MISM, Information Security concentration• MITM, Information Security emphasis• MNCM, Information Security concentration
Project Management	<ul style="list-style-type: none">• MBA, Project Management concentration• MPM

DeVry University Semesters and Sessions

DeVry University's annual academic calendar is divided into three 16-week semesters. Two overlapping calendar cycles designate sessions corresponding to the University's summer, fall and spring semesters (visit the [Student-Centric Period](#) section). At the time students initially start courses, they are assigned an SCP designator code of Cycle 1 or Cycle 2.

To provide maximum flexibility, courses are offered in two 8-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. Students who change their enrollment status also change their financial aid status, which may impact eligibility for financial aid.

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 (visit 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.

Course sequences may vary, and the University reserves the right to revise, add or delete courses; alter the total number of class hours; and suspend, cancel or postpone a class for reasons including, but not limited to, natural occurrences or other circumstances beyond the University's control, holidays, special institutional activity days and registration days. If it becomes necessary for any reason to interrupt its regular class schedules or starting dates, the University may, upon reasonable advance notice, suspend or cancel instruction. The University will advise students as soon as possible of dates for resumption of classes.

If the number of students enrolling in a starting class is deemed insufficient, the University reserves the right to cancel the starting class (a class which begins the first term of an academic program). If this occurs, applicants will be given a full refund, within 30 days, of the application fee and prepaid tuition. If a continuing program or class is cancelled, students will be offered the opportunity to transfer within the University system with full credit for all course work completed. Not all programs are offered at all locations and online. Some courses may not be offered every session. All students enrolled in site-based programs must take some coursework online, and for some programs and locations, a substantial portion of the program must be completed online. Students should check with a student support advisor regarding course availability and delivery format.

Students may transfer to another Keller location and retain credit for all coursework completed; however, program availability varies by location.

Academic Engagement

Academic engagement is active participation by a student in an instructional activity related to the student's course of study as defined by Academic Events (visit the [Academic Events](#) section). Academic engagement is directly tied to academic performance; therefore, regular academic engagement is required. Students may be withdrawn from DeVry or from individual courses for academic engagement violations.

This academic catalog is available on DeVry University's website and includes the academic engagement policy, which serves as notification to students of the policy. Students must adhere to the policy and check for revisions each semester. Students who may not be able to meet

requirements of the policy should contact their professor or an academic dean as soon as possible.

Nonmatriculated students also must adhere to DeVry's academic engagement policy.

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

Academic Events

Academic events are recorded for the purpose of determining academic engagement status.

Academic engagement is monitored via academic events as defined below.

- In an online course, an academic event is the submission of a class assignment, participation in a discussion and/or activity, or completion of an assessment.
- In a blended course, inclusive of connected classrooms, an academic event is the submission of a class assignment, participation in a discussion and/or activity, completion of an assessment, or attendance/participation in the scheduled onsite class meeting.

Academic Engagement Drops

Students who never complete an academic event during the first two weeks of the session are dropped and precluded from requesting an extension. Students dropped from *all* courses because of lack of academic engagement are also dropped from courses in which they are enrolled for future sessions.

Last Date of Attendance

Academic engagement is monitored for all eight weeks of the session and 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 courses, each scheduled class meeting is considered an academic event for the purpose of determining the last date of attendance.

Academic Engagement Warning

Students who do not complete an academic event for 7 consecutive calendar days are sent an academic engagement warning notifying the students that they will be withdrawn if they do not complete an academic event for 14 consecutive calendar days.

Students withdrawn from *all* courses because of lack of academic engagement are also dropped from courses in which they are enrolled for future sessions.

Academic Engagement Extension

Students may request a 7-day extension in which to complete an academic event by submitting a request to their professor. Students are limited to one extension request for each course during the session.

Reinstatement

Students withdrawn for violating the academic engagement policy who have extraordinary and documented circumstances may request reinstatement by providing a written request to an appropriate academic administrator.

Unsuccessful Completion

Unsuccessful completion is any designator of W, F, U or I. Students who are enrolled in one or more courses in their payment period and have not successfully completed their courses are considered withdrawn for Title IV purposes and must have a return to Title IV (R2T4) calculation conducted.

If a student is considered withdrawn for Title IV purposes, the final earned grade is included in the Satisfactory Academic Progress (SAP) calculation, as appropriate (visit the [Standards of Academic Progress](#) section).

Payment Period

The payment period is a period of enrollment for Title IV funds. The payment period at DeVry is the student-centric period (visit the [Student-Centric Period](#) section), which is the student's semester.

Canceled Classes

When a scheduled class is canceled, one or a combination of the following may occur to meet contact hour requirements:

- Rescheduling the class
- Adding time to a remaining onsite class meeting(s)
- Establishing a deadline for completion of an academic event

Religious Holiday Observance

In support of students' observance of their religious holidays, DeVry University has developed the Religious Holiday Observance policy. Students who expect to miss classes or other course requirements because of their observance of a religious holiday will be provided reasonable accommodations to complete missed work. In order to be provided alternative accommodations, students must notify their professor of the need to be absent from class and/or miss a course requirement prior to the observance of the religious holiday(s). Students are encouraged to contact faculty as soon as they are aware that their religious holiday will conflict with class requirements. Students who notify their professor of the need for an accommodation will be provided an alternative assignment or extension to submit work after the conclusion of the religious holiday.

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 8 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 location leader. Online students may contact their student support advisor to make arrangements to view their final exams at a local DeVry University location. Students unable to visit in person should contact their student support advisor to make alternate arrangements.

Classroom Visitors

Students are encouraged to bring prospective students to onsite classes as guests; however, they must first receive approval to do so from their location leader.

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.

Credit for Previous College Coursework, Transfers to Other Institutions, Challenge Exams, Course Waivers and Course Substitutions

Students pursuing a master's degree or graduate certificate may apply transfer credit for 50 percent of their program's credit hours, rounded up in favor of the student (visit the [Residency Requirement – All Students](#) section).

Students should note the following state-specific limits on transfer credit:

- **California:** No more than 20 percent of master's degree program requirements may be satisfied through transfer credit.
- **Missouri:** No more than 25 percent of master's degree program requirements may be satisfied through transfer credit.
- **Texas:** A maximum of three credit hours of transfer credit may be applied to satisfy MAFM program requirements.

Additional restrictions may apply.

Students seeking multiple degrees must satisfy the semester-credit-hour residency requirements outlined in the [Multiple Degree Programs](#) section. Students seeking multiple certificates must satisfy residency requirements outlined in the [Multiple Certificate Programs](#) section.

All 600-level courses, including capstone courses, must be taken through DeVry University.

Transfer credit is not granted for CPA exam preparation courses and 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 taken were completed within the 10 years preceding initial enrollment at Keller

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. Transfer credit does not affect grade point average calculations.

Students who receive transfer credit for a course do not automatically receive credit for associated prerequisite courses.

To apply for transfer credit, 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, with all required materials when applying to receive transfer credit.

Students should check with their admissions representative/student support 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.

Transfer Credit – Veterans

Evaluation of previous postsecondary education and training is mandatory for VA beneficiaries. DeVry University grants appropriate credit, reduces program length proportionately, notifies students and Veterans Affairs in writing of this decision, and adjusts invoicing to the VA accordingly for students using veterans benefits and approved for transfer credit as a result of this evaluation.

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 percent 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.

Note to California residents concerning transferability of credits and credentials earned at our institution: The transferability of credits you earn at DeVry University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the academic credential you earn in your program of study is also at the complete discretion of the institution to which you may seek to transfer. If the credits or academic credential that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending DeVry University to determine if your credits or academic credential will transfer.

Challenge Exams

Students may wish to attempt a challenge exam if they feel course material has been mastered, either through coursework completed outside Keller for which transfer credit cannot be given or through self-study. Students who have never been enrolled in the course at Keller and have not previously attempted the challenge exam may request a challenge exam by contacting a student support advisor.

Students can receive proficiency credit for a course when they score 80 percent or higher on a challenge exam. Proficiency credit is not included in grade point averages (visit the [Grades and Designators](#) section). Challenge exams cannot be applied to the residency requirement (visit the [Residency Requirement – All Students](#) section).

Note: Challenge exams are not available for all courses.

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, MPM and MITM program students, 15 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 are not eligible for waivers.

Waiver applicability in the MAFM program is limited. Waivers granted in the Accounting certificate may not apply to the MAFM program.

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 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 or technology discipline or with a technology specialization may be eligible for three course waivers for the MBA program. Students with a University-recognized undergraduate degree in a business discipline may be eligible for three course waivers for the MHRM, MPA and MPM programs. Students with a University-recognized undergraduate degree in a technology discipline may be eligible for three course waivers in the MITM program or five course waivers for the MISM and MNCM programs. Students with undergraduate degrees in other disciplines may also be eligible to waive certain courses. Credit hour limits for course waivers based on a body of knowledge ensure that master's degree programs include a minimum of 30 semester-credit hours of graduate-level coursework.

Students in the MAFM program and those with a bachelor's degree in a non-applicable discipline should refer to *Course Waivers Based on Course-by-Course Evaluations* below. 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.

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.

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 course-by-course evaluation. 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 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. Visit the [Degree Programs](#) section. Restrictions on financial aid for these courses may apply. Visit [Financial Aid Applicability to Elective/Alternate Courses](#) section.

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 location to another must:

- Apply for permission to transfer.
- Meet all admission requirements of the intended program and location.
- Meet all graduation requirements for the intended program and location in order to graduate.

Program Transfers

Students wanting to change their primary program must submit a program transfer request to the registrar prior to registering in coursework in the new program. Program transfers requested by Sunday of week 1 of the session are effective that session; requests after week 1 of the session are effective the subsequent session. Program transfers are not applicable to sessions already completed.

Financial aid eligibility for coursework not applicable to the current program may be limited. Visit the [Financial Aid Applicability to Elective/Alternate Courses](#) section. 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 requesting a location transfer must submit the Request for Home Location Update form to the registrar. Students approved for transfer must meet all graduation requirements of the intended state, based on their residence, in order to graduate. Students on financial aid probation (academic probation) or disciplinary probation remain on probation after the transfer.

Note: Students who relocate while enrolled at DeVry University may be unable to complete their program if relocating to a state where DeVry is not authorized to offer a particular program. Prospective students should contact their admissions advisor/representative to discuss how

relocation could affect their ability to complete their program; current students should contact a student support advisor if they are considering relocating during their course of study.

Note: There may be consequences, such as ineligibility for financial aid, for applicants and students who relocate to a state where DeVry is not authorized. There may also be program limitations, even in states where DeVry is authorized; applicants/students may not be able to apply to, continue in or transfer to a particular program, as not all programs may be approved by a state authorization agency. Visit the [State and Distance Education Authorizations](#) section for additional information.

Grades, Progress & Registration

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.

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.
- 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 non-GPA courses (visit the [Non-GPA Credit](#) section).

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 a non-GPA course, credit is considered when determining students' academic level and progress.

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 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 (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 following chart, are used when letter grades do not apply.

Academic Designators	
Designator	Description
AU	Audit
CWA	Course Waiver
I	Incomplete
IP	In Progress
PR	Proficiency Credit
S	Satisfactory
T	Transfer Credit
U	Unsatisfactory
W	Withdrawal

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 (visit the [Grade Point System and GPAs](#) section). 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. Capstone courses may not be audited.

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. Academic engagement is required in audited courses.

If, in professors' opinions, audit students do not fulfill the above obligations, audit status may be revoked, and students will be removed from class.

Designator of CWA – Course Waiver

A CWA designator indicates a course waiver (visit the [Course Waivers](#) section).

Designator of I – Incomplete

An I designator signifies that required coursework was not completed during the session of enrollment. Incompletes 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. All required work must be completed and submitted to the professor by Sunday of week 2 of the subsequent session. The I must be converted to a letter grade A through F, or to an S or U designator, as determined by the course grading scale.

Designators of I are counted in attempted hours but are not counted in any GPA computations. If course requirements are not satisfied by the deadline, the I is converted to an F. 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.

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 professor.
- 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.

Designator of PR – Proficiency Credit

A PR designator signifies proficiency credit awarded for successful completion of a challenge exam.

Designator of S – Satisfactory

An S designator is awarded for satisfactory completion of a course graded on a Satisfactory/Unsatisfactory basis. Courses graded on this basis are noted in course descriptions.

Designator of T – Transfer Credit

A T designator is awarded for a course for which applicable prior graduate course credit is received.

Designator of U – Unsatisfactory

A U designator is awarded for unsatisfactory completion of a course graded on a Satisfactory/Unsatisfactory basis. Courses graded on this basis are noted in course descriptions.

Designator of W – Course Withdrawal

A W designator signifies withdrawal from the course and appears 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 academic engagement violation.

Students who remain enrolled in a course or courses after the course drop deadline and wish to withdraw from a course or courses must contact a student support advisor or an appropriate academic administrator.

Students may withdraw at any time prior to the withdrawal deadline, which is Friday of week 7 at 11:59 pm MT.

Missing Grades

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

Grade Changes

Grade 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 transfer credit was awarded 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 an equivalent course was previously or subsequently awarded transfer credit, and the grade for the transferred course is higher, the grade earned at DeVry University is excluded from GPA calculations.

Grade Appeals

Students who want to appeal their grade from a specific course must contact their professor by Sunday of week 4 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 for routing. The academic administrator will review the appeal and make a decision on the outcome, which can result in a final grade that may increase, decrease or stay the same.

Grade appeal requests must be made during the session immediately following the session in which students were enrolled in the course. Grade changes beyond the time allotted for the grade appeal process must be of an unusual nature and are considered exceptional. Exceptions must be approved by the appropriate academic administrator. Grade changes are not permitted after the award of a degree or certificate except for legitimate grade changes within the allotted grade appeal time period (visit the [Retroactive Grade Changes](#) section).

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 (visit the [Standards of Academic Progress](#) section).

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.

If the repeated course has previously been completed with a D or higher, the course can only be taken one additional time and be counted toward the student's enrollment status for federal financial aid purposes. Subsequent attempts will not be counted towards the student's enrollment status and may result in a reduction of financial aid awards.

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 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 as shown in the table below.

Attempted Semester Credit Hours	Minimum Acceptable CGPA
1-9	2.50
10-15	2.65
16-27	2.80
28+	3.00

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. Course repeats may affect program length and cost.

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. Attempted semester credit hours include all enrolled courses and withdrawals as well as transfer and proficiency credit. 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 (visit the [Academic Appeal](#) section).

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, and present a realistic plan for meeting requirements to return to good standing. Supporting documentation may be submitted to further explain the cause and progress toward resolution of your mitigating circumstances(s). If no supporting documentation is provided, you may be contacted to provide such documentation which could delay the review of your appeal.

Students must submit an academic appeal no later than Tuesday of week 2 of the session following their semester/student-centric period for which the student is being evaluated for academic progress. However, students who do not submit an appeal within four days of the date of the dismissal notification will be dropped from courses in the session following the

semester being evaluated for academic progress as well as any future sessions for which the student is registered. Therefore, students are strongly encouraged to submit an appeal within four days of the date of the dismissal notification. Students who submit an appeal after being dropped from courses may not be able to reregister, which can result in at least one-session of interrupted studies.

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, as long as the student submits the appeal within four days of the date of dismissal notification. 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. The total number of appeals is reset to zero for students whose appeals associated with readmission are approved.

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

Students are placed on academic warning for failure to meet minimum CGPA, pace of progress toward graduation and other minimum requirements outlined in the [Standards of Academic Progress](#) section. 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, visit the [Requirements for Students Starting the Semester on Financial Aid Warning \(Academic Warning\) or Financial Aid Probation \(Academic Probation\)](#) section. 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 appropriate academic administrator/student support 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.

Registration

Registration is the process of enrolling in and paying for a course. Students are strongly encouraged to self-register online at <https://learn.keller.edu/home> prior to the start of the session, or they may contact their student support advisor to complete the registration process. Student Central colleagues may register students prior to the start of the session and through week 1.

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 may not be 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 7 of the prior session. In addition, registration for online exam preparation courses (ACCT591-ACCT594) closes two weeks prior to the course start date.

Students can request to add or drop a course through Sunday of week 1.

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 <https://learn.keller.edu/home>. Students may not drop all courses for the session via self-registration.

Students who need registration assistance should contact a student support 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

Course schedules are posted at <https://learn.keller.edu/home>. Courses not appearing on the schedule may be offered at students' request provided demand is sufficient and a qualified professor is available. Students have the ability to register for up to five 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.

Withdrawals

Students may withdraw from a course by making a formal request. Withdrawal requests must be communicated to a student support advisor or to an appropriate academic administrator, verbally, by email or by submitting a request through the student portal. 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 academically engaged in the course in accordance with the academic engagement policy (visit the [Academic Engagement](#) section). 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 lack of academic engagement are dropped from courses in which they are enrolled for future sessions.

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.

The withdrawal deadline is 11:59 pm MT on Friday of week 7. Withdrawal is not allowed after this time.

Visit the [Withdrawals – Financial](#) section 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 support advisor or registrar of a deployment situation that would require special consideration. For additional information, contact a student support. A brief overview of the DeVry University Military Deployment policy is available at www.devry.edu/d/military-deployment-policy.pdf.

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. Students with an outstanding balance on their DeVry student account are not permitted to resume.

Readmission

Students who were not enrolled within the previous six DeVry University sessions (visit the [DeVry University Semesters and Sessions](#) section) must apply for readmission. If these students' five-year time limitations have expired (visit the [Time Limitations](#) section), or if they were academically dismissed, they must follow procedures appropriate to those conditions in addition to following standard readmission procedures. Students should reapply at least six weeks prior to the intended class start date.

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.

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 appropriate academic administrator.

Students resuming their studies after an extended interruption are strongly encouraged to obtain academic advising.

Credit Hours

Keller 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 Keller, 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.

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 (specialization) may be applied to requirements for multiple specializations provided the course is required for each subsequent specialization. Specialization limits apply as follows:

Program	Specialization Limit
Accounting & Financial Management	1
Business Administration	3
Information Systems Management	2
Information Technology 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 postsecondary 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; contact a student support advisor for more information.

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 the [Multiple Degree Programs](#) section.

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 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 may take place in person, via live stream, or through a combination of in-person and online ceremonies. Degree-seeking students may participate in commencement prior to satisfying all graduation requirements provided no more than two sessions are needed

to fulfill program requirements. Students completing graduate certificates only may not participate in commencement.

Specific dates and details about commencement ceremonies are available from a student support advisor or by emailing [DeVry.CommencementQuestions@devry.edu](mailto: DeVry.CommencementQuestions@devry.edu).

Note: To graduate officially, students must satisfy all academic program requirements. Participation in commencement ceremonies neither guarantees nor indicates program completion.

Financial Information

Student Costs, Payment Options and Financial Assistance

Tuition

Tuition charges are calculated each session per credit hours enrolled. Matriculating and nonmatriculating students are charged \$776¹ per credit hour. Total program costs for students enrolling in the July 2022 through May 2023 sessions are shown in the [tuition charts](#). A \$30 application fee must accompany the application.

DeVry University reserves the right to change tuition rates at any time; increases are announced within a reasonable timeframe of at least 30 days before the beginning of the effective term. Tuition is not increased more than once per calendar year for Oregon residents.

Students must complete registration and make payment arrangements no later than the end of week 1 of the session. Tuition and appropriate fees must be submitted by the beginning of the session in which students intend to complete the course. Payment may be made by check, credit card or third-party financing, including financial aid.

Students are responsible for all tuition and fees regardless of loan arrangements, company billing arrangements or tuition reimbursement programs.

¹ Fixed Tuition Promise students, and students who enrolled prior to May 2020, follow the tuition rate of their catalog of enrollment. TechPath students remain at the current prevailing rate.

**DeVry University's Keller Graduate School of Management
Tuition, Fees and Expenses: Master's Degree Program Students, Except Those in
California, Effective July 2022 Session through May 2023 Session**

The standard tuition rates below apply to students enrolling in the University's July 2022 through May 2023 sessions. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog.

Master's Degree Program ¹	Credit Hours Required	Tuition per Credit Hour	Textbook and Materials Expense ²	Course Resource and LMS Fees ³	Total Program Cost ⁴
Accounting	30	\$776	\$280	\$820	\$24,410
Accounting & Financial Management – With CPA Exam Preparation Emphasis	39	\$776	\$400	\$1,000	\$31,694
Accounting & Financial Management – With Finance Emphasis	39	\$776	\$520	\$1,180	\$31,994
Business Administration – Without Graduate Certificate or Concentration	39	\$776	\$520	\$1,180	\$31,994
Business Administration – With Graduate Certificate or Concentration	48	\$776	\$640	\$1,360	\$39,278
Business Administration – With Project Management Concentration	57	\$776	\$760	\$1,540	\$46,562
Human Resource Management	39	\$776	\$520	\$1,180	\$31,994
Information Systems Management	45	\$776	\$600	\$1,300	\$36,850
Information Technology Management	39	\$776	\$520	\$1,180	\$31,994
Network & Communications Management	45	\$776	\$600	\$1,300	\$36,850
Project Management	39	\$776	\$520	\$1,180	\$31,994
Public Administration	39	\$776	\$520	\$1,180	\$31,994

¹ Program availability varies by location.

² At average estimated per-course expense for textbooks and materials of \$40; average estimated per-course expense does not apply to exam prep courses, the per-credit-hour cost for which includes textbook and materials expense.

³ Includes course resource fee estimated at \$60 per course and one-time-per-enrollment Learning Management System (LMS) access fee of \$400.

⁴ At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS 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 courses.

Tuition, Fees and Expenses: Graduate Certificate Program Students, Except Those in California, Effective July 2022 Session through May 2023 Session

The standard tuition rates below apply to students enrolling in the University’s July 2022 through May 2023 sessions. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog.

Graduate Certificate Program ¹	Credit Hours Required	Tuition per Credit Hour	Textbook and Materials Expense ²	Course Resource and LMS Fees ⁴	Total Program Cost ⁴
Accounting	18	\$776	\$240	\$760	\$14,998
Big Data & Analytics	18	\$776	\$240	\$760	\$14,998
CPA Preparation	30	\$776	\$280	\$820	\$24,410
Entrepreneurship	18	\$776	\$240	\$760	\$14,998
Global Supply Chain Management	18	\$776	\$240	\$760	\$14,998
Health Services Management	18	\$776	\$240	\$760	\$14,998
Human Resource Management	18	\$776	\$240	\$760	\$14,998
Information Security	18	\$776	\$240	\$760	\$14,998
Project Management	18	\$776	\$240	\$760	\$14,998

¹ Program availability varies by location.

² At average estimated per-course expense for textbooks and materials of \$40; average estimated per-course expense does not apply to exam prep courses, the per-credit-hour cost for which includes textbook and materials expense.

³ Includes course resource fee estimated at \$60 per course and one-time-per-enrollment Learning Management System (LMS) access fee of \$400.

⁴ At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS 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 courses.

**DeVry University's Keller Graduate School of Management
Tuition, Fees and Expenses: Master's Degree Program Students in California,
Effective July 2022 Session through May 2023 Session**

The standard tuition rates below apply to students enrolling in the University's July 2022 through May 2023 sessions. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog.

Master's Degree Program ¹	Credit Hours Required	Tuition per Credit Hour	Textbook and Materials Expense ²	STRF ³	Course Resource and LMS Fees ⁴	Total Program Cost ⁵
Accounting	30	\$776	\$280	\$60.00	\$820	\$24,410
Accounting & Financial Management – With CPA Exam Preparation Emphasis	39	\$776	\$400	\$80.00	\$1,000	\$31,694
Accounting & Financial Management – With Finance Emphasis	39	\$776	\$520	\$80.00	\$1,180	\$31,994
Business Administration – Without Graduate Certificate or Concentration	39	\$776	\$520	\$80.00	\$1,180	\$31,994
Business Administration – With Graduate Certificate or Concentration	48	\$776	\$640	\$97.50	\$1,360	\$39,278
Business Administration – With Project Management Concentration	57	\$776	\$760	\$117.50	\$1,540	\$46,562
Human Resource Management	39	\$776	\$520	\$80.00	\$1,180	\$31,994
Information Systems Management	45	\$776	\$600	\$92.50	\$1,300	\$36,850
Information Technology Management	39	\$776	\$520	\$80.00	\$1,180	\$31,994
Network & Communications Management	45	\$776	\$600	\$92.50	\$1,300	\$36,850
Project Management	39	\$776	\$520	\$80.00	\$1,180	\$31,994
Public Administration	39	\$776	\$520	\$80.00	\$1,180	\$31,994

¹ Program availability varies by location.

² At average estimated per-course expense for textbooks and materials of \$40; average estimated per-course expense does not apply to exam prep courses, the per-credit-hour cost for which includes textbook and materials expense.

³ The Student Tuition Recovery Fund (STRF) is a nonrefundable California state-imposed assessment. The University collects the fee from students and remits it on behalf of California residents enrolled at DeVry University.

⁴ Includes course resource fee estimated at \$60 per course and one-time-per-enrollment Learning Management System (LMS) access fee of \$400.

⁵ At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS access fee and average estimated textbook and materials expense; does not include STRF assessment (visit footnote 3); total program cost lower for students fulfilling graduation requirements through credit hours earned in exam prep courses.

Tuition, Fees and Expenses: Graduate Certificate Program Students in California, Effective July 2022 Session through May 2023 Session

The standard tuition rates below apply to students enrolling in DeVry University's July 2022 through May 2023 sessions. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog.

Graduate Certificate Program ¹	Credit Hours Required	Tuition per Credit Hour	Textbook and Materials Expense ²	STRF ³	Course Resource and LMS Fees ⁴	Total Program Cost ⁵
Accounting	18	\$776	\$240	\$37.50	\$760	\$14,998
Big Data & Analytics	18	\$776	\$240	\$37.50	\$760	\$14,998
CPA Preparation	30	\$776	\$280	\$60.00	\$820	\$24,410
Entrepreneurship	18	\$776	\$240	\$37.50	\$760	\$14,998
Global Supply Chain Management	18	\$776	\$240	\$37.50	\$760	\$14,998
Health Services Management	18	\$776	\$240	\$37.50	\$760	\$14,998
Human Resource Management	18	\$776	\$240	\$37.50	\$760	\$14,998
Information Security	18	\$776	\$240	\$37.50	\$760	\$14,998
Project Management	18	\$776	\$240	\$37.50	\$760	\$14,998

¹ Program availability varies by location.

² At average estimated per-course expense for textbooks and materials of \$40; average estimated per-course expense does not apply to exam prep courses, the per-credit-hour cost for which includes textbook and materials expense.

³ The Student Tuition Recovery Fund (STRF) is a nonrefundable California state-imposed assessment. The University collects the fee from students and remits it on behalf of California residents enrolled at DeVry University.

⁴ Includes course resource fee estimated at \$60 per course and one-time-per-enrollment Learning Management System (LMS) access fee of \$400.

⁵ At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS access fee and average estimated textbook and materials expense; does not include STRF assessment (visit footnote 3); total program cost lower for students fulfilling graduation requirements through credit hours earned in exam prep courses.

Expenses

Note: The University reserves the right to change fees at any time without notice. DeVry receives administrative and service fees from its graduation regalia supplier 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. Fees are not increased more than once per calendar year for Oregon residents.

Course Resource

A required nonrefundable fee of \$60 per course is charged to matriculating and nonmatriculating students to cover expenses associated with tutorials, simulations, study guides, electronic book hosting and access to online library technologies. This fee is refunded in accordance with state requirements, if applicable.

Learning Management System Access

New and readmitted matriculating and nonmatriculating students are charged a one-time-per-enrollment Learning Management System (LMS) access fee of \$400. This fee is refunded for students who withdraw from all courses during the session in which the LMS fee was assessed. In such cases, the LMS fee is assessed the next session in which the student registers.

Through the LMS, students can easily access course materials, complete assignments, and collaborate with faculty and classmates.

Nonsufficient Funds 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.

Official Transcript Request

An electronic transcript is sent to students automatically, at no charge, upon graduation. Students and alumni are charged \$6 for each electronic transcript and \$8 for each paper transcript. Students must submit requests for official transcripts via the student portal.

Parking

To park in parking lots at some DeVry locations, students may be charged a nonrefundable fee not to exceed \$60 per vehicle, per session. Students should contact Student Central 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 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, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, 916.574.8900 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.

Textbooks and Supplies

Costs for electronic and hard-copy textbooks vary by program and course for matriculating and nonmatriculating students. Course syllabi outline required materials, and students' billing statements show associated costs.

Most courses require electronic textbooks (e-books); some courses require hard-copy textbooks. Using the specified textbook(s) is integral to successful course completion.

Costs for all textbooks are subject to change based on publishers' prices.

Students enrolled in courses in which an e-book is used are charged \$40 for the e-book. Students enrolled in a course using multiple e-books are charged only one \$40 fee. The e-book fee is generally nonrefundable.

Students enrolled in courses using nonrequired e-books may decline the e-book provided by Keller and can request a credit of \$40 for the e-book fee. Students must request such credit for each course by the end of week 1 of the session and can do so at <https://bookstore.devry.edu>. Students who order a print textbook, or who otherwise print the e-book, are not eligible for the \$40 e-book fee credit.

Students can purchase textbooks (hard-copy or electronic) from an outside source but must purchase those specified by the University.

Black and white, soft-cover printed versions of certain electronic textbooks may be 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>.

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, 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 University's refund policy](#).

F-1 Student Tuition Deposits, Payments and Transfer-Out Fees

F-1 students do not qualify for Title IV funding (financial aid) and are therefore classified as full-cash students. It is students' responsibility to ensure all financial obligations are met prior to the start of every session. F-1 students should contact their Designated School Official or location contact if they have questions related to tuition payments.

Tuition Deposit F-1 Initial I-20 Applicants

A refundable tuition deposit equivalent to the cost of six semester-credit hours charged at the current standard tuition rate is required from F-1 Initial I-20 applicants prior to entering their first semester at the University. 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 (less fees) if the applicant subsequently cancels enrollment. Regarding tuition payments:

- ***F-1 Transfer and Change of Status I-20 Applicants:*** A tuition payment equivalent to the cost of 3 credit hours for the session, charged at the current standard tuition rate, is required from F-1 Transfer and Change of Status I-20 applicants. This payment is due prior to the start of their first session and is required before registering for classes.
- ***F-1 Continuing Students:*** Payments for tuition and fees must be made by Friday of week 8, prior to the start of a new session. No exceptions are made. Future balances must be paid in full for the upcoming session for which the F-1 student is enrolled.

Note: Failure to make full payment prior to the start of a session makes F-1 applicants/students ineligible for enrollment in that particular session. Failure to enroll in classes causes applicants/students to fall out of status and may result in termination of their [Student and Exchange Visitor Information System](#) (SEVIS) record.

Transfer-Out Fee for F-1 Students

Beginning at the time Form I-20 is issued, F-1 students seeking to transfer from DeVry University to another SEVP-certified institution prior to completing their program are charged a **\$250 administrative fee**. DeVry University is responsible for overseeing the SEVIS record, which must be transferred when students change schools. The administrative fee applies to students seeking external transfer only. The fee does not apply to students seeking transfer to a different DeVry University location.

Payment Options

Students' full account balance is due at the beginning of each session.

Though students may pay their full account balance in one payment, they may take advantage of one of the deferred payment plans outlined below. Such students must submit a completed payment plan agreement. A new agreement is required should students wish to change plans.

Standard Plan

The Standard Plan provides a monthly payment plan option to help students pay for tuition, books and required electronic materials. This plan is developed using students' expected enrollment and financial assistance. Students can self-enroll in this payment plan after tuition has posted for the session and before the first bill is generated. The first monthly installment is due 22 days after the first bill is generated. Students using the Standard Plan must pay their balances off by the end of the applicable eight-week session.

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 Thursday of week 5 of the subsequent session. Any additional charges are due 22 days after the first billing statement is generated.

Direct Bill Plan

Available to students for whom an employer or third party (e.g., state, VA, etc.) 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 7 of the third subsequent session.

Students using a third-party form of payment (e.g., Chapter 33 Post 9/11 GI Bill¹, Chapter 31 Vocational Rehabilitation and Employment, state workforce programming, employer tuition coverage, etc.) will not be penalized by holds, interest or late fees while payment for the students' covered balance is pending receipt by the institution.

To enroll in the Direct Bill Plan, students must submit documentation of eligibility for the direct billing arrangement offered by their company or the third party. Acceptable documentation includes a:

- Certificate of Eligibility for entitlement to educational assistance under Chapters 33 or 31, or
- "Statement of Benefits" obtained from the Department of Veterans Affairs' website, www.va.gov, or

¹ GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.

- VA Form 28-1905 for Chapter 31 authorization, or
- Completed Corporate Education Program form for all other third-party methods.

Enrollment in this payment plan does not eliminate students' responsibility to ensure tuition is paid by the due date (Friday of week 7 of the third subsequent session – 180 days) whether they are in active or inactive enrollment status.

Veterans Benefits and Transition Act

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, effective August 1, 2019, and the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021, section 3679 of title 38, effective August 1, 2022, any DeVry University students using Chapter 33 Post 9/11 GI Bill² or Chapter 31 Veterans Readiness and Employment will not be penalized by holds, interest or late fees while the VA Education Benefit payment is pending receipt for at least 90 days from the date tuition and fees were certified by the institution. DeVry University will not impose any penalty, including denial of access to classes, libraries or other institutional facilities, or the requirement that a covered individual borrow additional funds.

DeVry University also recommends that veterans education benefit recipients notify a student support advisor as soon as they become aware of a delay in anticipated payment.

Tuition Benefit Programs

Note: Students may participate in one DeVry University-based scholarship, grant or group pricing program only. If students qualify for more than one such program, the one most beneficial is awarded. Prior to starting classes at Keller, students who qualify for and prefer a different scholarship, grant or group pricing program must confirm, in writing, the alternate program in which they wish to participate. In rare cases, grant or group tuition pricing programs are combinable. Students are made aware of such opportunities by their admissions advisor/representative or student support advisor.

Alumni Tuition Benefit

The University offers alumni who hold a bachelor's degree or higher from DeVry University, including Keller, the opportunity to pursue graduate-level coursework at a tuition savings of 20 percent off the prevailing tuition rate. This tuition savings is available to new matriculating and nonmatriculating 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 student support advisors.

² GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.

Military Tuition Rate

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 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; textbook and other fees are charged at the standard rate. Additional information is available from the University's admissions advisors/representatives.

DeVry University Scholarships and Grants

Note: Students may participate in one DeVry University-based scholarship, grant or group pricing program only. If students qualify for more than one such program, the one most beneficial is awarded. Prior to starting classes at Keller, students who qualify for and prefer a different scholarship, grant or group pricing program must confirm, in writing, the alternate program in which they wish to participate. In rare cases, grant or group tuition pricing programs are combinable. Students are made aware of such opportunities by their admissions advisor/representative 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.devry.edu/tuition-financial-aid/financial-aid/apply.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 education expenses except tuition.
- Applications for scholarships or grants 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 offerings available 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 their 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.

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 the University's designated veterans point of contact to see if their location/program is approved. 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 meet Veterans Administration standards of academic progress requirements (visit the [Additional Standards of Academic Progress Information for Students Receiving Veterans Education Benefits](#) section). 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 designated veterans point of contact.

Visit the [Transfer Credit – Veterans](#) section and the [Standards of Academic Progress](#) section for more information.

Financial Aid

Federal Direct 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, 2022, through June 30, 2023, have a fixed interest rate of 6.54 percent. These loans also have an origination fee that is subtracted from the value of each loan disbursement. For Federal Direct Loans first disbursed between October 1, 2020, and September 30, 2023, the origination fee is 1.057 percent. Additional information on interest rates and fees for Federal Direct Loans is available via <https://studentaid.gov/understand-aid/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 (first six months after leaving school or dropping below half time). 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 \$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 Federal Family Education Loan Program (FFELP) 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 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 loans are not based on need and have a fixed interest rate of 7.54 percent for loans first disbursed on or after July 1, 2022. PLUS loans have an origination fee that is subtracted from the value of each loan disbursement. For PLUS loans first disbursed between October 1, 2020, and September 30, 2023, the origination fee is 4.228 percent. The federal government does not pay the interest during school attendance. Students may pay the interest while completing their academic program or allow it to accumulate and be added to their outstanding principal. A credit check is completed to establish creditworthiness.

Graduate students may also be eligible for Federal Work-Study (FWS). 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, for nonprofit agencies, in jobs in community service or for for-profit businesses. DeVry University helps eligible students locate jobs; certain restrictions apply. FWS earnings are exempt from the subsequent year's expected family contribution calculations. Students must complete the FAFSA® to be considered for FWS funds.

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 week 1 of classes. Disbursement is based on each student's account information. More information is available via the Student Finance tab on <https://learn.keller.edu/home>.

Note: Students who obtain a student loan of any type to pay for an educational program are responsible for repaying the full amount of the loan, plus interest, less the amount of any refund (i.e., return of funds to the loan program). Their degree of success at DeVry University does not change this legal 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 ease the financial assistance application process, the University supports an Internet-based application process. Applicants can complete the FAFSA® and Federal Direct Loan master promissory note at www.devry.edu/tuition-financial-aid/financial-aid/apply.html, where they follow the application information and links to the "FAFSA on the Web" and "Direct Loan" websites.

The FAFSA® becomes available October 1 each year. Though the application period runs through June 30 the following year, students are encouraged to apply for financial aid every year by the priority deadline, March 1, as funding for certain aid programs is awarded on a first-come, first-served basis and may be exhausted. For specific deadlines for 2022-2023 federal and state aid programs visit studentaid.ed.gov.

Students should complete the 2022-2023 FAFSA® using 2020 income tax information. Students should complete the 2023-2024 FAFSA® using 2021 income tax information.

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 their 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 prior to registering for the course to determine if their financial aid will be affected.

Applicants who are incarcerated, and students who become incarcerated, must report this information to a student support advisor immediately.

Financial Aid Information Verification

The federal government requires DeVry University to verify the accuracy of information on certain federal student aid applications. Selected applicants must submit requested documentation before awarded need based aid is disbursed. Students 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 need based aid.

Financial Aid Applicability to Elective/Alternate Courses

Students receiving financial aid are expected to enroll in courses that meet requirements of their academic program; 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 all borrowers to complete loan exit counseling for their Federal Direct and/or Federal Perkins Loans. Students must complete loan exit counseling when graduating, leaving the University or enrolling for fewer than three credit hours. Loan exit counseling notifications are provided to all identified students via email.

Financial Delinquency

Students are responsible for all tuition, fees, costs of textbooks 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 may not be 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 via <https://learn.keller.edu/home>, 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 lack of academic engagement, 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 are refunded.

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 or an appropriate academic administrator verbally, by email or by submitting a request through the student portal.

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 10th business day after the date of transaction or acceptance (cancellation period). **Note:** California residents may cancel their initial enrollment agreement without penalty or obligation at any time prior to midnight of the 10th business day following this transaction or through attendance at the first class meeting, whichever is later.

After the cancellation period, the application fee is not refunded.

The application fee is waived for:

- Military personnel serving in any of the five branches of the U.S. Armed Forces (including National Guard and Reserves) and their spouses.
- Students currently enrolled in a DeVry University degree program.
- Alumni who hold a DeVry University degree or certificate.

Refund Policy

After classes begin, students who withdraw from a course may be entitled to a tuition refund. Refund policies vary by state, and the most beneficial institutional or applicable state policy is used to calculate tuition refunds. Refunds are paid within 30 days of notification of withdrawal. 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.

DeVry University Refund Policy

At a minimum, refunds are calculated as follows:

Week of Withdrawal	Percent Refund of Tuition, Less Administrative Fee*
Week 1	90%
Week 2	75%
Week 3	25%
Weeks 4-8	0%

* The administrative fee is \$50 per course.

Alabama Refund Policy

Students residing in Alabama may cancel enrollment at any time by contacting their student support advisor or an appropriate academic administrator. Refunds of unearned prepaid tuition, fees, and other charges shall be made in the following manner within thirty (30) days of termination:

If cancellation occurs after classes begin, a pro rata refund will be made of all unearned prepaid tuition, fees, and charges for books and supplies not issued to the student. Once books and supplies are issued and received by students, these become the property of students and refunds may be made only at the discretion of the school.

California Refund Policy

Students have the right to cancel their enrollment agreement or withdraw from courses. In the event a student wishes to withdraw or cancel their enrollment agreement, DeVry University shall issue a pro rata refund that is no less than the total amount owed by the student for the portion of the educational program subtracted from the amount paid by the student, calculated as follows:

The amount owed equals the daily charge for the program multiplied by the number of days the student attended, or was scheduled to attend, prior to withdrawal. Except for items contained in the enrollment agreement or catalog that are specified as nonrefundable (not to be more than \$250.00), all amounts paid by the student in excess of what is owed as calculated shall be refunded. Except in the case when an institution provides a 100% refund, any assessment paid pursuant to the state tuition recovery fund is nonrefundable.

DeVry University shall also provide a pro rata refund of nonfederal student financial aid program moneys paid for institutional charges to students who have completed 60% (sixty percent) or less of the period of attendance.

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds. Note, if the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

DeVry University participates in the Title IV Federal Student Aid program as well as in financial aid programs in certain states. For consumer information, visit www.devry.edu/compliance/student-consumer-info.html.

If a student chooses to cancel their enrollment agreement or withdraw from classes they may do so at any time. However, after classes begin, students wanting to withdraw from a course must formally request a course withdrawal in writing prior to Friday of week 7 at 11:59 pm MST.

Colorado Refund Policy

Students residing in Colorado may cancel enrollment at any time. A pro rata refund will be calculated until the student completes sixty percent (60%) or more of the session in which they withdrew.

Florida Refund Policy

Students in the state of Florida will have tuition refunded using the University Institutional Refund Policy with the following exceptions:

- Students who withdraw during the add/drop period will be refunded all tuition and fees, as well as all funds paid for supplies, books, and equipment that can be, and are, returned to the institution.
- Refunds are calculated according to the withdrawal date and issued within 30 days of the withdrawal notification date or the date the University determines the student is no longer enrolled, whichever is earlier.
- Nonrefundable fees regarding admission and registration of Florida students shall not exceed \$150.
 - The application fee of \$30 is nonrefundable after 10 business days.
 - The Learning Management System (LMS) access fee is nonrefundable if a student withdraws from all classes after week 7 of the session in which the fee was assessed.
 - The course resource fee is nonrefundable if a student withdraws from the course for which the fee was assessed.
 - After the add/drop period, students are assessed a nonrefundable \$50 administration fee for each course from which they withdraw.

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

Indiana Refund Policy

The postsecondary educational institution shall pay a refund to the student in the amount calculated under the refund policy specified in this section or as otherwise approved by the Board. The institution must make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.

After beginning classes, Indiana residents who withdraw from the school are entitled to the following refund amounts, less an enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).

After Attending	Refund Amount
One week or less	90%
More than one week, but equal to or less than twenty-five percent (25%), of the program	75%
More than twenty-five percent (25%), but equal to or less than fifty percent (50%), of the program	50%
More than fifty percent (50%), but equal to or less than sixty percent (60%), of the program	40%
More than sixty percent (60%) of the program	0%

Iowa Refund Policy

A proprietary school shall refund all tuition charges to a student who withdraws within the first two calendar weeks of instruction. A proprietary school shall make a pro rata refund of tuition charges to a student who terminates from any of the school's postsecondary educational programs or courses after the first two calendar weeks in an amount that is not less than ninety-five percent of the amount of tuition charged to the student multiplied by the ratio of the number of calendar days remaining in the school period to the total number of calendar days in the school period. If a terminating student has completed sixty percent or more of a school period, the school offering the postsecondary educational program is not required to refund tuition charges to the student.

Kansas Refund Policy

Each student who has completed twenty-five percent (25%) or less of a course and withdraws shall be eligible for a pro rata refund. The completion percentage shall be based on the total number of calendar days in the course and the total number of calendar days completed. After a student has attended at least twenty-five percent (25%) of the course, tuition and fees shall not be refundable.

Kentucky Refund Policy

If a student withdraws from the university, the college shall refund an amount reasonably related to the period for which the student is not enrolled and shall refund one hundred percent (100%) of all other tuition and other fees collected by the college for subsequent enrollment or registration periods. After completion of fifty percent (50%) percent of the enrollment period, the college shall not be required to make refunds of tuition or other fees for that period.

Week of Withdrawal	Percent Refund
First day of scheduled classes	100%
Balance of week 1	90%
Week 2	75%
Week 3	25%
Week 4	25%
Weeks 5-8	0%

Louisiana Refund Policy

Students who withdraw prior to the first day of classes are entitled to a full refund of tuition and fees, less an application fee. Students withdrawing during the first 10 days of classes shall receive a minimum refund of seventy-five percent (75%) of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-allowable administrative fees retained by the institution. Students withdrawing from day 11 through day 24 of classes shall receive a minimum refund of fifty percent (50%) of total tuition and fees paid, excluding any nonrefundable application fees, less the maximally-allowable administrative fees retained by the institution. Students withdrawing from day 25 through the end of the session are ineligible to receive a refund.

Withdrawal Period	Percent Refund, Less Administrative Fee*
Days 1-10	75%
Days 11-24	50%
Day 25 through end of session	0%

* The administrative fee will not exceed 15% of tuition.

Maryland Refund Policy

The minimum refund policy for Maryland residents enrolled in **online** programs is:

Portion of Session Completed as of Date of Withdrawal	Tuition Refund
Less than 10%	90%
10% up to, but not including, 20%	80%
20% up to, but not including, 30%	60%
30% up to, but not including, 40%	40%
40% up to, and including, 60%	20%
More than 60%	No refund

Missouri Refund Policy

At a minimum, refunds are calculated as follows:

Week of Withdrawal	Percent Refund of Tuition, Less Administrative Fee*
First day of scheduled classes**	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.

** Students who cancel their enrollment during this period also have their financial aid awards cancelled and any funds received returned to the funding source.

Students who never commence attendance in their course, or who drop prior to the start of the term, are refunded 100% of tuition and fees.

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 \$150, 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 \$150, 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.

Nevada operates a student indemnification fund which may be used to indemnify any student or enrollee who has suffered damage as a result of the discontinuance of operation of a postsecondary educational institution licensed in Nevada or the violation by a Nevada institution of any provision of the Nevada Revised statutes (394.383 to 394.560) or the regulations adopted pursuant thereto. The existence of this account does not create a right in any person to receive money from the account.

Oklahoma Refund Policy

- First week: For a student who withdraws after starting school but within the first week, the tuition retained by the school will not exceed 10% of the contract price plus \$150.00 but in no event more than \$350.00.
- After first week: For a student who withdraws after one week but within the first 25% of the course, the tuition retained by the school will not exceed 25% of the contract price plus \$150.00.
- After 25%: For a student who withdraws after completing over 25% but within 50% of the course, the tuition retained will not exceed 50% of the contract price plus \$150.00.
- After 50%: A student completing more than 50% of the course is not entitled to a refund.

Oregon Refund Policy

After classes begin for a term, a student who withdraws from a course is eligible for a partial refund through the middle week of the term. Refunds shall be based on unused instructional time and shall be prorated on a weekly basis for schools using a semester, quarter or nontraditional calendar.

South Carolina Refund Policy

For students residing in South Carolina, DeVry University shall provide for a pro rata refund calculation pursuant to South Carolina Commission on Higher Education regulatory requirements. However, this does not apply to any student whose date of withdrawal is after the sixty (60) percent point (in time) in the period of enrollment for which the student has been charged.

Withdrawal Period	Percent Refund, Less Administrative Fee*
Days 1-7	80%
Days 8-14	70%
Days 15-21	60%
Days 22-28	50%
Days 29-33	30%
Day 34 through end of session	0%

* The administrative fee is \$50 per course.

Virginia Refund Policy

Students who withdraw during the add/drop period (week 1 of the session) shall be entitled to a 100% refund for the period. After the end of the add/drop period, tuition refund calculations are based on the DeVry University refund policy.

West Virginia Refund Policy

An admitted student may cancel the enrollment by written notice at any time prior to the first class day and receive a refund of all tuition and fees paid, minus the \$30 application fee.

A student who withdraws during the first week of the term will receive a 90% refund, less the \$30 application fee.

A student who withdraws during week 2 of the term will receive a 75% refund, less the \$30 application fee.

A student who withdraws during weeks 3 and 4 of the term will receive a 50% refund, less the \$30 application fee.

A student who withdraws during weeks 5-8 of the term will receive a 0% refund.

Schools are required to issue refunds within twenty (20) days after receipt of a proper notification of termination from a student.

Wisconsin Refund Policy

DeVry University will provide a full refund of all monies paid by the student if either the student accepted was unqualified and the school did not secure a disclaimer, or the school procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school.

A student who withdraws or is dismissed before completing sixty percent (60%) of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, less any amounts owed by the student for the current enrollment period, less a one-time application fee.

Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to

the nearest ten percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period. All efforts will be made to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

No refund is required for any student who withdraws or is dismissed after completing sixty percent (60%) of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Withdrawal Period	Percent Refund
Days 1-5	90%
Days 6-11	80%
Days 12-16	70%
Days 17-22	60%
Days 23-27	50%
Days 28-33	40%
Day 34 through end of session	0%

Federal Return of Funds Policy

Federal return of funds 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, according to federal regulations, a federal refund calculation excludes breaks of five or more days.

The withdrawal date is the date the student begins the official withdrawal process by notifying the institution electronically, in writing, in person or by telephone, whichever is earliest, or otherwise officially notifies the institution of their intent to withdraw. For a student who withdraws without notification, the University uses the last date of attendance as the withdrawal date.

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 is 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 Direct PLUS loan program
4. To the Federal Pell Grant program
5. To the Iraq and Afghanistan Service Grants 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

Regulatory Policies

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 University is committed to providing an academic and professional environment free of discrimination based on race, color, national origin, sex, sexual orientation, gender identity, gender expression, age, disability, military or veteran status, religion, political affiliation, genetic information or any classification protected by law. Harassment that is based on any of these characteristics is a form of discrimination. This policy on non-discrimination applies to admission, enrollment, employment, and access to, and participation in, all University programs and activities.

In addition, DeVry complies with federal and state laws prohibiting discrimination and harassment based on the above characteristics and will not tolerate, condone or allow discrimination or harassment, whether engaged in by fellow students, faculty members, or non-faculty colleagues. Individuals who wish to file a discrimination or harassment complaint may contact:

- Sex and Gender-Based Complaints: Title IX Coordinator, TitleIX@devry.edu
- Disability Complaints: ADA/504 Coordinator, ADA@devry.edu
- All Other Classifications Complaints: Complaint Coordinator, Complaint.Coordinator@devry.edu

Student Consumer Information and Disclosures

To help consumers make more informed decisions about their education options, and in compliance with federal and state guidelines, DeVry University provides important information related to academic programs, DeVry locations, employment in program-related fields and more. This information is available on the University's [Student Consumer Information and Disclosures](#) web page; from the University's admissions staff, by calling 800.73.DEVRY; or by contacting a student support advisor.

Title IX Compliance

DeVry University's Title IX Coordinator is responsible for overseeing compliance of DeVry University's Title IX and Sexual Misconduct Policy. Questions regarding application of Title IX and compliance should be directed to the Title IX Coordinator. The Title IX Coordinator is also responsible for managing reports of sex and gender-based discrimination including, but not limited to, sexual harassment and sexual misconduct affecting the campus community. Students who wish to make a report of sexual misconduct affecting the campus community should follow the procedures published on DeVry University's [Title IX web page](#).

- **Title IX Coordinator**
Paul Herbst
ADA/504 Coordinator
Phone: 630.960.8019
Email: TitleIX@devry.edu

Individuals may also submit external inquiries to the U.S. Department of Education:

Office of Civil Rights (OCR) – Headquarters
400 Maryland Ave. SW, Washington, D.C. 20202

Customer Service: 800.421.3481

TDD: 877.521.2172

Email: OCR@ed.gov

Web: www.ed.gov/ocr

Regional Offices: 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

All students are expected to observe DeVry University's Code of 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. A detailed listing of all student rights, privileges, and responsibilities can be found in the [student handbook](#).

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 (visit the [Course Delivery Formats](#) section) 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 Location Leader for the location they attend. Students attending online should file their complaint with Student Central. A complaint should be filed by the student as soon as possible so it can be addressed contemporaneously by the University. Online students can contact their student support advisor by calling 877.496.9050 and selecting the option for Student Central.

In compliance with state regulations, students from the following states who have complaints not resolved by the above procedure may file complaints using the following information:

- **Arizona:** Arizona State Board for Private Postsecondary Education, 1740 W. Adams, 3rd Flr., Phoenix, AZ 85007, 602.542.5709, www.azppse.gov.
- **California:** A student or any member of the public may file a complaint about this institution with the California Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the Bureau's website, www.bppe.ca.gov.
- **Florida:** Florida Department of Education, Commission for Independent Education, 325 W. Gaines St., Ste. 1414, Tallahassee, FL 32399-0400, cieinfo@fldoe.org, 850.245.3238 (fax), <https://www.fldoe.org/about-us/office-of-the-inspector-general/file-a-complaint.stml>.
- **Georgia:** Georgia Nonpublic Postsecondary Education Commission, 2082 E. Exchange Pl., Ste. 220, Tucker, GA 30084, 770.414.3300, <https://gnpec.georgia.gov/student-complaints>.
- **Illinois:** Illinois Board of Higher Education through the online complaint system, <https://complaints.ibhe.org>, or by mail to 1 N. Old State Capitol Plaza, Ste. 333, Springfield, IL 62701-1377.
- **Kansas:** Kansas Board of Regents 1000 SW Jackson St., Ste. 520, Topeka, KS 66612, www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process.
- **Maryland:** Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410.528.8662 or toll-free telephone number 888.743.0823, <http://www.oag.state.md.us/Consumer/complaint.htm>.
- **Nevada:** Nevada Commission on Postsecondary Education, 1860 E. Sahara Ave., Las Vegas, NV 89104, www.cpe.nv.gov.

- **New Mexico:** New Mexico Higher Education Department, Private Postsecondary Schools Division, 2044 Galisteo St., Ste. 4, Santa Fe, NM 87505, 505.476.8400, <https://hed.state.nm.us/students-parents/student-complaints>.
- **North Carolina:** North Carolina Post-Secondary Education Complaints, c/o Student Complaints, University of North Carolina System Office, 910 Raleigh Rd., Chapel Hill, NC 27515-2688, or email studentcomplaint@northcarolina.edu.

Students should attempt to resolve any grievances they may have with their institution first. Should attempts to resolve these problems with appropriate school officials fail, or should students be dissatisfied with the final outcome of the college complaint process, then the Oregon Higher Education Coordinating Commission (HECC) can respond to a formal complaint. Students may contact the HECC at 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access the [HECC complaints web page](#).

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, TN 37243, 615.741.5293.

The Texas Higher Education Coordinating Board (www.theccb.state.tx.us/studentcomplaints) rules governing student complaints in Texas can be found at [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

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 <https://www.schev.edu/index/students-and-parents/resources/student-complaints> 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.

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill^{®3} beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary may contact the SAA office via email saa@dvs.virginia.gov.

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 list of contact information for state licensing authorities and/or state attorney general offices is located at <https://www.devry.edu/compliance/student-complaint-procedure.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>.

³ GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.

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 a student support advisor or the location leader, 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 colleagues, including full-time and part-time faculty, are free to discuss their questions and express their opinions both publicly and privately within the boundaries of the Code of Conduct and Colleague Handbook and other reasonable behavioral expectations, noting in their expressions or demonstrations that they speak for themselves only.

Nationwide Locations

DeVry University offers classes at locations nationwide, online and through extended classrooms. More information, including program availability at each location, is available via each location link below.

[Arizona](#)

[Phoenix](#)

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

[California](#)

DeVry's Folsom, Long Beach, Newark, Ontario, San Diego, San Jose and Sherman Oaks (Encino) locations are conveniently situated near major freeways and offer modern, wired classrooms and lecture rooms to facilitate both individual learning and collaborative work. Classrooms also provide adequate space for students to connect their own devices or to use a DeVry workstation/laptop. The locations also offer Wi-Fi Internet access within the DeVry workspace as well as supportive staff and faculty. DeVry University does not have dormitory facilities under its control, nor does it assist students with finding housing. **Note:** Approximate housing expenses – which are subject to market fluctuation – differ considerably throughout California due to real estate costs, proximity to the DeVry University location and overall quality of a facility. The estimated monthly cost for a two-bedroom apartment is \$1,000-\$2,800.

[Folsom](#) **Close Date: March 31, 2023; location no longer accepting new applicants**

950 Iron Point Rd., Ste. 100, Folsom, CA 95630
855.577.1494

[Long Beach](#)

3880 Kilroy Airport Way, Long Beach, CA 90806
562.427.0861

[Newark](#)

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

[Ontario](#)

2970 E. Inland Empire Blvd., Ste. 100, Ontario, CA 91764
909.622.8866

[San Diego](#)

2655 Camino Del Rio North, Ste. 205, San Diego, CA 92108
619.683.2446

[San Jose](#)

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

[Sherman Oaks \(Encino\)](#)

15531 Ventura Blvd., Ste. 100, Encino, CA 91436
818.713.8111

Florida

The Jacksonville and Orlando campuses feature modern classrooms with appropriate learning technology for our students. Each classroom is equipped with LCD projectors wired to a desktop computer in the classroom for teaching and learning. There are lecture rooms as well as wired classrooms providing adequate space for students to connect their own devices or use a workstation/laptop available in the classroom. All campuses have Wi-Fi internet access throughout the DeVry space. The DeVry University Library is virtual – eBooks, journals, online databases and other resources can be accessed through a single, unified search at devry.edu/library. The Florida campuses are accessible from major streets and highways.

Jacksonville **Close Date: October 31, 2022; location no longer accepting new applicants**

4887 Belfort Rd., Ste. 400, Jacksonville, FL 32256
904.367.4942

Orlando

7352 Greenbriar Pkwy., Orlando, FL 32819
407.345.2800

Georgia

Decatur

1 West Court Square, Ste. 600, Decatur, GA 30030
404.270.2700

Illinois

The University's Chicago and suburban locations offer spacious standard and computer classrooms; electronics and network labs; a comfortable learning commons area for study and tutoring; and a vending area. The locations serve both undergraduate and graduate students seeking degree and certificate credentials.

Addison **Close Date: December 11, 2023; location no longer accepting new applicants**

1221 N. Swift Rd., Addison, IL 60101
630.953.1300

Course Location

A limited number of courses may also be offered at the following location for eligible employees of UPS Illinois District only:

UPS Illinois District, Addison
104 S. Lombard Rd., Addison, IL 60101

Chicago

1900 W. Lawrence Ave., Ste. 100, Chicago, IL 60640
773.929.8500

Chicago Loop

200 W. Adams St., Ste. 1950, Chicago, IL 60606
312.372.4900

Naperville

1200 E. Diehl Rd., Naperville, IL 60563
630.428.9086

Nevada

Henderson **Close Date: September 30, 2026; location no longer accepting new applicants**

2490 Paseo Verde Pkwy., Ste. 150, Henderson, NV 89074
702.933.9700

The University's Henderson location is located in Green Valley, a resort area just a few miles from Las Vegas. The location offers spacious classrooms, a fully wired computer lab and a comfortable commons area.

New Jersey

Iselin

517 Route 1 S, Ste. 1000, Iselin, NJ 08830
732.729.3960

New York

Midtown Manhattan

DeVry College of New York
180 Madison Ave., 12th Flr., Ste. 1200 (Entrance on 34th St.), New York, NY 10016
212.312.4300

North Carolina

Charlotte **Close Date: June 30, 2023; location no longer accepting new applicants**

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

Nearby healthcare services are available at Carolinas HealthCare System Pineville, 10628 Park Rd., Charlotte, NC 28210, 704.667.1000.

Ohio

Columbus

2 Easton Oval, Ste. 210, Columbus, OH 43219
614.253.1525

Texas

Irving

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

San Antonio **Close Date: September 30, 2026; location no longer accepting new applicants**

814 Arion Pkwy., Ste. 120, San Antonio, TX 78216
210.524.5400

Virginia

Arlington

1400 Crystal Dr., Ste. 120, Arlington, VA 22202
703.414.4000

Online

Home Office and Online Administrative Office

1200 E. Diehl Rd.

Naperville, IL 60563

Admissions – 800.231.0497

Student Services – 877.496.9050 (877.453.3879 fax)

www.devry.edu

Leadership

Learn about those who back all DeVry University and its Keller Graduate School of Management 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.

DeVry University Board of Trustees

The DeVry University Board of Trustees is an independent board responsible for reviewing and approving the University's mission, policies, strategic plan, annual operating plan, award of degrees, and matters related to governance of the University.

Michael Peel, Board Chair
Managing Partner
Peel Global Advisory, LLC

Richard Rodriguez, JD, Board Vice Chair
Chief Executive Officer
Acero Schools

Dana H. Born, PhD
Co-Director
Center for Public Leadership Harvard Kennedy School of Government

Krisztina "Z" Holly
Venture Partner, Good Growth Capital
Founder, At Large and Dangerous

Robert Klapper
Former Chief Executive Officer
Empowered Education

James Rosseau
Chief Executive Officer
The Corelink Solution

Mark Shriver
President
Don Bosco Cristo Rey High School & Corporate Work Study Program
Senior Advisor
Save the Children

Raquel Tamez
Chief Inclusion & Engagement Officer
Charles River Associates

Newton Walpert
Former Senior Vice President and General Manager
U.S. Sales, HP Inc.

Elizabeth Ziegler
Chief Executive Officer
1871, Chicago's Center for Technology and Entrepreneurship

In addition to the above independent Trustees:

Thomas L. Monahan III, Ex Officio Board Member
President & CEO
DeVry University

DeVry New Jersey Advisory Board

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

Emmanuel Ford, Esq.
Founder/Executive Director
New Brunswick Education Foundation, Inc.

Jeffrey Martinez
Northeast Zone Customer Operations Manager
GE Healthcare

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

DeVry University Officers

Thomas L. Monahan III
President & CEO

Shantanu Bose, PhD
Provost and Chief Academic Officer

F. Willis Caruso, Jr.
Secretary

Sarah Fischer
Assistant Secretary

John Lorenz
Treasurer & Chief Financial Officer

Alice Zhong
Assistant Treasurer

Administrators & Full-Time Professors

To ensure students gain the most relevant education, DeVry University and its Keller Graduate School of Management combine 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. Through rigorous training, the University prepares new professors to teach and fully supports *all* faculty in their ongoing dedication to educational excellence.

To remain current on advances in their fields, many faculty and administrators 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 followed by full-time professors teaching within each state and online. Professors noted as virtual teach online only. Information on professors teaching at a specific location is available from local staff members.

A comprehensive list of visiting professors who teach onsite and/or online is available at www.devry.edu/d/onlinevisitingprof.pdf.

Administrators

National College Deans and Program Directors

Lenore Goldberg, Dean of Colleges and Curriculum
Colleges of Business & Management and Liberal Arts & Sciences, and Keller Graduate School of Management
JD, Brooklyn Law School

Laura Neal, Dean of Colleges and Curriculum
College of Health Sciences
DM, University of Phoenix

William Phillips, Dean of Colleges and Curriculum
Colleges of Engineering & Information Sciences, and Media Arts & Technology
PhD, Arizona State University

Regional Deans of Campus & University Partnerships

Regina Campbell, Regional Dean of Campus & University Partnerships
PhD, Regent University

Jeunet A. Davenport, Regional Dean of Campus & University Partnerships
MA, University of Phoenix

Abel Okagbare, Regional Dean of Campus & University Partnerships
MPA, Eastern Michigan University
EdD, Northcentral University

Location Leaders

Arizona – Phoenix

Jennifer White, Campus Operations Manager
MAEd, University of Phoenix

California – Folsom

Erica Abinsay, Director of Admissions
MBA, Keller Graduate School of Management

California – Long Beach, Ontario, Sherman Oaks (Encino)

Laura Knapp, Dean of Campus & University Partnerships
MBA, University of Southern California

California – Newark, San Diego, San Jose

Dina Soliman, Director of Student Central
MBA, Keller Graduate School of Management

Florida – Jacksonville, Orlando

Abel Okagbare, Regional Dean of Campus & University Partnerships
MPA, Eastern Michigan University
EdD, Northcentral University

Georgia – Decatur

Dawn Moore, Dean of Campus & University Partnerships
MBA, Shorter University

Illinois – Addison, Naperville

Marci LoGiudice, Dean of Campus & University Partnerships
MAEd, Argosy University

Illinois – Chicago, Chicago Loop

Ruth Pineda, Director of Campus Operations
BA, DePaul University

Nevada – Henderson

Karen Vail-Roebuck, Dean of Campus & University Partnerships
MS, University of Southern California
MS, Grand Canyon University

New Jersey – Iselin

Chad Maldonado, Dean of Campus & University Partnerships
MBA, Keller Graduate School of Management
MHRM, Keller Graduate School of Management

New York – Midtown Manhattan

Phil Balsamo, Director of Campus Operations
BS, State University of New York

North Carolina – Charlotte

Regina Campbell, Dean of Campus & University Partnerships
PhD, Regent University

Ohio – Columbus

Jeunet A. Davenport, Regional Dean of Campus & University Partnerships
MA, University of Phoenix

Texas – Irving

Christopher Myrben, Dean of Campus & University Partnerships
MA, University of the Rockies

Texas – San Antonio

Melissa Guster, Director of Admissions
MBA, University of Phoenix

Virginia – Arlington

Christine Ettehad, Dean of Campus & University Partnerships
MS, Indiana University

Full-Time Professors

Arizona

Rick J. Bird, Senior Professor
MPM, Keller Graduate School of Management
MS, University of Illinois at Springfield

Aaron Marmorstein, Professor – *Virtual*
MS, Arizona State University
PhD, Oregon Health & Science University

Veronica L. Schreiber, Senior Professor
MA, University of Arizona

Joan L. Snyder, Associate Professor
MEd, Northern Arizona University

Linda Wayerski, Professor – *Virtual*
MBA, Baker University
MHRM, MPA, Keller Graduate School of Management
PhD, Northcentral University

Sean T. Wright, Senior Professor – *Virtual*
MBA, Babson College
MAFM, MPA Keller Graduate School of Management
EdD, Northcentral University

Didem Yamak Congress, Professor – *Virtual*
MBA, Keller Graduate School of Management
PhD, Arizona State University

California

Mehdi Arjomandi, Professor
MS, California State University

Raef J. Assaf, Professor
MBA, Wayne State University
DBA, Argosy University

Ahmed Azam, Senior Professor
MISM, Keller Graduate School of Management
MS, California State University

Bob Biswas, Senior Professor
MBA, University of Wisconsin
PhD, Golden Gate University

Gary Foster, Professor – *Virtual*
MBA, The University of Utah

Joel H. Frazier Jr., Senior Professor
MBA, MAFM Keller Graduate School of Management

William Garrison, Professor – *Virtual*
MBA, University of La Verne
MA, California State University

Gary P. Giomi, Professor
MISM, Keller Graduate School of Management

Andrea Henne, Professor – *Virtual*
MAEd, EdD, University of California

Paula C. Herring, Professor
MBA, University of Phoenix
EdD, Fielding Graduate University

Stanley Hong, Professor
MAcc, University of Southern California

Willie Hosch, Associate Professor
MBA, MPM, Keller Graduate School of Management
PhD, Walden University

Alireza Kavianpour, Senior Professor
MS, Oklahoma State University
PhD, University of Southern California

Victoria H. Kim, Senior Professor
MA, Monterey Institute of International Studies
MS, Brigham Young University
EdD, Pepperdine 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 W. Magro, Professor – *Virtual*
MIT, American InterContinental University
DPDS, University of Southern California

Tyson E. Moore, Professor
MS, Central Michigan University
PhD, Trident University International

Mostafa Mortezaie, Professor
MA, University of Southern California
MS, PhD, University of California

Mohammad R. Muqri, Professor
MS, The University of Tennessee
MD, Spartan Health Sciences University

John L. Murphy, Senior Professor
MA, Claremont Graduate University
PhD, University of California

Carlos Perez, 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
MBA, Pepperdine University

Robert Ramirez, Professor
MBA, University of Phoenix
DBA, Northcentral University

Nazila Safavi, Associate Professor
MS, Southern Methodist University
PhD, Capella University

Penn Wu, Senior Professor
MBA, MISM, MPM, MNMCM Keller Graduate School of Management
PhD, Nova Southeastern University

Colorado

Barbara A. Bailey, Professor – *Virtual*
MCJ, Boston University
PhD, Capella University

Louis R. Freese, Professor – *Virtual*
MA, Teachers College Columbia University

Charles W. Trinkel, Associate Professor – *Virtual*
MA, University of Colorado

Florida

Michael S. Bird, Senior Professor – *Virtual*
MBA, Nova Southeastern University
MHRM, Keller Graduate School of Management
MS, DeVry University
PhD, Capella University

Mohamed E. Brihoum, Senior Professor
MS, The Ohio State University
PhD, University of Toledo

Miguel A. Buleje, Associate Professor – *Virtual*
MBA, Walden University
PhD, Nova Southeastern University

Jeevan F. D'Souza, Professor – *Virtual*
MS, The University of Texas at Arlington
PhD, Nova Southeastern University

Edwin H. Hill, Senior Professor – *Virtual*
MS, University of Miami
EdS, PhD, Nova Southeastern University

Henry H. Jordan, Senior Professor – *Virtual*
MEd, Georgia State University
PhD, Colorado State University

Nicolas Lebrede, Professor – *Virtual*
MA, The Ohio State University
MAFM, Keller Graduate School of Management
MBA, Webster University
PhD, University of Central Florida

John R. Lutzyk, Professor
MS, State University of New York
EdD, Nova Southeastern University

Wayne M. Morgan, Professor – *Virtual*
MS, University of the West Indies
DBA, Nova Southeastern University

Simon Obeid, Professor – *Virtual*
MS, PhD, University of North Carolina

Genevieve I. Sapijaszko, Professor
MISM, Keller Graduate School of Management
MS, University of Calgary
PhD, University of Central Florida

Brent C. Ward, Senior Professor – *Virtual*
MBA, The University of Western Ontario
MPM, MISM, Keller Graduate School of Management
PhD, Northcentral University

Willie Wilborn, Senior Professor – *Virtual*
MAFM, MBA, MHRM, MISM, MPM, Keller Graduate School of Management
EdD, Walden University

Georgia

Lorenzo Bowman, Senior Professor
MS, JD, Georgia State University
PhD, The University of Georgia

Christine D. Halsey, Professor
MS, Southern Polytechnic State University

Neisa Jenkins, Professor – *Virtual*
MA, College of St. Scholastica
EdD, Walden University

Debra Kean, Professor – *Virtual*
MEd, Valdosta State University

Claude R. Oakley, Professor
MA, Syracuse University
MBA, Mercer University
MS, University of West Indies
PhD, Colorado State University

Alpana V. Ramanathan, Professor
MBA, The University of Mississippi

Sheila Sampath, Associate Professor – *Virtual*
MHSA, The George Washington University

Jack A. Sibrizzi, Professor
MBA, New York University

Idaho

Jennifer Lame, Associate Professor – *Virtual*
MPH, Idaho State University

Illinois

Issam Abu-Ghallous, Associate Professor – *Virtual*
MBA, Lewis University
PhD, The University of Southern Mississippi

Neda Adib, Associate Professor
MS, Khajeh Nassir Toosi University of Technology
PhD, Southern Methodist University

Mohammad Al Sharoa, Professor
MS, Jordan University of Science and Technology
PhD, Illinois Institute of Technology

Lisa L. Campbell, Professor – *Virtual*
MHA, Governors State University
PhD, Capella University

William S. Dillon, Professor
JD, University of Illinois

Richard Dixon, Associate Professor
MTM, Keller Graduate School of Management

Michael P. Dufresne III, Professor – *Virtual*
MSEd, MA, Northern Illinois University

Luan Eshtrefi, Associate Professor
MA, University of Manchester
PhD, South East European University

James E. Gajda, Associate Professor – *Virtual*
LLM, DePaul University
MS, MBA, University of Chicago
JD, Illinois Institute of Technology

Jon E. Gorgosz, Associate Professor
MSEd, PhD, Southern Illinois University

Kevin M. Greshock, Senior Professor
MPM, Keller Graduate School of Management

Julie Hagemann, Professor
MA, The University of Texas at Austin
PhD, Indiana University

Teresa M. Hayes, Professor
MA, DePaul University

Saeed Jellouli, Professor
MS, PhD, Blaise Pascal University

James Karagiannes, Senior Professor
PhD, Illinois Institute of Technology

Bert Lindstrom, Senior Professor – *Virtual*
MS, Roosevelt University
EdD, Argosy University

Nana Liu, Senior Professor
MS, University of Illinois at Chicago
DCS, Colorado Technical University

Michael Morrison, Professor – *Virtual*
MBA, Keller Graduate School of Management

Margaret Murphy, Associate Professor
MA, Northwestern University

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 – *Virtual*
MS, Loyola University

Shawn A. Schumacher, Senior Professor
MA, Governors State University
PhD, Colorado State University

Barbara J. Strauch, Senior Professor – *Virtual*
MSEd, Purdue University

Toshko D. Tzvetkov, Assistant Professor – *Virtual*
MS, University of Sofia

Natalie Waksanski, Professor
PhD, The University of Akron

Roxanne Wittkamp, Associate Professor – *Virtual*
MBA, Webster University
EdD, Capella University

Maryland

Paul Richardson, Associate Professor – *Virtual*
MBA, Loyola University Maryland
DM, University of Maryland University College

Jennifer Sanders, Associate Professor – *Virtual*
MBA, Columbia Southern University

Missouri

Ellen M. Jones, Professor – *Virtual*
MAT, Webster University
PhD, Saint Louis University

Lynn A. Risley, Professor – *Virtual*
MNCM, MPM Keller Graduate School of Management

Nevada

Mary Sanders, Associate Professor
MA, Michigan State University
PhD, University of Nevada

New Jersey

Eric Addeo, Senior Professor
MS, Newark College of Engineering at 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
MS, Stevens Institute of Technology
PhD, Capella University

Hassan A. Marzouk, Senior Professor
MS, MS, North Carolina State University
PhD, University of Kentucky

Bhupinder S. Sran, Senior Professor
MS, Louisiana State University
PhD, Stevens Institute of Technology

Chao-Ying Wang, Senior Professor
MS, PhD, Southern Illinois University

John W. Weber, Senior Professor – *Virtual*
MAFM, Keller Graduate School of Management
MAT, The College of New Jersey
DBA, University of Phoenix

Jingdi Zeng, Professor – *Virtual*
ME, Hunan University
PhD, New Jersey Institute of Technology

New York

Nicolaos Antoniadis, Associate Professor
MA, Middlesex University
PhD, Sabi University

Valeriy Arseniev, Professor
MS, PhD, Moscow Institute of Mechanical Engineering

Gusteau Duclos, Senior Professor
MS, PhD, Polytechnic Institute of New York University

Michael J. Gooch, Senior Professor
MA, PhD, Indiana University of Pennsylvania

Jude Lamour, Senior Professor
MS, New Jersey Institute of Technology
PhD, Walden University

Shahed Mustafa, Professor
MS, Idaho State University
MS, Stevens Institute of Technology

Bennet A. Nagel, Professor – *Virtual*
MBA, St. John's University

Emre Ozmen, Professor
MBA, Yeditepe University
PhD, University of Salford

Marvin J. Schneider, Professor
MBA, City University of New York
PhD, Capella University

Ahmed H. Shaik, Professor – *Virtual*
MC, PhD, Kakatiya University

Natalie M. Sommer, Professor
MS, Union College
PhD, Syracuse University

Adnan Turkey, Senior Professor
PhD, Hungarian Academy of Sciences

North Carolina

Ifeanyi I. Ugboaja, Associate Professor – *Virtual*
MBA, University of Phoenix
DBA, Argosy University

Ohio

Gina M. Cooper, Senior Professor – *Virtual*
MS, The Ohio State University
PhD, Wright State University

Carol E. Dietrich, Senior Professor
MTS, Trinity Lutheran Seminary
MSSc, Ohio University
MA, MA, PhD, The Ohio State University

Kathrine Henson-Mack, Senior Professor – *Virtual*
MS, PhD, University of Alabama

John M. Kavouras, Professor – *Virtual*
MA, Cleveland State University

Laurence E. Lazofson, Professor – *Virtual*
MAFM, Keller Graduate School of Management
MSEE, Air Force Institute of Technology

Anup K. Majumder, Senior Professor
MSE, PhD, Jadavpur University

Elliot Masocha, Professor
MA, University of Zimbabwe
MA, Ohio University
MS, Franklin University
DBA, Walden University

John F. McManamon, Professor
MEd, The Ohio State University

Michael Stamos, Senior Professor
MA, The Ohio State University
MBA, University of Dayton

Pennsylvania

John Callan, Professor – *Virtual*
MSEd, Temple University

Jocelyn E. Russell Wallace, Senior Professor – *Virtual*
MA, Westminster Theological Seminary
MBA, University of Pennsylvania
PhD, Westminster Theological Seminary

James Schneider, Senior Professor – *Virtual*
MA, California State Polytechnic University
PhD, Walden University

Navaratnam Suganthan, Senior Professor – *Virtual*
MSEE, Texas A&M University
EdD, Argosy University

Gregory Zaleski, Associate Professor – *Virtual*
MBA, Penn State University

Tennessee

Joel Bunkowske, Professor – *Virtual*
MBA, Regis University
JD, Indiana University
PhD, Northcentral University

Texas

Shane R. Ball, Professor
MS, University of North Texas
JD, Capital University

Stacey A. Donald, Professor
MA, PhD, The University of Texas

Makrina Feagins, Associate Professor
MAIS, Texas A&M International University

Angela Garrett, Professor
MBA, Keller Graduate School of Management

Darniet Jennings, Professor – *Virtual*
MBA, Johns Hopkins University
MS, PhD University of Maryland, Baltimore County

Rajin Koonjbeary, Professor – *Virtual*
MS, University of Arkansas at Fayetteville
MS, Southern Methodist University
DSc, Capitol College

Messaoud Laddada, Senior Professor
MS, National Technical University KhPI
PhD, Oklahoma State University

Jacqueline Lang, Professor
MBA, Baker College
MPA, Keller Graduate School of Management
MSEd, DeVry University
PhD, Capella University

Robert F. Meadows, Senior Professor
MBA, University of Dallas

Jessica Meischen, Associate Professor - *Virtual*
MPA, University of Texas at San Antonio

Peter N. Nwaogu, Associate Professor
MBA, University of the District of Columbia
DBA, Argosy University

Rexford Okrah, Associate Professor
MBA, MS, Pittsburg State University
DSc, Capitol Technology University

Vincent Parry, Associate Professor
MBA, University of Oklahoma
PhD, Capella University

Michael H. Reitzel, Senior Professor – *Virtual*
PhD, Capella University
JD, The Cleveland State University

Alan Rynarzewski, Assistant Professor – *Virtual*
MIS, University of Phoenix

Sid Ahmed Sahnoune, Associate Professor
MS, MS, National School of Statistics and Applied Economics
PhD, National School of Statistics and Applied Economics

Robert J. Sarvis, Professor
MBA, Our Lady of the Lake University
PhD, Texas A&M University

Adrian Shapiro, Professor – *Virtual*
MA, The University of Texas at Austin
PhD, Indiana University

Brian A. Smith, Associate Professor
MEd, Northwestern State University
MS, EdD, Texas A&M University

Manuel Eduardo Zevallos, Professor – *Virtual*
ME, City College of New York
MBA, Keller Graduate School of Management
PhD, The Graduate School and University Center of the City University of New York

Virginia

Jennifer D. Harris, Senior Professor
MBA, The George Washington University
PhD, Capella University

Andrew McLeod, Professor – *Virtual*
MBA, Saint Leo University
MS, Central Michigan University
EdD, Nova Southeastern University

Richard L. Smith, Professor
MBA, The University of Oklahoma
DSc, Nova Southeastern University

Wisconsin

Ashley Gans-Forrest, Assistant Professor – *Virtual*
PhD, University of Notre Dame

Supplemental Information as of September 12, 2022

Keller's 2022-2023 Academic Catalog, Volume XVIII, is now in effect. The following significant changes have been implemented beginning with the original publication date, July 18, 2022. 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 below may no longer correspond to page numbers indicated.

Date Change Published	Page(s) on Which Change Appears	Change/Update
9.12.22	7-9	Information in Cycle 1 of the Academic Calendar was updated.
9.12.22	14	The description of the University's TechPath approach was moved to the About Keller section.
9.12.22	21-66	Throughout the Keller's Degree Programs section (pp. 21-48) and the Keller's Certificate Programs section (pp. 49-66), information on the University's TechPath approach was updated or added.
9.12.22	22, 23	Within the Master of Business Administration program, course requirements in the Leadership and Technology course area (p. 22) were updated. Course requirements for the Business Intelligence and Analytics Management concentration (p. 23) were also updated.
9.12.22	40-41	Within the Master of Information Systems Management program, course requirements in the Program Core course area (pp. 40-41) were updated. Course requirements for the Data Administration and Management concentration (p. 41) were also updated.
9.12.22	44	Within the Master of Information Technology Management program, course requirements in the Program Core course area were updated. Course requirements for the Data Administration and Management concentration were also updated.
9.12.22	51	Within the Big Data & Analytics Graduate Certificate program, course requirements were updated in the Accounting and Mathematics and the Business Intelligence and Analytics Management course areas.
9.12.22	84	Within the Course Descriptions section, a new course, LEAD560, was added.
9.12.22	97	Within the Admission Requirements section, information was updated in the Additional Admission Requirements for International Applicants section regarding students needing an F-1 Visa.
9.12.22	104	Within the Student Services section, information in the Hours of Operation section was updated.
9.12.22	114-115	Within the Academic Policies section, information was updated as follows in the Credit for Previous College Coursework, Transfers to Other Institutions, Challenge Exams, Course Waivers and Course Substitutions section: <ul style="list-style-type: none"> • A note for California residents was added to the Transfers to Other Institutions section. (p. 114) • A reference to students attending a Missouri DeVry University location was removed from the Course Waivers section. (pp. 114-115)
9.12.22	143	Within the Financial Information section, information was updated in the Veterans Benefits and Transitions Act section.

Date Change Published	Page(s) on Which Change Appears	Change/Update
9.12.22	146	Within the Financial Information section, information in the Financial Aid section was updated with a note statement regarding loan repayment.
9.12.22	146	Within the Financial Information section, information on completing the 2023-2024 FAFSA® was added in the Applying for Financial Aid section.
9.12.22	148	Within the Financial Information section, information was updated in the Application Fee/Cancellation Policy section, including adding a note statement for California residents.
9.12.22	156-157	Within the Regulatory Policies section, contact information and Title IX coordinator responsibilities were updated in the Title IX Compliance section.
9.12.22	161	Within the Nationwide Locations section, information regarding housing was added for the state of California.
7.18.22	7-9	Information in <i>Cycle 2</i> of the <i>Academic Calendar</i> was updated.
7.18.22	10-11	A new section, <i>Credit Hour Definition & Schedule Information</i> , was added. Content in this section was relocated from other areas of the catalog; information in <i>Credit Hour Definition</i> was updated.
7.18.22	79	Within <i>Course Descriptions</i> , a new course, LEAD510, was added.
7.18.22	91-94	Within <i>Admission Requirements</i> : <ul style="list-style-type: none"> • A new section, <i>Technology Specifications</i>, was added and replaced the former <i>Personal Computer Requirements</i> section. (pp. 91-92) • Information in <i>English-Language-Proficiency Admission Requirement</i> was updated to include information on tests aligned to the Common European Framework of Reference for Languages (pp. 93-94)
7.18.22	96, 99-100	Within <i>Student Services</i> : <ul style="list-style-type: none"> • The section entitled <i>Student Satisfaction</i> was removed. (p. 96) • Two sections, <i>ASPIRE Student Assistance Program</i> and <i>Student Housing</i>, were removed; a new section, <i>StudentLinc Student Assistance Program</i>, was added. (pp. 99-100)
7.18.22	111	Within <i>Academic Policies</i> , information in <i>Program Transfers</i> and in <i>Location Transfers</i> , within <i>Internal Transfers</i> , was updated.
7.18.22	113, 122, 123	Within <i>Grades, Progress & Registration</i> : <ul style="list-style-type: none"> • Information in <i>Grades and Designators</i> regarding <i>Designator of AU – Course Audit</i> was updated to note that capstone courses may not be audited. (p. 113) • Information in the last paragraph of <i>Additional Academic Progress Information for Students Receiving Veterans Education Benefits</i> was updated. (p. 122) • Information in paragraph 1 of <i>Registration</i> was updated. (p. 122) • Information in paragraph 1 of <i>Course Schedules</i> was updated. (p. 123)

Date Change Published	Page(s) on Which Change Appears	Change/Update
7.18.22	128-140	<p>Within <i>Financial Information</i>:</p> <ul style="list-style-type: none"> • Information in <i>Tuition</i>, and on pages with tuition tables, was updated to reflect tuition effective for the University's July 2022 through May 2023 sessions. Information related to how payment may be made was also updated. (p.128-132) • Information in the note statement introducing the <i>Expenses</i> section was updated. (p.133) • Information in <i>Direct Bill Plan</i>, within <i>Payment Options</i>, was updated. (pp. 136-137) • A new section, <i>Veterans Benefits and Transition Act</i>, was added. (p. 137) • Information in <i>Financial Aid</i> was updated for the 2022-2023 award year. (p. 139-140)
7.18.22	150	<p>Within <i>Regulatory Policies</i> a new section, <i>Student Consumer Information and Disclosures</i>, was added.</p>