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

Original publication date: July 6, 2015
Current publication date: March 7, 2016
DeVry’s 2015–2016 Graduate Programs Academic Catalog, Volume IX, is now in effect. Since this catalog’s original publication, July 6, 2015, the following significant changes have been implemented. Additions/amendments incorporated since the most recent publication are noted in red and appear at the top of the table below. Because changes/updates can affect the catalog layout, entries in black in the table below may no longer correspond to the page numbers indicated.

<table>
<thead>
<tr>
<th>Date Published</th>
<th>Page(s) on Which Change Appears</th>
<th>Change/Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/7/16</td>
<td>Multiple</td>
<td>Information for the College of Engineering &amp; Information Sciences, as well as the Master’s Degree Program in Electrical Engineering, has been deleted throughout the catalog.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>Multiple</td>
<td>Information for the Educational Technology graduate certificate program has been deleted throughout the catalog.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>2</td>
<td>Information in the Table of Contents has been updated to remove references to the College of Engineering &amp; Information Sciences and the Master’s Degree Program in Electrical Engineering.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>Note</td>
<td>Information in the Master’s Degree Program in Electrical Engineering is no longer accepting enrollment and has been deleted.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>15–16</td>
<td>Note: Information within the Education program has been updated. Specifically, the concentration in Educational Technology Leadership and graduate certificate in Educational Technology Leadership programs are no longer accepting enrollment and have been deleted.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>18</td>
<td>Information within the Course Offerings has been updated.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>20–22</td>
<td>The following courses are no longer offered – EDUC541, EDUC543, EDUC544; EE501; EE502; EE541; EE551; EE560; EE561; EE562; EE563; EE564; EE565; EE566; EE568; EE569; EE586; EE600; EE601; EE602; MATH450G; and MATH451G.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>36–38</td>
<td>Note: Within Admission Requirements &amp; Procedures, the section titled, Additional Admission Requirements for Electrical Engineering Program Applicants, has been deleted. Information in Admission Requirements &amp; Procedures, the section titled, Additional Admission Requirements for Applicants Not Seeking Degrees has been updated. Information in Prerequisite Skills Requirements has been updated, as well as the Verbal Skills Proficiency and Quantitative Proficiency sections. Information in Admission of Post-Baccalaureate-Degree Holders has been updated.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>37</td>
<td>Information in Governing Rules has been updated.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>39</td>
<td>Information in Residency Requirement – Degree-Seeking Students has been updated.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>40</td>
<td>Information within Credit for Previous College Coursework, Transfers to Other Institutions, Course Waivers and Course Exemptions has been updated, as well as the Course Waivers section.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>48</td>
<td>Information in Graduation Requirements by Program has been updated.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>50</td>
<td>Information in Tuition has been updated. Specifically the Note to students enrolled in graduate certificates has been updated. Information in Tuition, Fees and Expenses, by Program, has been updated to delete the Electrical Engineering master’s degree program and the Educational Technology Leadership graduate certificate program.</td>
</tr>
<tr>
<td>3/7/16</td>
<td>51</td>
<td>Information in Admission Procedures has been updated. Information in Governing Rules has been updated. Information in Residency Requirement – Degree-Seeking Students has been updated. Information within Credit for Previous College Coursework, Transfers to Other Institutions, Course Waivers and Course Exemptions has been updated, as well as the Course Waivers section. Information in Graduation Requirements by Program has been updated. Information in Tuition has been updated. Specifically the Note to students enrolled in graduate certificates has been updated. Information in Tuition, Fees and Expenses, by Program, has been updated to delete the Electrical Engineering master’s degree program and the Educational Technology Leadership graduate certificate program.</td>
</tr>
<tr>
<td>2-9-16</td>
<td>10</td>
<td>Within Approvals, information for the state of Indiana has been updated.</td>
</tr>
<tr>
<td>2-9-16</td>
<td>62</td>
<td>Information in Title IX Compliance has been updated.</td>
</tr>
<tr>
<td>1-8-16</td>
<td>Multiple</td>
<td>Information for the University’s Federal Way, WA, campus has been deleted throughout the catalog. All references to Oregon specific policies have been deleted throughout the catalog.</td>
</tr>
<tr>
<td>1-8-16</td>
<td>3</td>
<td>Information for Cycle 1’s 2016 fall semester has been added to the academic calendar.</td>
</tr>
<tr>
<td>1-8-16</td>
<td>4</td>
<td>Information for the University’s Orlando, FL campus has been updated.</td>
</tr>
<tr>
<td>12-15-15</td>
<td>Multiple</td>
<td>Information for the University’s campuses in Indianapolis, IN and Milwaukee, WI has been deleted throughout the catalog.</td>
</tr>
<tr>
<td>12-15-15</td>
<td>10</td>
<td>Within Approvals, information for the states of Georgia and Illinois has been updated.</td>
</tr>
<tr>
<td>12-15-15</td>
<td>62–63</td>
<td>Information in Student Complaint Procedures has been updated.</td>
</tr>
<tr>
<td>11-9-15</td>
<td>Multiple</td>
<td>Information for the University’s campuses in Alhambra and Oxnard, CA; Denver South, CO; and Lynnwood, WA, has been deleted throughout the catalog.</td>
</tr>
<tr>
<td>11-9-15</td>
<td>10</td>
<td>Within Approvals, information for the state of Minnesota has been updated.</td>
</tr>
<tr>
<td>11-9-15</td>
<td>62–63</td>
<td>Information in Student Complaint Procedures has been updated.</td>
</tr>
<tr>
<td>11-9-15</td>
<td>63</td>
<td>Information in Campus Crime and Security Act has been updated.</td>
</tr>
<tr>
<td>11-9-15</td>
<td>63</td>
<td>Information in Safety Information has been updated.</td>
</tr>
<tr>
<td>10-26-15</td>
<td>41</td>
<td>Information in General Admission Requirements has been updated.</td>
</tr>
<tr>
<td>10-26-15</td>
<td>51–52</td>
<td>Within Standards of Academic Progress, Requirements for Students Starting the Semester in Good Standing, information in Pace of Progress Toward Graduation, Including Withdrawal from All Courses has been updated.</td>
</tr>
<tr>
<td>10-12-15</td>
<td>10</td>
<td>Within Approvals, information for the state of Illinois has been updated.</td>
</tr>
<tr>
<td>Date</td>
<td>Page(s)</td>
<td>Section</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>9-28-15</td>
<td>Multiple</td>
<td>NOTE: Throughout the catalog, numerous references to the application fee have been updated.</td>
</tr>
<tr>
<td>9-28-15</td>
<td>3</td>
<td>Information for Cycle 2's 2016 summer semester has been added to the academic calendar.</td>
</tr>
<tr>
<td>9-28-15</td>
<td>57</td>
<td>Information within Tuition, Fees and Expenses has been updated.</td>
</tr>
<tr>
<td>9-14-15</td>
<td>54–55</td>
<td>Information in Academic and Professional Conduct has been updated.</td>
</tr>
<tr>
<td>9-14-15</td>
<td>63</td>
<td>Information in Student Conduct has been updated.</td>
</tr>
<tr>
<td>8-12-15</td>
<td>10</td>
<td>Information in Institutional Accreditation has been updated.</td>
</tr>
<tr>
<td>8-12-15</td>
<td>10</td>
<td>Within Approvals, information for the state of Florida has been updated.</td>
</tr>
<tr>
<td>8-12-15</td>
<td>63–64</td>
<td>Information in Student Complaint Procedures has been updated.</td>
</tr>
</tbody>
</table>
Dear Student,

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

In 1931, Dr. Herman DeVry, our founder, created an institution to educate students in the rapidly emerging field of electronics. Before he was an educator, Dr. DeVry was an inventor. Among other notable innovations, Dr. DeVry invented the first portable movie projector. He would carry his projector onto military bases and use it to show instructional films to help train service members. This innovative approach to learning set the tone for decades to come, eventually leading to DeVry’s ‘best of both’ approach to educating students, offering quality on-campus learning as well as a world-class online education. Over the years, our roots in technology have expanded to include a broad selection of programs, offered across five colleges of study.

Today, about 70 percent of college students are defined as “non-traditional” – not the stereotypical college students. They are some of the strongest, most inspiring people you will ever meet. Working moms, soldiers returning from active duty, those who tried college before and are back determined to finish, the first in their families to set foot in a university classroom, and recent high school graduates bound for greatness. These are the students we serve. At DeVry University, because our students are different, we are different, too.

Different in What We Teach
We focus on associate, bachelor’s and master’s degree programs that help prepare students for careers in growing fields. These vast degree programs are offered through five colleges of study and are built with the input of leading companies, so you can be prepared to make a difference in the workforce on day one after graduation.

Different in Where We Teach
With caring faculty and administrators located at campuses nationwide, as well as delivering online courses and student services, DeVry University is committed to helping all students where and when they need us.

Different in How We Teach
DeVry professors bring years of real-world experience into your classes. They know each of their students by name and encourage, mentor and believe in them. Our small class sizes allow for an intimate, highly engaging learning experience. Our committed staff members guide students through scheduling and finances, coach them on résumés, and help open doors to job interviews. These are the hallmarks of how we educate and support our students.

Different in Why We Teach
Seeing our students reach their potential and transform their lives is an awe-inspiring experience. It is what wakes us up in the morning and inspires us at work each day. We are lucky to be part of something so incredible and so important. This is why we are proud to have more than 250,000 alumni nationwide.

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

Sincerely,

Robert Paul
President, DeVry University
DeVry University delivers courses in a session format, with two eight-week sessions offered each semester. Months corresponding to DeVry’s summer, fall, and spring semesters are designated in two overlapping calendar cycles. At the time a student matriculates, he/she is assigned to either a Cycle 1 or a Cycle 2 calendar schedule (see Student-Centric Period).

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

<table>
<thead>
<tr>
<th>Cycle 1: 2016 Spring Semester</th>
<th>January 4, 2016 – May 1, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, January 4</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, January 18</td>
<td>Martin Luther King Jr. Day Holiday</td>
</tr>
<tr>
<td>Sunday, February 28</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>March 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, February 29</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Friday, March 25</td>
<td>Spring Holiday</td>
</tr>
<tr>
<td>Sunday, April 24</td>
<td>Session Ends</td>
</tr>
<tr>
<td>Monday–Sunday, April 25–May 1</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle 1: 2016 Summer Semester</th>
<th>May 2, 2016 – August 28, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, May 2</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, May 30</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>Sunday, June 26</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>July 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday–Sunday, June 27–July 3</td>
<td>Summer Break</td>
</tr>
<tr>
<td>Monday, July 4</td>
<td>Session Begins, Independence Day Holiday</td>
</tr>
<tr>
<td>Sunday, August 28</td>
<td>Session Ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle 1: 2016 Fall Semester</th>
<th>August 29, 2016 – January 1, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, August 29</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, September 5</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Sunday, October 23</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>November 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, October 24</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Thursday–Friday, November 24–25</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Sunday, December 18</td>
<td>Session Ends</td>
</tr>
<tr>
<td>Monday–Sunday, December 19–January 1</td>
<td>Winter Break</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, February 29</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Friday, March 25</td>
<td>Spring Holiday</td>
</tr>
<tr>
<td>Sunday, April 24</td>
<td>Session Ends</td>
</tr>
<tr>
<td>Monday–Sunday, April 25–May 1</td>
<td>Spring Break</td>
</tr>
<tr>
<td><strong>May 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, May 2</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, May 30</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>Sunday, June 26</td>
<td>Session Ends</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday–Sunday, June 27–July 3</td>
<td>Summer Break</td>
</tr>
<tr>
<td>Monday, July 4</td>
<td>Session Begins, Independence Day Holiday</td>
</tr>
<tr>
<td>Sunday, August 28</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>September 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, August 29</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, September 5</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Sunday, October 23</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>November 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, October 24</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Thursday–Friday, November 24–25</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Sunday, December 18</td>
<td>Session Ends</td>
</tr>
<tr>
<td>Monday–Sunday, December 19–January 1</td>
<td>Winter Break</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle 2: 2016 Fall Semester</th>
<th>October 24, 2016 – February 26, 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>November 2016 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, October 24</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Thursday–Friday, November 24–25</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Sunday, December 18</td>
<td>Session Ends</td>
</tr>
<tr>
<td>Monday–Sunday, December 19–January 1</td>
<td>Winter Break</td>
</tr>
<tr>
<td><strong>January 2017 Session</strong></td>
<td></td>
</tr>
<tr>
<td>Monday, January 2</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, January 16</td>
<td>Martin Luther King Jr. Day Holiday</td>
</tr>
<tr>
<td>Sunday, February 26</td>
<td>Session Ends</td>
</tr>
</tbody>
</table>
Locations

Additional information, including program availability by location, is available via the web addresses shown below. Students should note that some programs are offered online only; however, selected coursework may be available onsite at some DeVry locations.

**California**

**Anaheim**
1900 S. State College Blvd., Ste. 150, Anaheim, CA 92806
714.935.3200
[www.devry.edu/universities/us-locations/california/anaheim-center.html](http://www.devry.edu/universities/us-locations/california/anaheim-center.html)

**Folsom**
950 Iron Point Rd., Folsom, CA 95630
855.577.1494
[www.devry.edu/universities/us-locations/california/folsom-campus.html](http://www.devry.edu/universities/us-locations/california/folsom-campus.html)

**Fremont**
6600 Dumbarton Cr., Fremont, CA 94555
510.574.1200
[www.devry.edu/universities/us-locations/california/fremont-campus.html](http://www.devry.edu/universities/us-locations/california/fremont-campus.html)

**Inland Empire-Colton**
1090 E. Washington St., Ste. H, Colton, CA 92324
909.514.1808
[www.devry.edu/universities/us-locations/california/colton-center.html](http://www.devry.edu/universities/us-locations/california/colton-center.html)

**Long Beach**
3880 Kilroy Airport Way, Long Beach, CA 90806
562.427.0861
[www.devry.edu/universities/us-locations/california/long-beach-campus.html](http://www.devry.edu/universities/us-locations/california/long-beach-campus.html)

**Oakland**
505 14th St., Ste. 100, Oakland, CA 94612
510.267.1340
[www.devry.edu/universities/us-locations/california/oakland-center.html](http://www.devry.edu/universities/us-locations/california/oakland-center.html)

**Palmdale**
39115 Trade Center Dr., Ste. 100, Palmdale, CA 93551
661.224.2920
[www.devry.edu/universities/us-locations/california/palmdale-center.html](http://www.devry.edu/universities/us-locations/california/palmdale-center.html)

**Pomona**
901 Corporate Center Dr., Pomona, CA 91768
909.622.8866
[www.devry.edu/universities/us-locations/california/pomona-campus.html](http://www.devry.edu/universities/us-locations/california/pomona-campus.html)

**San Diego**
2655 Camino Del Rio North, Ste. 360, San Diego, CA 92108
619.683.2446
[www.devry.edu/universities/us-locations/california/san-diego-campus.html](http://www.devry.edu/universities/us-locations/california/san-diego-campus.html)

**San Jose**
2160 Lundy Ave., Ste. 250, San Jose, CA 95131
408.571.3760
[www.devry.edu/universities/us-locations/california/san-jose-center.html](http://www.devry.edu/universities/us-locations/california/san-jose-center.html)

**Sherman Oaks**
15301 Ventura Blvd., Bldg. D-100, Sherman Oaks, CA 91403
818.713.8111
[www.devry.edu/universities/us-locations/california/sherman-oaks-campus.html](http://www.devry.edu/universities/us-locations/california/sherman-oaks-campus.html)

**Colorado**

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

**Westminster**
1870 W. 122nd Ave., Westminster, CO 80234
303.280.7400
[www.devry.edu/universities/us-locations/colorado/westminster-campus.html](http://www.devry.edu/universities/us-locations/colorado/westminster-campus.html)

**Florida**

**Jacksonville**
5200 Belfort Rd., Ste. 175, Jacksonville, FL 32256
904.367.4942
[www.devry.edu/universities/us-locations/florida/jacksonville-campus.html](http://www.devry.edu/universities/us-locations/florida/jacksonville-campus.html)

**Miramar**
2300 SW 145th Ave., Miramar, FL 33027
954.499.9775
[www.devry.edu/universities/us-locations/florida/miramar-campus.html](http://www.devry.edu/universities/us-locations/florida/miramar-campus.html)

**Orlando**
7352 Greenbriar Pkwy., Orlando, FL 32819
407.365.2800
[www.devry.edu/universities/us-locations/florida/orlando-campus.html](http://www.devry.edu/universities/us-locations/florida/orlando-campus.html)
Illinois
Addison
1221 N. Swift Rd., Addison, IL 60101
630.953.1300
www.devry.edu/universities/us-locations/illinois/addison-campus.html

Chicago
3300 N. Campbell Ave., Chicago, IL 60618
773.929.8500
www.devry.edu/universities/us-locations/illinois/chicago-campus.html

Chicago Loop
225 W. Washington St., Ste. 100, Chicago, IL 60606
312.372.4900
www.devry.edu/universities/us-locations/illinois/chicago-loop-center.html

Chicago O'Hare
8550 W. Bryn Mawr Ave., Ste. 450, Chicago, IL 60631
773.695.1000
www.devry.edu/universities/us-locations/illinois/chicago-ohare-center.html

Downers Grove
3005 Highland Pkwy., Ste. 100, Downers Grove, IL 60515
630.515.3000
www.devry.edu/universities/us-locations/illinois/downers-grove-center.html

Elgin
2250 Point Blvd., Ste. 250, Elgin, IL 60123
847.649.3980
www.devry.edu/universities/us-locations/illinois/elgin-center.html

Gurnee
1075 Tri-State Pkwy., Ste. 800, Gurnee, IL 60031
847.855.2649
www.devry.edu/universities/us-locations/illinois/gurnee-center.html

Naperville
2056 Westings Ave., Ste. 40, Naperville, IL 60563
630.428.9086
www.devry.edu/universities/us-locations/illinois/naperville-center.html

Tinley Park
18624 W. Creek Dr., Tinley Park, IL 60477
708.342.3300
www.devry.edu/universities/us-locations/illinois/tinley-park-campus.html
DeVry Online Delivery

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

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

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

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

• Course syllabi and assignments, DeVry’s virtual library and other web-based resources.
• Email, threaded conversations and chat rooms.
• Text and course materials, available through DeVry’s online bookstore.
• DVD companion discs.
• Study notes or “professor lectures” for student review.

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

Students taking advantage of DeVry’s dynamic online learning experience are supported by a team of professionals in suburban Chicago. Together, the team provides students with support services including admission and registration information, academic advising and financial aid information. Students can complete all administrative details online, including purchasing textbooks.
DeVry Leadership, Mission & Quality

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

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

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

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

DeVry Education Group
Board of Directors

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

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

Daniel Hamburger
President and Chief Executive Officer
DeVry Education Group

Lyle Logan
Executive Vice President
The Northern Trust Company

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

Fernando Ruiz
Vice President and Treasurer
The Dow Chemical Company

Ronald Taylor
Senior Advisor
DeVry Education Group

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

James White
Chairman, President and
Chief Operating Officer
Jamba, Inc.

DeVry Education Group
Senior Leadership

Jeff Akens
President, Carrington College

Gregory Davis, JD
General Counsel

Eric Dirst
President, DeVry Online Services

Carlos Filgueiras
President, DeVry Brasil

Susan Groenwald, MSN
President, Chamberlain College
of Nursing

Donna Jennings
Senior Vice President, Human Resources

Chris Nash
Chief Information Officer

Robert Paul
President, DeVry University

Steven Riehs
President, Professional
and International Education

John Roselli
President, Becker Professional
Education

Lisa Sodeika
Senior Vice President, External Relations

Timothy Wiggins
Senior Vice President, Chief Financial
Officer and Treasurer
DeVry University Leadership

DeVry University Executive Committee
James Bartholomew
Chief Operating Officer
Lori Davis
Vice President, Human Resources
Melissa Esbenshade
Chief Marketing Officer
Terri Hines
Vice President, Operations Services
Kerry Kopera
Vice President, Finance
Donna Loraine, PhD
Chief Academic Officer/Provost
Erika Orris
Vice President, Enrollment Management
Robert Paul
President

DeVry University Board of Trustees
Carlos Filgueiras
President
DeVry Brasil
Barbara Higgins
Senior Vice President, Customer Experience and Retention
Allstate Insurance Company
Donna Loraine, PhD
Advisor to the Board
Chief Academic Officer/Provost
DeVry University
Alan Merten, PhD
President Emeritus
George Mason University
Grace Ng
Defined Contribution Plans Director
The Dow Chemical Company
Robert Paul
President
DeVry University
Richard Rodriguez, JD
Board Chair
Vice President and Business Development Director
Lend Lease
Newton Walpert
Vice President and General Manager
Hewlett-Packard Company

DeVry University Board of Trustees, top row (l to r): Carlos Filgueiras, Barbara Higgins, Donna Loraine, Alan Merten; bottom row (l to r): Grace Ng, Robert Paul, Richard Rodriguez, Newton Walpert
Mission, Accreditation & Approvals

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

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

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

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

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

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

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

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

Georgia: DeVry is authorized to operate by the Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Ste. 220, Tucker 30084, 770.414.3300.


Indiana: DeVry is authorized by: The Indiana Commission for Higher Education/The Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206.

Kansas: DeVry is approved by the Kansas Board of Regents, 1000 SW Jackson St., Ste. 520, Topeka 66612, 785.296.3421.

Minnesota: DeVry University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes 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.

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

Texas: DeVry is authorized to grant degrees by the Texas Higher Education Coordinating Board, Box 12788, Austin 78711, 512.427.6225, 512.427.6168 fax. These programs are not approved or regulated by the Texas Workforce Commission.

Virginia: DeVry is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th St., Richmond 23219, 804.255.2621.
**Washington:** DeVry University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes DeVry University to offer specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

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

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

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

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

College of
Liberal Arts & Sciences, School of Education

- Curriculum Leadership – Graduate Certificate
- Education – Master’s Degree
- Educational Leadership – Graduate Certificate
- Educational Technology – Master’s Degree
- Educational Technology – Graduate Certificate
- Higher Education Leadership – Graduate Certificate
At the graduate level, the School of Education within DeVry University’s College of Liberal Arts & Sciences offers education-focused programs that enable full-time students as well as working professionals to enhance their career potential and value to employers.

Addressing the need for professionals who can effectively implement advances in the education, educational technology and management arenas, DeVry’s curricula – developed and updated with input from professional educators and with guidance from the University’s Board of Trustees – provide an enriching learning experience through real-world projects, case studies, collaborative learning and more. Programs are delivered through DeVry’s practitioner faculty, who bring industry experience to the learning environment as they translate current theory into practice.

The following pages provide details on the master’s degree programs and graduate certificates offered in the School of Education. Information on bachelor’s degree programs offered through the College of Liberal Arts & Sciences is available in DeVry University’s U.S. academic catalog, available via [www.devry.edu/catalogs](http://www.devry.edu/catalogs).

**LIBERAL ARTS & SCIENCES PROGRAMS**

### Master’s degree
- Education
- Educational Technology

### Graduate certificate
- Curriculum Leadership
- Educational Leadership
- Educational Technology
- Higher Education Leadership

### Bachelor’s degree
- Communications
- Justice Administration
Master’s Degree Program in Education

The Master of Science degree program in Education is designed to increase skills and knowledge across specific teaching disciplines and levels, preparing graduates to assume greater leadership roles within a school or school system. The program is designed for K–12 teachers already holding teaching certification credentials and for those interested in advancing their careers in higher education. The program offers concentrations as shown in the following outline.

Program Objectives
The MSEd program is designed to produce graduates who are able to:

• Evaluate major issues, proposals, policies and reforms associated with contemporary education.
• Analyze classroom and school-wide educational technology needs and propose approaches for deploying learning solutions that can use dynamic new media.
• Evaluate and design formative monitoring with summative measures that are diagnostically rich.
• Apply educational leadership principles to enhance professional development.
• Conduct academic inquiry and written individual or group project research that integrates the program’s core and concentration courses.

The program requires successful completion of 36 semester-credit hours, including credit hours earned in concentration-specific coursework. Total program length varies based on the number of courses taken per eight-week session. Courses are distributed as outlined below. Additional course information is found in Course Offerings and in Course Descriptions.

Students must declare a concentration prior to graduation; successful completion of a concentration is noted on transcripts.

Program Core Courses
four required
all three required of all MSED students
EDUC512 Educational Technology and Emerging Media
EDUC515 Educational Research
EDUC518 Educational Measurement and Assessment
required for students selecting the Curriculum Leadership or Educational Leadership concentration
EDUC510 Contemporary Issues in Education
required for students selecting the Higher Education Leadership concentration
EDUC511 Issues in Higher Education

Program Alternates
six semester-credit hours required
Students may choose from the following courses or from concentration courses not applicable to the chosen concentration, provided prerequisites are met.
EDT590 Assistive Technology for Learning
EDUC573 Learning Theory and Psychology
EDUC574 Educational Organizational Behavior
HRM595 Negotiation Skills
MGMT570 Managing Conflict in the Workplace
PROJ586 Project Management Systems
SEC571 Principles of Information Security

Program Capstone – one option is selected
student support advisor/academic advisor approval required for selection
Master’s Project
both required
EDUC640 Educational Research Project I
EDUC641 Educational Research Project II

Master’s Thesis
both required
EDUC670 Thesis Research
EDUC671 Thesis Writing
additional course option; student support advisor/academic advisor approval required
EDUC680–EDUC685 Thesis Writing Extension

Concentration – one option is selected
Curriculum Leadership
all four required
EDUC520 Curriculum Development I
EDUC521 Curriculum Development II
EDUC525 Educational Program Evaluation
EDUC530 Educational Leadership

Educational Leadership
all four required
EDUC525 Educational Program Evaluation
EDUC530 Educational Leadership
EDUC535 School Law and Policy Issues
EDUC537 School Finance

Higher Education Leadership
all four required
EDUC531 Higher Education Leadership
EDUC550 Student Affairs in Higher Education
EDUC553 Financial Management in Higher Education
EDUC555 Faculty Development in Higher Education
Education, continued

General Graduate Certificate Requirements
For students who wish to specialize in education without completing the entire MSEd degree program, graduate certificate options are available. These certificates require 18 semester-credit hours (six courses) and have the same admission requirements as the MSEd program. Those who have been admitted must inform their student support advisor/academic advisor of their intent to pursue a certificate by submitting the Graduate Student Certificate Completion Notification form.

Students are eligible to receive their certificate upon:
• Successfully completing coursework outlined for their certificate.
• Satisfying all course prerequisites.
• Achieving a minimum cumulative grade point average of 3.00.
• Resolving all financial obligations.

Certificate requirements may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. A course may be applied to one graduate certificate only.

Graduate Certificate in Curriculum Leadership
all five required
EDUC515 Educational Research
EDUC520 Curriculum Development I
EDUC521 Curriculum Development II
EDUC525 Educational Program Evaluation
EDUC530 Educational Leadership

one required
Students select from EDUC courses for which prerequisites have been met.

For comprehensive consumer information, visit devry.edu/gcl

For additional program information, visit devry.edu/gcl

Graduate Certificate in Educational Leadership
all four required
EDUC510 Contemporary Issues in Education
EDUC515 Educational Research
EDUC525 Educational Program Evaluation
EDUC530 Educational Leadership

one required
EDUC535 School Law and Policy Issues
EDUC537 School Finance

For additional program information, visit devry.edu/gel

Graduate Certificate in Higher Education Leadership
all five required
EDUC511 Issues in Higher Education
EDUC531 Higher Education Leadership
EDUC550 Student Affairs in Higher Education
EDUC553 Financial Management in Higher Education
EDUC555 Faculty Development in Higher Education

one required
Students select from EDUC courses for which prerequisites have been met.

For comprehensive consumer information, visit devry.edu/ghel

For additional program information, visit devry.edu/ghel

Notes:
Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).
Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).
Course requirements may be satisfied through a maximum of six semester-credit hours of course exemptions (see Course Exemptions).
This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether program degree holders may qualify for salary advancement.
Credits and degrees earned from this institution do not automatically qualify the holder to practice certain professions or gain certification in their field. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.
This program is not available to residents of Arkansas and Kentucky.
Master’s Degree Program in Educational Technology

The Master of Science degree program in Educational Technology prepares teachers and other education professionals to systematically develop and use technology to support teaching and learning in the classroom, their schools and other learning environments. The program provides a firm foundation of learning theory and instructional design for appropriate decision-making about educational technology and other instructional solutions.

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

- Apply instructional design theories to educational technology.
- Develop strategies to integrate educational technologies into the learning process.
- Develop web-based platforms to support learning communities.
- Evaluate the effectiveness of educational technology solutions.
- Use project management and planning techniques for educational technology proposals and implementation.

The MSET program requires successful completion of 36 semester-credit hours. Total program length varies based on the number of courses taken per eight-week session. Courses are distributed as outlined below.

The MSET program is offered online only. Selected coursework may be available onsite at some DeVry University locations. Additional course information is found in Course Offerings and in Course Descriptions.

Program Core Courses
all 10 required
EDT505 Introduction to Educational Technology
EDT520 Instructional Design for Educational Technology
EDT525 Interactive Learning Systems
EDT530 Educational Software Selection and Use
EDT535 Assessment and Evaluation for Technology Standards
EDT542 Educational Technology Integration
EDT560 Leadership Planning in Educational Technology
EDT570 Emerging Educational Technology
EDT590 Assistive Technology for Learning
EDT600 Educational Technology Planning

Elective Courses
any two required
Students may choose any two for which the prerequisite(s) have been met.
EDT542 Educational Technology Integration
EDT560 Leadership Planning in Educational Technology
EDT570 Emerging Educational Technology
EDT590 Assistive Technology for Learning
EDT600 Educational Technology Planning

Graduate Certificate in Educational Technology
For students who wish to specialize in educational technology without completing the entire degree program, a certificate option is available. Those who have been admitted must inform their student support advisor/academic advisor of their intent to pursue the certificate by submitting the Graduate Student Certificate Completion Notification form.

The graduate certificate in Educational Technology requires successful completion of coursework distributed as outlined below. Total program length varies based on the number of courses taken per eight-week session.

The graduate certificate offering is available online only. Selected coursework may be offered onsite at some DeVry University locations.

Required Courses
all five required
EDT505 Introduction to Educational Technology
EDT520 Instructional Design for Educational Technology
EDT525 Interactive Learning Systems
EDT530 Educational Software Selection and Use
EDT535 Assessment and Evaluation for Technology Standards

Elective Courses
any two required
EDT542 Educational Technology Integration
EDT560 Leadership Planning in Educational Technology
EDT570 Emerging Educational Technology
EDT590 Assistive Technology for Learning
EDUC515 Educational Research

In addition, students must:
- Satisfy all course prerequisites through practical experience or related coursework.
- Achieve a minimum cumulative grade point average of 3.00.
- Resolve all financial obligations to the University.

Graduate certificate requirements may be satisfied through a maximum of three semester-credit hours of transfer credit or course waivers.

Notes:
- Computer Application Basics, EDT500, must be completed successfully by students requiring additional development of computer application skills (see Prerequisite Skills Requirements).
- Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).
- Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether program degree holders may qualify for salary advancement.

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

For additional program information, visit devry.edu/get

For comprehensive consumer information, visit devry.edu/met-ge

For comprehensive consumer information, visit devry.edu/met-ge
Course Offerings

Following is a list of courses from which students may choose, provided prerequisites are met. Courses are presented alphabetically, by course designator. To learn more about each course, see Course Descriptions.

Some courses shown may be offered at some of the University’s onsite locations. For a complete list of DeVry University locations, visit www.devry.edu. Additional elective courses may be chosen from those outlined in DeVry University’s Keller Graduate School of Management academic catalog, available via www.keller.edu/catalog.

**Educational Technology**

- EDT500  Computer Application Basics
- EDT505  Introduction to Educational Technology
- EDT510  Mastering the Personal Computer
- EDT520  Instructional Design for Educational Technology
- EDT525  Interactive Learning Systems
- EDT530  Educational Software Selection and Use
- EDT535  Assessment and Evaluation for Technology Standards
- EDT542  Educational Technology Integration
- EDT560  Leadership Planning in Educational Technology
- EDT570  Emerging Educational Technology
- EDT580  Introduction to Authoring Software
- EDT590  Assistive Technology for Learning
- EDT600  Educational Technology Planning

**Education**

- EDUC510  Contemporary Issues in Education
- EDUC511  Issues in Higher Education
- EDUC512  Educational Technology and Emerging Media
- EDUC515  Educational Research
- EDUC518  Educational Measurement and Assessment
- EDUC520  Curriculum Development I
- EDUC521  Curriculum Development II
- EDUC525  Educational Program Evaluation
- EDUC530  Educational Leadership
- EDUC531  Higher Education Leadership
- EDUC535  School Law and Policy Issues
- EDUC537  School Finance
- EDUC550  Student Affairs in Higher Education
- EDUC553  Financial Management in Higher Education
- EDUC555  Faculty Development in Higher Education
- EDUC573  Learning Theory and Psychology
- EDUC574  Educational Organizational Behavior
- EDUC640  Educational Research Project I
- EDUC641  Educational Research Project II
- EDUC642  Thesis Research
- EDUC643  Thesis Writing
- EDUC680–EDUC685  Thesis Writing Extension

**English**

- ENGL510  Foundations of Professional Communication

**Human Resource Management**

- HRM592  Training and Development
- HRM595  Negotiation Skills

**Mathematics**

- MATH500  Foundations of Managerial Mathematics

**General Management**

- MGMT570  Managing Conflict in the Workplace
- MGMT591  Leadership and Organizational Behavior

**Information Systems Management**

- MISS35  Managerial Applications of Information Technology

**Project Management**

- PROJ586  Project Management Systems

**Security**

- SEC571  Principles of Information Security and Privacy
Course Descriptions

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

Some courses shown may be offered at some of the University’s onsite locations. For a complete list of DeVry University locations, visit www.devry.edu.

Additional elective courses may be chosen from those outlined in DeVry University’s Keller Graduate School of Management academic catalog, available via www.keller.edu/catalog.

Course descriptions are presented alphabetically, by course designator. Students without prerequisites for a course who believe they have compensating work or educational experience may submit a request to waive prerequisite(s) to the admissions representative/student support advisor/academic advisor.

Courses are three semester-credit hours unless otherwise noted.
EDUCATIONAL TECHNOLOGY

EDT500 Computer Application Basics
This course introduces basic concepts and principles underlying personal productivity tools widely used in business such as word processors, spreadsheets, email and web browsers. Students also learn basic computer terminology and concepts. Hands-on exercises provide students with experience in use of PCs and current personal productivity tools. Students earn grades of A, B or F upon course completion. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. This course may not be applied to elective course requirements in any program. No prerequisite

EDT505 Introduction to Educational Technology
This course explores technology's role in an educational environment and introduces key issues surrounding technology integration and applications in various school settings. Current issues in educational technology and relevant professional resources are introduced. Current best practices in the field are also discussed. No prerequisite

EDT510 Mastering the Personal Computer
This course enhances students' skills in using PCs for preparation, presentation and administration. Aspects of PC hardware and software are addressed through examination of operating systems and tools; hardware peripherals; storage media; browser tools; and issues related to purchasing, upgrading and seeking technical support. No prerequisite

EDT520 Instructional Design for Educational Technology
This research-based course explores the methodical approach to instructional design for educational technology, including needs assessment and analysis of available educational technologies for identified learning objectives. Students apply instructional design principles to effectively integrate educational technology. No prerequisite

EDT525 Interactive Learning Systems
This course introduces interactive learning systems used to construct course frameworks that enhance learning. Students use an optimal mix of multimedia, web resources and interactive media content to stimulate visual and audio effects among various learning populations. Students research and evaluate established and emerging educational technologies, as well as examine their potential applications in the classroom. No prerequisite

EDT530 Educational Software Selection and Use
This project-based course prepares students to evaluate and test educational software to support school-specific as well as personal teaching goals. Students explore software provided by publishers, off-the-shelf products and basic self-developed programs. Prerequisite: EDT505

EDT535 Assessment and Evaluation for Technology Standards
This course focuses on evaluation and assessment methods used to determine whether programs meet local and state technology standards, and for continuous technology improvement. Topics include translating technology standards into measurable outcomes; quantitative and qualitative assessment and evaluation methods; course, program and departmental outcomes and resources; and descriptive and inferential statistics used in assessment and evaluation. Prerequisite: EDT520

EDT542 Educational Technology Integration
This case-based course focuses on optimizing students' learning experience through integration of face-to-face and computer-mediated teaching strategies and tools. Students develop a lesson plan applicable to a specific learning population and its identified needs. Prerequisites: EDT520 and EDT530

EDT560 Leadership Planning in Educational Technology
Students in this course develop leadership and management skills to champion use of technology in their educational communities, composed of students, parents, colleagues and administrators. Case studies and practice exercises help students refine their skills in project management, cost-benefit analysis, training and mentoring, personal development and securing program funding. Prerequisite: EDT525

EDT570 Emerging Educational Technology
This course investigates emerging technologies in education and introduces approaches to analyzing and evaluating these technologies. Topics include trends in software, hardware, communication devices and education-specific applications such as computer-based instruction. The impact of changes in popular learning technology on society is considered, as are the effects of technology on how students learn. No prerequisite

EDT580 Introduction to Authoring Software
Students in this collaborative project-based course examine common authoring software used for instructional purposes and based on sound instructional design principles. Practice module development, programmed instruction, simulations and evaluation are covered. Prerequisite: EDT520

EDT590 Assistive Technology for Learning
This course examines assistive technologies that enhance the learning process for individuals with oral, aural, visual, motor and other disabilities or limitations. Coursework addresses hardware and software solutions, as well as specific learning strategies. Needs assessment, performance with assistive technologies and legal compliance issues are introduced. Prerequisite: EDT535 or EDUC512

EDT600 Educational Technology Planning
Students in this capstone course work independently to develop an initial proposal and a subsequent plan for solving a specific classroom, school or district need. The proposal and plan include aspects of software selection, effective use of the Internet, creating learning communities, integrating technology into the classroom and life-cycle project planning, all with assistive technology in mind. In addition to providing the written plan, each student leads a class discussion of the plan. Prerequisite: successful completion of all other MSET program core courses and permission from the appropriate academic administrator
EDUCATION

EDUC510 Contemporary Issues in Education
In this course, students evaluate viewpoints on contemporary issues and trends in education theory and practice – and in teaching – from both school and national perspectives. The roles of education; curriculum; school environment, structure and purpose; accountability; accessibility; funding; and policies are addressed. Aspects of grant writing are also covered. No prerequisite

EDUC511 Issues in Higher Education
This course introduces major themes and issues in higher education, with current practices and challenges considered from their historical and social origins. Faculty characteristics, professionalism, roles and responsibilities, barriers to diversity and coping with change are explored. Curriculum and instruction in new learning environments, with shifting discipline focuses and diverse student expectations, are studied. Changing approaches to higher education administration and the impact of policy are covered. No prerequisite

EDUC512 Educational Technology and Emerging Media
This course explores how computers, web-based resources and multimedia are used to engage primary and secondary school students in problem-solving, creative inquiry and collaborative learning. Lesson plans that integrate contemporary classroom designs in support of active learning are developed. No prerequisite

EDUC515 Educational Research
This course examines skills and competencies needed to critically review, assess and evaluate educational research. Quantitative methods of research and related statistical methods are examined, as are qualitative research approaches. Students become familiar with using statistical software. No prerequisite

EDUC518 Educational Measurement and Assessment
This course examines theories and techniques of educational measurement and assessment for curriculum planning, development, delivery, feedback and improvement. Types of tests, test data and interpretation approaches are considered for analyzing assessment and evaluation strategies. No prerequisite

EDUC520 Curriculum Development I
This course covers historical perspectives of curriculum influences as well as key curricular changes of the last century. Shifting conceptions of curriculum, as well as paradigms of renewal and reform in the field, are also examined. The nature of the learner is emphasized, as are conflicting educational theories of curriculum. No prerequisite

EDUC521 Curriculum Development II
This course, a continuation of EDUC520, examines the structure and mechanics of curriculum development and improvement, as well as renewal processes. Coursework addresses proposals for reform-based change of curricular priorities and polarities, and teacher and administrator roles in curriculum development. Prerequisite: EDUC520

EDUC525 Educational Program Evaluation
This course introduces theory and practice of program evaluation in general, and specifically evaluation of educational programs. Students consider stakeholder requirements, evaluation type and procedures, and data collection approaches for balanced reporting as they engage in educational program evaluation projects. Prerequisite: EDUC515

EDUC530 Educational Leadership
This course examines change strategies related to instruction, teaching methodology, and leadership styles as they pertain to contemporary concepts and theories of elementary and secondary school supervision. Coursework addresses models of authority, decision-making, communications and conflict resolution. The course also emphasizes facilitating leadership to create a work climate supportive of excellence in teaching and learning. No prerequisite

EDUC531 Higher Education Leadership
This course examines theories of higher education leadership through contemporary cases grounded in history and practice and framed in approaches to “theories for action.” College and university leadership through diagnosis, problem solving and systemic design is examined, as is managing diverse personalities, talent, cultures, communities and agendas. Topics also include creativity and commitment in leadership. No prerequisite

EDUC535 School Law and Policy Issues
This course provides an overview of contemporary legal issues facing the education community. A legal framework for policy based in constitutional, statutory and case law is examined as it pertains to teachers, administrators and students. Topics include school choice, testing, funding, religious and immigration rights, campus safety issues and ethical considerations. No prerequisite

EDUC537 School Finance
This course examines major principles of educational finance as they relate to funding American public education. State and national models of educational finance are introduced, as is fiscal policy. Longstanding and emerging issues confronting school finances are examined. No prerequisite

EDUC550 Student Affairs in Higher Education
This course introduces the student affairs profession, from its historical and philosophical foundation, to practical aspects of organization and administration of services and programs supporting post-secondary students. Student affairs roles are examined, as are models for designing, managing and evaluating student affairs programs. Ethics and compliance aspects of advising students are covered. No prerequisite

EDUC553 Financial Management in Higher Education
This course introduces cash flow management and fiscal responsibility in post-secondary settings. Financial planning for long-term (capital), short-term (operational) and self-supporting (auxiliary) resource allocations are emphasized. Budgeting revenues and expenses, public versus private funding, and recognition of cycles and politics are also examined. No prerequisite

EDUC555 Faculty Development in Higher Education
This course examines critical aspects of career-long faculty development in higher education. Topics include design and process of establishing sustainable faculty development programs across institutional types, as well as assessment, evaluation, diversity and technology in educational development. No prerequisite

EDUC573 Learning Theory and Psychology
This course focuses on how individuals learn and develop, as well as on how the classroom environment can support learning and build learning communities. In addition, coursework demonstrates how learning theory can be used to inform teaching practice. Teaching and learning processes that enhance students’ motivation to learn are also discussed. No prerequisite
EDUC574 Educational Organizational Behavior
This course helps students develop educational leadership strengths through application of organizational behavior principles. Coursework highlights inter- and intrapersonal dynamics as they affect achievement of educational goals; tools used to systematically examine organizational behavior; and underlying theories. **No prerequisite**

EDUC640 Educational Research Project I
Students in this course develop an agenda for an applied educational research project. Project plans include objectives, rationales, timelines, resource requirements (including costs, if any) and required sponsorship. Under guidance of their instructor, students propose specific deliverables and levels of analysis, and also provide a detailed log of weekly activities related to project objectives. **Prerequisite: successful completion of all program core courses**

EDUC641 Educational Research Project II
Students in this course, a continuation of EDUC640, complete all project deliverables, including a formal presentation of their research findings. **Prerequisite: EDUC640**

EDUC670 Thesis Research
Students in this course work individually to identify a research topic and then seek approval of the topic from their advisor. Once approval is secured, students complete a thorough review of relevant literature, describe their research design and methods, and work to obtain required approvals from human subjects used in their research as well as from organizations where research will be conducted. **Prerequisite: successful completion of all program core courses**

EDUC671 Thesis Writing
Based on comprehensive research conducted in EDUC670, students in this course write their theses, which present research findings and related conclusions. **Prerequisite: EDUC670**

EDUC680 – EDUC685 Thesis Writing Extension (1 credit hour each)
This course provides students with additional time to prepare thesis materials and consult their advisors during the writing process. Students who plan to take advantage of this additional course must contact their advisors. The course is graded on a Satisfactory/Unsatisfactory basis. **Prerequisite: EDUC671**

ENGLISH

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. Students earn grades of A, B or F upon course completion. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. This course may not be applied to elective course requirements in any program. **No prerequisite**

HUMAN RESOURCE MANAGEMENT

HRMS92 Training and Development
This course surveys training, and employee and organizational development techniques organizations use to build group and individual skills while retaining 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. **No prerequisite**

HRMS95 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. **No prerequisite**

MATHEMATICS

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. Students earn grades of A, B or F upon course completion. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. This course may not be applied to elective course requirements in any program. **No prerequisite**

GENERAL MANAGEMENT

MGMT570 Managing Conflict in the Workplace
Students in this course review core concepts and theoretical frameworks in order to develop practical skills for preventing and managing workplace and personal conflict, and for learning effective tools for resolving disputes. Topics include the nature of conflict, conflict styles, communication, conflict dynamics, conflict intervention strategy and tactics, and third-party intervention. Case studies are used. **No 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. **No prerequisite**
INFORMATION SYSTEMS MANAGEMENT

MIS535 Managerial Applications of Information Technology
This course introduces structures, applications and management of corporate information systems. Coursework investigates how technology is changing the way we conduct communication, make decisions, manage people and improve business processes, as well as how it adds value to business. Students access the Internet to gather and use information, and analyze business decisions using decision support tools. *No prerequisite*

PROJECT MANAGEMENT

PROJ586 Project Management Systems
With an emphasis on planning, this course introduces project management fundamentals and principles from the standpoint of the manager who must organize, plan, implement and control nonroutine activities to achieve schedule, budget and performance objectives. Topics include project life cycles, organization and charters; work breakdown structures; responsibility matrixes; as well as planning, budgeting and scheduling systems. Planning and control methods such as PERT/CPM, Gantt charts, earned value systems, project management software applications and project audits are introduced. *No prerequisite*

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. *No prerequisite*
Building on a tradition of excellence. That’s what DeVry University is all about. This tradition has thrived over the years through the dedicated efforts of our professors and local administrators 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 DeVry’s good name. But most of all the tradition is served by 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, our homes and communities – and will continue to do so. Your decision to pursue a master’s degree or graduate certificate is a positive step in gaining the knowledge and skills critical to growing professionally and personally, and to succeeding in this changing environment.

To support your quest for success, DeVry University provides you with the highest quality graduate education. Add to this our flexible schedules and our commitment to serving working adults and you have a powerful combination that’s helped thousands of DeVry University alumni balance family and work while achieving their education goals.

On behalf of the faculty and staff of DeVry University, 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,

Donna Loraine, PhD
Provost

Supporting you every step of the way are administrators and professors dedicated to helping you succeed.
To ensure that students gain the most relevant education, DeVry University combines the expertise of seasoned education administrators and a nationwide faculty of hundreds of dedicated full-time professors plus thousands of other faculty. Together, these professionals focus squarely on making your academic experience valuable, meaningful and relevant to employers’ needs.

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

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

The following pages present University administrators by state and location. Administration rosters are followed by lists of full-time professors teaching within each state, and online. Faculty may teach at the graduate or under-graduate level; often they teach courses at both levels. Information on professors teaching at a specific DeVry University location is available from local staff members.

A comprehensive list of employed visiting professors who teach onsite or online is available via www.devry.edu/d/onlinevisitingprof.pdf. A comprehensive list of independently contracted adjuncts who teach onsite or online is available via www.devry.edu/d/adjuncts.pdf.
San Diego
Gregory Pace
Campus President
MBA Old Dominion University
James D. Rodisch
Assistant Dean of Academic Affairs
MBA University of Phoenix
Dawn Whiting
Assistant Registrar
BS DeVry University
San Jose
Nils Sedwick
Campus Director
MBA Santa Clara University
Carlos Perez
Academic Affairs Specialist
MS Florida State University
Sherman Oaks
Ivonna Edkins
Metro President,
Los Angeles West Metro
MBA University of Phoenix
Robert Abel Jr.
Dean of Academic Affairs
MEd University of Nevada
PhD Northcentral University
Edlyn Delano
Associate Director of Career Services
MBA Keller Graduate School of Management
Karyn Lee
Director of Admission
BS University of Phoenix

Colorado
Colorado Springs
Lynn Ward
Center Dean
MBA Regis University
Tara Mills
Assistant Dean of Academic Affairs
EdD University of Phoenix
Westminster
Sheila Scott
Metro President
MBA Keller Graduate School of Management
Tara Mills
Assistant Dean of Academic Affairs
EdD University of Phoenix
Mike Chase
Interim Director of Student Central
MBA Keller Graduate School of Management

Illinois
Addison
Amy King
Metro President
MBA Benedictine University
Janet Abri
Dean of Academic Affairs,
Addison Metro
PhD Colorado State University
Beverly Hughes
Director of Library Services
MLIS Dominican University
Brad Burch
Registrar
PhD University of North Carolina
Jonathan Mies
Dean of Student Central
MBA Keller Graduate School of Management
MBA University of Wisconsin

Chicago
Candace Goodwin
Metro President
MBA DePaul University
EdD Argosy University
Timothy Zorek
Dean of Academic Affairs
MBA Marist College
Helen Wood
Assistant Dean of Academic Affairs
EdD University of Sheffield
Tanya Di Iulio
Senior Director of Admissions
BS Valparaiso University
Jason Rossi
Associate Dean, Library and Academic Services
MBA DePaul University

Naperville
Mary Wahlbeck
Interim Center Dean
MA Lewis University

Elgin
Timothy M. Florer
Center Dean
MBA DePaul University
EdD University of Creighton

Gurnee
Lewis Zanon
Campus Director
MBA Keller Graduate School of Management
L. Paul Lawson
Senior Academic Affairs Specialist
PhD University of Chicago

Addison
Loriann Weiss
Director of Student Finance
MS Capella University
Lisa Barry
Registrar
MA University of Colorado

Florida
Jacksonville
Abel Okagbare
Campus Director
MBA Eastern Michigan University
Thomas Clift
Academic Affairs Specialist
MBA National University

Miramar
Antoinette Cuppari
Campus Director
MBA Keller Graduate School of Management
Antonio Cobas
Director, Career Services
MBA Southeastern University
Sonia Heywood
Assistant Dean of Academic Affairs
MBA Nova Southeastern University
DBA Nova Southeastern University
Frances Toux
Registrar
MA Utah State University
Mary Howrey
Director of Library Services
EdD Northern Illinois University
Edina Visonic
Director of Student Central
MBA Nova Southeastern University

Orlando
Steven E. Brooks
Metro President
MBA University of Phoenix
Marion Combs
Dean of Academic Affairs
MBA University of Oklahoma
EdD University of Mary Hardin-Baylor
Kathaleen Emery
Director of Career Services
MBA Keller Graduate School of Management
Ana Glowa
Director of Admissions
BSBA Barry University
Allison Reyes
Registrar
MS University of Central Florida
Estrella Velazquez-Domecch
Dean of Student Central
BBA Loyola University

Chicago Loop
Piotr Lechowski
Campus President
MBA Keller Graduate School of Management
Angela Farruggia
Student Central Manager
MBA Keller Graduate School of Management

Addison
Von’Kesha Marie Jenkins
Assistant Registrar
BA Kaplan University

Chicago O’Hare
Lewis Zanon
Campus Director
MBA Keller Graduate School of Management
L. Paul Lawson
Senior Academic Affairs Specialist
PhD University of Chicago

Downers Grove
Mary Wahlbeck
Interim Center Dean
MA Lewis University

Elgin
Timothy M. Florer
Center Dean
MBA DePaul University
EdD University of Creighton

Gurnee
Lewis Zanon
Campus Director
MBA Keller Graduate School of Management
L. Paul Lawson
Senior Academic Affairs Specialist
PhD University of Chicago

Naperville
Mary Wahlbeck
Interim Center Dean
MA Lewis University
Len Grinstein
Academic Affairs Specialist
MBA Rockhurst University
MSR University of Wisconsin

Tinley Park
Joe Onorio
Metro President
MSET DeVry University
Mary Hawkins
Dean of Academic Affairs
MSEd University of Southern Maine
EdD Walden University
Angela Howard
Senior Director of Admissions
BA Eastern Illinois University
Corey Ochall
Director, Student Central
MBA Keller Graduate School of Management
Margaret Carmody
Director of Student Finance
MA Governors State University
Evelyn Hill  
Manager, Student Services  
MBA Keller Graduate School  
of Management

Canny Wittorp  
Registrar  
MHRM Keller Graduate School  
of Management  
MSET DeVry University

Paul Burden  
Director of Library  
MLIS Dominican University

ONLINE

ONLINE

Eric Dirst  
President, Online Services  
BS Northern Illinois University

Earl Frischkorn  
Vice President, Online Operations  
MSIR Loyola University

Evan Celing  
Director, Online Registrar Services  
MBA Keller Graduate School  
of Management

Nathan Cox  
Director, Call Center Operations  
MHRM Keller Graduate School  
of Management

Jillian Owens  
Assistant Dean, Student Services  
MEd University of Illinois

Ted Ehrhardt  
Manager, Student Services  
MBA Keller Graduate School  
of Management

Agnam Memeti  
Manager, Student Services  
BA University of Illinois
Full-Time Professors

ARIZONA

Rodger D. Adair
Assistant Professor
MA University of Phoenix
MBA University of Phoenix
PhD Northcentral University

Joyce T. Barden
Senior Professor
MBA Keller Graduate School of Management

James Keith Barnard
Senior Professor
MA Arizona State University

Rick J. Bird
Senior Professor
MPA Keller Graduate School of Management

Steven H. Brown
Senior Professor
MBA University of Phoenix
MED Northern Arizona University

Marie T. Cahill
Senior Professor
MA Illinois State University

Alan R. Goff
Senior Professor
MA Brigham Young University
PhD State University of New York

Sherrie Good
Associate Professor
MA Ball State University
PhD Southern Illinois University

Arlene B. Goodman
Assistant Professor
MS Long Island University
PhD Argosy University

Nicole Graham
Associate Professor
MBA Keller Graduate School of Management

Roger S. Gulledge
Professor
MBA Keller Graduate School of Management

Kris M. Horn
Senior Professor
MS University of Utah
PhD University of Utah

Lisa G. Humphrey
Senior Professor
MS Texas A&M University

John MacCatherine
Associate Professor
MS Arizona State University
MS Capella University
PhD Capella University

Aaron Marmorstein
Associate Professor
PhD Oregon Health & Science University

Peter Newman
Associate Professor
MBA Pfeiffer University
PhD Capella University

Robert F. Norton
Associate Professor
MBA Grand Canyon University

Paul O’Leary
Assistant Professor
MS Rutgers University

Veronica L. Schreiber
Senior Professor
MA University of Arizona

Milti Shah
Associate Professor
PhD Arizona State University

Maja M. Tatar
Associate Professor
MBA University of Phoenix

Sandhya Verma
Associate Professor
PhD Illinois Institute of Technology

Didem Yamak
Assistant Professor
PhD Arizona State University

CALIFORNIA

Khan A. Alim
Assistant Professor
MS Tuskegee University
PhD University of California

Mehdi Arjomandi
Professor
MS California State University

Rae J. Assaf
Assistant Professor
MBA Wayne State University
DBA Argosy University

Ahmed Azam
Senior Professor
MS California State University

Robert Beckenhauer
Associate Professor
MBA Pepperdine University
MS Syracuse University

Basheer Biswas
Associate Professor
MBA University of Wisconsin
PhD Golden Gate University

Carmen M. Bradford
Assistant Professor
MBA University of Phoenix

Michael C. Davis
Assistant Professor
MA National University

Andrea M. Dominguez
Assistant Professor
MA University of Arizona
PhD University of California

Thomas F. Donini
Professor
MEd Xavier University
Nitin N. Drivedi
Associate Professor
MBA University of Phoenix
MS City College of New York

Gary Foster
Associate Professor
MBA University of Utah

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

Justin Garcia
Associate Professor
MA California State University

Abhay Burjor Ghiara
Senior Professor
MA Northwestern University

Gary P. Giomi
Associate Professor
MPM Keller Graduate School of Management

Paula C. Herring
Associate Professor
MA Alliant International University

Stanley Hong
Associate Professor
MAS University of Southern California

Sayed M. Jalali
Senior Professor
MS Claremont Graduate University

Kenneth Jones
Professor
MS University of California
PhD University of California

Lynn M. Joseph
Associate Professor
MA Alliant International University
PhD Alliant International University

Abdelaziz Kaina
Assistant Professor
MS New Mexico Institute of Mining and Technology

Michael L. Kalka
Professor
MBA Keller Graduate School of Management
MNCM Keller Graduate School of Management
MISM Keller Graduate School of Management

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

Victoria H. Kim
Professor
MA Monterey Institute of International Studies
MS Brigham Young University

Paul K. Kohara
Professor
MBA San Francisco State University

David A. Layton
Professor
MFA University of California
PhD University of California

Alex M. Leung
Senior Professor
MS University of Colorado

James Lewis
Associate Professor
MTM Keller Graduate School of Management

B. Cameron MacKenzie
Assistant Professor
PhD Temple University

Masoud Mansuri
Associate Professor
MS Texas A&M University
PhD North Carolina State University

Randall R. Maynes
Assistant Professor
MBA Keller Graduate School of Management

Shei McClure-Baker
Assistant Professor
MA California State University

Marian S. McDonald
Associate Professor
MBA National University

Jerry L. McFadden
Professor
MBA Pepperdine University

Kelly K. Menck
Assistant Professor
JD University of San Diego

Michael G. Milford
Associate Professor
MBA University of Puget Sound

Hamid R. Mohajeri-Moghaddam
Professor
MS University of Hull
PhD University of Hull

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

Mostafa Mortazaaie
Professor
MA University of Southern California
MS University of California
PhD University of California

Kyle H. Muldrow
Professor
MS University of Illinois

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

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

Cindy T. Phan
Senior Professor
MBA West Coast University
PhD Alliant International University

James F. Powell
Professor
MA Pepperdine University
MBA University of Southern California

Paul E. Rader
Senior Professor
MS University of California
PhD North Central University

Ali A. Rahbar
Professor
MS University of California
PhD University of California

Robert L. Ramirez
Associate Professor
MBA University of Phoenix

Syed Rashdee
Professor
MS University of Karachi

Mark R. Rasiah
Professor
MBA University of California

Lawrence S. Robinson
Associate Professor
MFA Brigham Young University
PhD University of Washington

Dean T. Scott
Senior Professor
MBA University of La Verne

Javad S. Shakib
Associate Professor
MS University of Tehran
PhD Polytechnic University

Kenneth H. Shinedling
Professor
MBA California State Polytechnic University

A. H. Shodgar
Associate Professor
MBA University of Maine

Charles Taylor
Associate Professor
MBA San Diego State University

Russell Walker
Senior Professor
MBA California State University
MS California Institute of Technology
PhD Northcentral University

Penn Wu
Professor
MBA Keller Graduate School of Management
MISM Keller Graduate School of Management
MNCM Keller Graduate School of Management
MPA Keller Graduate School of Management

Raouf T. Ghattas
Senior Professor
MS University of Windsor

Antonio Hernandez-Barrera
Professor
MS Hiroshima University
PhD Hiroshima University

Edwin H. Hill
Professor
MS University of Miami

Nabeel P. Khan
Associate Professor
MS University of Delaware
PhD University of Delaware

Nicolas Lebredo
Professor
MA The Ohio State University
MAFM Keller Graduate School of Management
MBA Webster University
PhD University of Central Florida

John R. Lutzyk
Professor and Faculty Chair
MS State University of New York
PhD Nova Southeastern University

COLORADO

Kelley A. Blair
Associate Professor
MISM Keller Graduate School of Management

Bruce J. Bunney
Associate Professor
MBA Keller Graduate School of Management

Louis R. Freese
Professor
MA Teachers College Columbia University

Steven Monroe
Assistant Professor
MS University of Denver

Vannessa E. Moses
Professor
MBA Colorado Technical University

VH MR Keller Colorado Technical University
PhD Colorado Technical University

Charles W. Trinkel
Associate Professor
MA University of Colorado

Jim Zapapas
Assistant Professor
MBA Regis University

FLORIDA

Ruben Arias
Associate Professor
MS Stevens Institute of Technology

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

Jerry K. Durbeej
Professor
MA Florida Atlantic University
PhD Florida Atlantic University

Raouf T. Ghattas
Senior Professor
MA University of Windsor

Antonio Hernandez-Barrera
Professor
MS Hiroshima University
PhD Hiroshima University

Edwin H. Hill
Professor
MS University of Miami

Nabeel P. Khan
Associate Professor
MS University of Delaware
PhD University of Delaware

Nicolas Lebredo
Professor
MA The Ohio State University
MAFM Keller Graduate School of Management
MBA Webster University
PhD University of Central Florida

John R. Lutzyk
Professor and Faculty Chair
MS State University of New York
PhD Nova Southeastern University
LaTonya D. Hughes  
Assistant Professor  
MA Webster University  
EdD Benedictine University

Young U. Huh  
Associate Professor  
MS Purdue University

Saeed Jelolli  
Professor  
PhD Université Blaise Pascal

Ahmed S. Khan  
Senior Professor  
MS Michigan Technological University  
PhD Colorado State University

Michael C. Komos  
Professor  
MBA DePaul University  
EdD Northern Illinois University

Alan Krause  
Professor  
MBA University of Chicago

John M. Kyser  
Professor  
MBA University of Chicago

Edward C. Leipus  
Professor  
MBA Keller Graduate School of Management

Nana Liu  
Senior Professor  
MS University of Illinois

John T. MacDonald  
Associate Professor  
MS Illinois Institute of Technology  
PhD Illinois Institute of Technology

Chang Y. Miao  
Associate Professor  
MS Indiana University  
MS Northeastern Illinois University  
PhD Indiana University

Richard B. Monbroad  
Senior Professor  
MBA Roosevelt University

John A. Morello  
Senior Professor  
MA George Washington University  
PhD University of Illinois

Michael Morrison  
Associate Professor  
MBA Keller Graduate School of Management

Raymond J. Mueller  
Senior Professor  
MAS DePaul University  
PhD Loyola University

Daniel H. Nichols  
Senior Professor  
PhD Temple University

Thomas M. Notermann  
Professor  
MBA St. Xavier University  
PhD University of Wisconsin

Abdulmagid Omar  
Senior Professor  
MS Case Western Reserve University  
PhD University of Missouri

Robert A. Pandel  
Senior Professor  
MBAM Northwestern University

John J. Pasierb  
Professor  
MS Western Michigan University

Nicholas G. Powers  
Professor  
MBA Loyola University

Stanley G. Robertson  
Associate Professor  
JD John Marshall Law School

Bonnie S. Rucks  
Senior Professor  
MBA Campbell University

Robert A. Salibore  
Associate Professor  
MS Loyola University

Shawn A. Schumacher  
Senior Professor  
MAGovernors State University  
MPhD Colorado State University

Swati Sharma  
Associate Professor  
MTech Dhuribhab Ambani-  
Institute of Information and Communication Technology  
PhD University of Strasbourg

Randall K. Sharpe  
Associate Professor  
MS University of Illinois

Scott P. Smith  
Professor  
MPh University of Illinois  
MD University of California

Timothy Lee Stephan  
Senior Professor  
MBA Loyola University

Barbara J. Strauch  
Senior Professor  
MED Purdue University

Michael D. Sugarman  
Associate Professor  
MA Case Western Reserve University

Aymen M. Talib  
Associate Professor  
MS Northeastern Illinois University  
DBA Argosy University

Michael G. Vasilou  
Senior Professor  
MBA University of Chicago  
JD DePaul University

Craig A. Waldvogel  
Associate Professor  
MS University of Illinois

Li Wang  
Associate Professor  
PhD Illinois Institute of Technology

MISSOURI

Patrick B. Bauer  
Senior Professor and Faculty Chair  
MS University of Missouri

Robert B. Curry  
Senior Professor  
MBA University of Missouri

Carl L. Hill  
Associate Professor  
MS University of Central Missouri

Robert E. Myers  
Professor  
MS University of Kansas

Eileen F. Nance  
Professor  
MA Webster University

Lynn A. Risley  
Professor  
MAGovernors State University  
MPM Keller Graduate School of Management

Nevada

Stefani Izuquierdo  
Associate Professor  
MS University of Nevada

Christopher Rodgers  
Associate Professor  
MS University of Phoenix  
DBA Golden State University

NEW JERSEY

Eric Addo  
Senior Professor  
MS New Jersey Institute of Technology  
PhD Stevens Institute of Technology

Mike Awwad  
Professor  
MSE New Jersey Institute of Technology

Michael Faulkner  
Professor  
MBA New York Institute of Technology  
MS New York University  
PhD Union Institute & University

Susan Feng  
Professor  
MBA University of Florida  
PhD University of Central Florida

Deborah Helman  
Professor  
MPhil Cranfield Institute of Technology  
PhD University of Birmingham

Barbara Anna Y. Holal  
Professor and Faculty Chair  
MA Keller Graduate School of Management

Amir Sadrian  
Associate Professor  
MS University of Bridgeport  
PhD University of Pittsburgh

Derrick Samuels  
Associate Professor  
MBA University of Lagos  
PhD Walden University

JASON SIM  
Assistant Professor  
MBA Saint Peter’s College

Devinder K. Sood  
Senior Professor  
MS Punjabi University

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

Sudha Swaminathan  
Associate Professor  
MBA Osmania University  
PhD Jawaharal Nehru Technological University

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

John W. Weber  
Professor and Faculty Chair  
MAGovernors State University  
MPhD Keller Graduate School of Management

MAT The College of New Jersey  
DBA University of Phoenix
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>University/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Winters</td>
<td>Professor</td>
<td>MA Lehigh University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Lehigh University</td>
</tr>
<tr>
<td>Gregory Zaleski</td>
<td>Professor</td>
<td>MBA Pennsylvania State University</td>
</tr>
<tr>
<td>Michael Zalot</td>
<td>Professor</td>
<td>MA Montclair State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD New York University</td>
</tr>
<tr>
<td>Jingdi Zeng</td>
<td>Associate Professor</td>
<td>Computer Applications Hunan University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD New Jersey Institute of Technology</td>
</tr>
<tr>
<td>Bernard F. Iatauro</td>
<td>Professor</td>
<td>PhD City University of New York</td>
</tr>
<tr>
<td>James D. Hartman</td>
<td>Professor</td>
<td>PhD City University of New York</td>
</tr>
<tr>
<td>Michael T. Hamlet</td>
<td>Professor</td>
<td>PhD City University of New York</td>
</tr>
<tr>
<td>M. S. Kinsley</td>
<td>Professor</td>
<td>MA City University of New York</td>
</tr>
<tr>
<td>Jude Lamour</td>
<td>Professor</td>
<td>MS New Jersey Institute of Technology</td>
</tr>
<tr>
<td>George K. Mansour</td>
<td>Professor</td>
<td>MS Long Island University</td>
</tr>
<tr>
<td>Shahed Mustafa</td>
<td>Associate Professor</td>
<td>MS Idaho State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Stevens Institute of Technology</td>
</tr>
<tr>
<td>Bennet A. Nagel</td>
<td>Associate Professor</td>
<td>MBA St. John's University</td>
</tr>
<tr>
<td>Ali Ragoub</td>
<td>Professor</td>
<td>MS Universiti Kebangsaan Malaysia</td>
</tr>
<tr>
<td>Derrick C. Samuels</td>
<td>Associate Professor</td>
<td>MBA University of Logos</td>
</tr>
<tr>
<td>Marvin J. Schneider</td>
<td>Associate Professor</td>
<td>MBA City University of New York</td>
</tr>
<tr>
<td>Natalie M. Sommer</td>
<td>Professor</td>
<td>MS Union College</td>
</tr>
<tr>
<td>Panayiotis K. Thanos</td>
<td>Associate Professor</td>
<td>MS The American University</td>
</tr>
<tr>
<td>Jose R. Tubileja</td>
<td>Professor</td>
<td>MISM Keller Graduate School of Management</td>
</tr>
<tr>
<td>Adnan Turkey</td>
<td>Senior Professor</td>
<td>PhD University of Budapest</td>
</tr>
<tr>
<td>Manuel Eduardo Zevallas</td>
<td>Associate Professor</td>
<td>MBA City University of New York</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td>NORTH CAROLINA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anne M. Burgess</td>
<td>Assistant Professor</td>
<td>MSA Central Michigan University</td>
</tr>
<tr>
<td>Joni Byrum</td>
<td>Associate Professor</td>
<td>MA Appalachian State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD North Carolina State University</td>
</tr>
<tr>
<td>Peter D. Cornwell</td>
<td>Professor</td>
<td>MS Bournemouth University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD The University of York</td>
</tr>
<tr>
<td>Maureen Leary</td>
<td>Assistant Professor</td>
<td>MAS Strayer University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DBA Northcentral University</td>
</tr>
<tr>
<td>Dudley Marcum</td>
<td>Professor</td>
<td>PhD University of Illinois</td>
</tr>
<tr>
<td>Ramez A. Shamsheldin</td>
<td>Assistant Professor</td>
<td>MISM Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Old Dominion University</td>
</tr>
<tr>
<td>Onur Uman</td>
<td>Assistant Professor</td>
<td>MA University of Connecticut</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBA University of West Georgia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Boazici University</td>
</tr>
<tr>
<td>OHIO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ryan P. Albert</td>
<td>Professor</td>
<td>MS The Ohio State University</td>
</tr>
<tr>
<td>Joao Araujo</td>
<td>Associate Professor</td>
<td>MBA The Ohio State University</td>
</tr>
<tr>
<td>Jeffrey W. Belding</td>
<td>Senior Professor</td>
<td>MBA The Ohio State University</td>
</tr>
<tr>
<td>Carol E. Dietrich</td>
<td>Senior Professor</td>
<td>MBA The Ohio State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Ohio University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTS Trinity Lutheran Seminary</td>
</tr>
<tr>
<td>Yves K. Gollo</td>
<td>Professor</td>
<td>MBA Pepperdine University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MNCM Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS University of Southern California</td>
</tr>
<tr>
<td>Katherine Henson-Mack Tormos</td>
<td>Assistant Professor</td>
<td>MS University of Alabama</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD University of Alabama</td>
</tr>
<tr>
<td>John M. Kavouras</td>
<td>Professor</td>
<td>MBA Capital University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA Cleveland State University</td>
</tr>
<tr>
<td>Laurence E. Lazofson</td>
<td>Professor</td>
<td>MAFM Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Air Force Institute of Technology</td>
</tr>
<tr>
<td>LaToya Littles</td>
<td>Associate Professor</td>
<td>MS Robert Morris University</td>
</tr>
<tr>
<td>Anup K. Majumder</td>
<td>Senior Professor</td>
<td>MSE Jadavpur University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Jadavpur University</td>
</tr>
<tr>
<td>Christopher D. Martin</td>
<td>Professor</td>
<td>MISM Keller Graduate School of Management</td>
</tr>
<tr>
<td>Richard A. Martin</td>
<td>Professor</td>
<td>MISM Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MISM Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MISM Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MISM Keller Graduate School of Management</td>
</tr>
<tr>
<td>GINA M. Cooper</td>
<td>Professor</td>
<td>MBA The Ohio State University</td>
</tr>
<tr>
<td>Dudley Marcum</td>
<td>Professor</td>
<td>PhD University of Illinois</td>
</tr>
<tr>
<td>Ramez A. Shamsheldin</td>
<td>Assistant Professor</td>
<td>MISM Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Old Dominion University</td>
</tr>
<tr>
<td>John R. Pax</td>
<td>Professor</td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MSE Colorado State University</td>
</tr>
<tr>
<td>Tom G. Pettay</td>
<td>Senior Professor</td>
<td>MBA University of Phoenix</td>
</tr>
<tr>
<td>Joseph A. Phillips</td>
<td>Professor</td>
<td>MBA Franklin University</td>
</tr>
<tr>
<td>Cynthia A. Roberts</td>
<td>Senior Professor</td>
<td>MBA University of Dayton</td>
</tr>
<tr>
<td>John F. McManamon</td>
<td>Professor</td>
<td>MEd The Ohio State University</td>
</tr>
<tr>
<td>ONLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yacoub A. Alsaka</td>
<td>Associate Professor</td>
<td>MS Florida Institute of Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Florida University</td>
</tr>
<tr>
<td>Barbara A. Bailey</td>
<td>Assistant Professor</td>
<td>MS Boston University</td>
</tr>
<tr>
<td>Blaise C. Bender</td>
<td>Associate Professor</td>
<td>MBA University of Phoenix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MPA University of Texas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Texas A&amp;M University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JD St. Mary’s University</td>
</tr>
<tr>
<td>Seddik Benhamida</td>
<td>Professor</td>
<td>MS George Washington University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael S. Bird</td>
<td>Professor</td>
<td>MBA Nova Southeastern University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Capella University</td>
</tr>
<tr>
<td>David Blodgett</td>
<td>Associate Professor</td>
<td>MBA Keller Graduate School of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS Governors State University</td>
</tr>
<tr>
<td>Gabrielle N. Bonner</td>
<td>Professor</td>
<td>MA Xavier University</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joy L. Bruno</td>
<td>Professor</td>
<td>MS Florida Institute of Technology</td>
</tr>
<tr>
<td>Donald Butler</td>
<td>Assistant Professor</td>
<td>MBA York University</td>
</tr>
<tr>
<td>Sherry Chao-Hreenek</td>
<td>Associate Professor</td>
<td>MBA Our Lady of the Lake University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Our Lady of the Lake University</td>
</tr>
<tr>
<td>Gina M. Cooper</td>
<td>Professor</td>
<td>MBA The Ohio State University</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PhD Wright State University</td>
</tr>
</tbody>
</table>
William L. Crumm  
Associate Professor  
MA Webster University  
MS Auburn University  
PhD Capella University

Amanda R. Darling  
Professor  
MBA Keller Graduate School of Management  
HRM Keller Graduate School of Management

Ann-Marie Dau  
Associate Professor  
MBA Georgia State University  
MS University of Massachusetts

Giao Q. Dau  
Associate Professor  
MA University of Massachusetts

Cathy M. Dees  
Associate Professor  
MA University of Illinois  
PhD University of Illinois

Robert T. Dickinson  
Professor  
MS University of Utah  
PhD University of Texas

Gloria J. Durham  
Assistant Professor  
MED Rockhurst University  
MFM Keller Graduate School of Management

Patricia R. Entesari  
Associate Professor  
MA City University of New York

Scott Gessford  
Professor  
MS South Dakota State University

Angela R. Gillette  
Associate Professor  
MA University of Texas

John Golzy  
Professor  
MA Ohio University

Louann Gottschalk  
Associate Professor  
MA Fort Hays State University

Wei-jer Han  
Professor  
MS University of Missouri

Teresa M. Hayes  
Professor  
MA DePaul University

William D. Hayes  
Senior Professor  
MA Governors State University  
MS-Illinois State University  
EdD Northern Illinois University

Andrea Henne  
Assistant Professor  
MA University of California  
EdD University of California

Gary F. House  
Senior Professor  
MS Southern Polytechnic State University

Ellen M. Jones  
Professor  
MA Webster University  
PhD St. Louis University

Lynna G. Kalina  
Senior Professor  
MED Ohio University

James S. Kirk  
Professor  
MDiv McCormick Theological Seminary  
PhD Boston University

Karmaveer R. Koonjbeary  
Professor  
MS University of Arkansas

Helene M. Lamarre  
Senior Professor  
MA Northern Illinois University

Shi Lan  
Professor  
MS Northern Illinois University  
PhD Colorado State University

Felix M. Lao  
Professor  
MBA University of the Philippines Manila  
PhD University of Santo Tomas

Robert Lundak  
Professor  
MA California State University  
PhD University of California

Michael W. Magro  
Associate Professor  
MIT American InterContinental University

Judith McCarthy  
Professor  
MA Rutgers University  
MA Rutgers University  
PhD Rutgers University

Erin McLaughlin  
Professor  
MBA Missouri State University  
PhD University of North Texas

Faramarz Mortezaie  
Professor  
MS University of California  
PhD University of California

Winnie M. Mukami  
Associate Professor  
MS University of Nairobi

Michael W. Mullas  
Senior Professor  
MS Central Michigan University  
PhD University of Colorado

Rachel Nagel  
Professor  
MBA Argosy University  
MS Keller Graduate School of Management  
EdD Nova Southeastern University

Maria Neuwirth  
Professor  
MS University of Toronto  
PhD University of Toronto

Robert D. Nugen  
Associate Professor  
MA Santa Monica College  
MA University of Missouri

Robert M. Paschke  
Senior Professor  
PhD Capital University

Pamela P. Price  
Professor  
MS Stanford University

Parul Purohit  
Assistant Professor  
MS University of Illinois  
PhD University of Illinois

Darlene G. Ringhand  
Associate Professor  
MS Utah State University  
PhD Northcentral University

Elizabeth Rolison  
Professor  
MBA Regis University

Sheila Rumenapp  
Associate Professor  
MA California Lutheran University  
PhD California State University

Philip M. Schuchman  
Senior Professor  
MA University of Missouri

David A. Scoma  
Professor  
MA University of Denver  
PhD University of Carolina

Devena M. Singleton  
Professor  
MISM Friends University  
PhD Nova Southeastern University

Brian A. Smith  
Assistant Professor  
MBA Northern State University  
MS Texas A&M University  
EdD Texas A&M University

Audra Spicer  
Associate Professor  
MA University of Nebraska  
PhD University of Nebraska

Kenneth E. Steinkruger  
Senior Professor  
MBA Northwestern University  
PhD The Chicago School of Professional Psychology

Melinda S. Whitman  
Assistant Professor  
MS Michigan State University  
JD Washburn University

Jocelyn E. Russell  
Associate Professor  
MA Indiana University  
PhD Northwestern University

Beverly Gordon  
Associate Professor  
MA Westminster Theological Seminary

James Schneider  
Professor  
MA California State Polytechnic University

Warren Shahbazian  
Associate Professor  
MS Stevens Institute of Technology

Dasantila Sherifi  
Professor  
MBA Southern Illinois University

Janet Todd  
Professor  
PhD Michigan State University

Joel Bunkowske  
Assistant Professor  
PhD Virginia Commonwealth University  
PhD Indiana University

Zamir K. Deen  
Associate Professor  
MA Baldwin-Wallace College  
PhD Iowa State University

James Y. Xu  
Professor  
MS University of Cincinnati  
PhD The Ohio State University

OREGON  
Patrick Wong  
Associate Professor  
MA University of Oregon  
DBA Argosy University

Pennsylvania  
Jonathan A. Agresta  
Professor  
MEd University of Massachusetts

Lisa O. Benavides  
Assistant Professor  
MA Grand Canyon University

William A. Bowman  
Assistant Professor  
MS Philadelphia University

John Callan  
Professor  
MA University of Pennsylvania

Maer Dos Santos  
Associate Professor  
MS Drexel University

Juxtaposition:  
MBA University of Pittsburgh  
PhD University of Pennsylvania

Full-Time Professors
James P. Hess
Assistant Professor
MBA University of Tennessee
PhD Northcentral University

TEXAS

Michael A. Abner
Assistant Professor
MBA Wilmington College
MS Widener University
JD Southern New England School of Law

Noureddine Anibou
Associate Professor
MS University of Houston
PhD University of Houston

Sheila Y. Woods
Associate Professor
MBA Keller Graduate School of Management

Naser Y. Zonozy
Senior Professor
MA University of Texas
PhD University of Texas

Mohamed K. Amara
Professor
MS Pierre and Marie Curie University
PhD Universite de Rouen

Nia C. Crawford
Associate Professor
MEd Temple University

Jennifer D. Harris
Professor
MBA George Washington University
PhD Capella University

Tara Houston
Associate Professor and Faculty Chair
MA Virginia Commonwealth University

Ellen Jakovich
Professor
MAFM Keller Graduate School of Management
MS George Washington University

Alidad A. Jalilous
Associate Professor
MS University of Colorado

Robert F. Meadows
Senior Professor
MBA University of Dallas

SHELLY M. Novick
Senior Professor
MBA University of Texas

Peter N. Nwaogu
Assistant Professor
MBA University of District of Columbia
DBA Argosy University

Susan G. Orr
Professor
MA University of Texas
PhD Texas A&M University

Kazi Rashid
Associate Professor
MS Tuskegee University
PhD Prairie View A&M University

Michael H. Reitze
Professor
PhD Capella University

Shahram D. Rohani
Senior Professor
MA University of Texas

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

Adrian Shapiro
Professor
MA University of Texas
PhD Indiana University

Kamran Shoaei
Assistant Professor
MD Universidad Iberoamericana

Timothy G. Staley
Senior Professor
MBA University of Dallas
DBA Nova Southeastern University

Richard J. Swersey
Associate Professor
MS University of California
PhD University of California

Leine Joshua Van Lo
Associate Professor
MNCM Our Lady of the Lake University

Stephen F. Wheeler
Professor
MS Texas A&M University
PhD Walden University

Sue A. Winfield
Professor
MBA University of Texas

Mike Woodard
Associate Professor
MS University of Texas

VIRGINIA

Mohamed K. Amara
Professor
MS Pierre and Marie Curie University
PhD Universite de Rouen

Nia C. Crawford
Associate Professor
MEd Temple University

Jennifer D. Harris
Professor
MBA George Washington University
PhD Capella University

Tara Houston
Associate Professor and Faculty Chair
MA Virginia Commonwealth University

Ellen Jakovich
Professor
MAFM Keller Graduate School of Management
MS George Washington University

Alidad A. Jalilous
Associate Professor
MS University of Colorado

Shahnaz Kamberi
Professor
MS Bournemouth University

Alphonse Kasongo
Associate Professor
MBA Hampton University

Paul Rached
Assistant Professor
MSE University of North Carolina

Christine Rainwater
Associate Professor
MA American University
MBA Walden University

Richard L. Smith
Associate Professor
MBA University of Oklahoma
PhD Nova Southeastern University
General Student Information

For more than 80 years, DeVry has maintained its leadership role in North America’s post-secondary education arena. Today, more than 42,000 students take advantage of our programs and services – onsite and online – and trust DeVry to deliver on its promise of educational excellence. The following pages provide important information regarding students’ educational experience.

In this section learn more about:

36 Admission Requirements & Procedures
39 Academic Policies & Graduation Requirements
50 Tuition, Expenses & Financial Assistance
55 Student Services
57 Regulations

Not all students fit into the ‘brick and mortar’ university. We’re proud to bring higher education to students attending on campus, online or through a combination of both.
Admission Requirements & Procedures

General Admission Requirements

Notes: Enrollment for selected programs and applicants is subject to additional requirements.

Based on the regulatory requirements that are set forth by the Department of Homeland Security, international applicants are not eligible to be issued an F-1 Visa to study in the U.S. for programs listed in this catalog.

To be admitted to DeVry University’s graduate school, applicants must hold a baccalaureate degree from a University-recognized post-secondary institution. Such institutions include:

- Institutions accredited by U.S. regional accrediting agencies
- Institutions accredited by selected national accrediting agencies
- International institutions recognized as equivalent to a U.S. regionally accredited institution

Degrees earned from international institutions must be recognized as equivalent to U.S. baccalaureate degrees. 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
- A current member of the National Association of Credential Evaluators (AICE)

Applicants who hold University-recognized professional degrees may also be eligible for admission.

All applicants must demonstrate quantitative and verbal skills proficiency (see Prerequisite Skills Requirements). No specific undergraduate concentration or preparatory coursework is required for admission; certain exceptions apply. Applicants should note that all instruction and services are provided in English.

Applicants who meet baccalaureate degree requirements and whose undergraduate cumulative grade point average (CGPA) is 2.70 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 DeVry-administered placement testing.

Applicants who meet baccalaureate degree requirements and whose undergraduate CGPA is below 2.70 must achieve acceptable scores on the GMAT, GRE or DeVry-administered admission test to be eligible for admission. The DeVry-administered test may be completed, by appointment, wherever the University’s graduate programs are offered or through the University’s Assessment Center. GMAT and GRE test scores are valid up to five years from the date of the exams.

Applicants must also complete a personal interview with an admissions advisor (admissions representative in Florida, Massachusetts, Minnesota, Nebraska and online). Interview appointments can be scheduled during day or evening hours on weekdays, or on Saturday, by contacting the chief location administrator or an admissions advisor/representative. Prospective online students who are unable to meet in person must complete an interview with an admissions advisor/representative by calling 800.839.9009.

All admission decisions are based on evaluation of a candidate’s academic credentials, applicable test scores and interview. DeVry reserves the right to deny admission to any applicant and to change entrance requirements without prior notice.

Additional Admission Requirements for Applicants Not Seeking Degrees

Applicants wishing to enroll in courses for personal or professional enrichment but who do not intend to pursue a program of study must submit an application for admission and complete a nonmatriculated student enrollment agreement. Some general admission requirements and procedures may be waived. Applicants must demonstrate that they possess skills and competencies required for the intended coursework and meet requirements outlined in English-Language-Proficiency Admission Requirements; an academic administrator will evaluate applicants’ status by appropriate means. Applicants who do not demonstrate basic skills required for the chosen program; fail to meet the University’s standards of academic progress; or are required to take English as a Second Language coursework 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 matriculating 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.

Prerequisite Skills Requirements

All applicants must demonstrate quantitative and verbal skills proficiency. Proficiency can be demonstrated by submitting acceptable GMAT, GRE or DeVry University-administered-test scores, or through prior coursework performance. Applicants whose demonstrated proficiency indicates they are prepared to enroll directly into their program’s standard coursework without any preceding prerequisite skills coursework are referred to as placing at the standard level.

Selected programs have additional program-related prerequisite skills requirements, which are noted in the program descriptions and in Graduation Requirements by Program.

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 must be completed in addition to standard program requirements and may affect program length and cost. Prerequisite skills courses may not be applied to elective course requirements.

*Note: Depending on the particular institution or country of origin, DeVry may require an applicant’s foreign credentials be evaluated by a specific agency for admission. In the event the applicant has already submitted a credentials evaluation from another agency and it is determined that an additional evaluation is necessary, DeVry will cover the cost of the associated fees of the additional evaluation.
Students with prerequisite skills needs must begin their required prerequisite skills coursework in their first session of enrollment and must continue to enroll in at least one required prerequisite skills course each session of attendance until all skills requirements have been satisfied. Those who have not met these requirements may not be able to self-register for courses until all skills requirements have been satisfied. Permission to enroll in many standard courses is dependent on successful completion of prerequisite skills coursework.

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

Prerequisite skills course grades are not included in grade point averages; however, their semester-credit hours are included in satisfactory academic progress calculations. See Standards of Academic Progress.

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 quantitative skills coursework may also enroll in MIS535 or PROJ586.

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 quantitative skills coursework may also enroll in HRM592 or MGMT591.

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.

Admission of Post-Baccalaureate-Degree Holders
Applicants with post-baccalaureate degrees, or the international equivalents, from DeVry-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. These applicants are not required to submit GMAT or GRE scores, or to complete a DeVry University-administered admission test.

Communication Competency
Successful professionals must have effective written and oral communication skills. Therefore, communication errors (e.g., improper grammar, improper sentence/paragraph structure, misspellings and incorrect punctuation) are unacceptable in coursework. Students who do not demonstrate communication competency may be required to successfully complete Foundations of Professional Communication (ENGL510).

Conducting applied research – defining problems, determining appropriate solutions, and using primary and secondary sources to acquire needed information – is an objective of all the University’s master’s curricula. Once research has been conducted, students may be required to communicate their findings in written reports and oral presentations. To assist them in doing so, the University has adopted Writing the Research Paper: A Handbook, 7th edition, by Anthony C. Winkler and Jo Ray McCuen-Metherell, as a resource for research processes and documentation. This textbook can be purchased through the online book ordering service.

Personal Computer Requirements
All students must have access to a personal computer with DVD, audio, Internet connectivity and Microsoft Office software. Students are encouraged to discuss hardware and software requirements with their admissions advisor/representative.

Students are responsible for checking hardware/software requirements before registering for technical courses.

Students enrolling in online courses are responsible for checking hardware/software requirements at www.devry.edu/online-education/system-requirements.html.

While PCs are available for student use at most onsite locations, access is limited. Students should also note that onsite information centers are designated quiet areas and are not intended to be used for group work.

Admission Procedures
A person seeking admission must:
• Complete and submit an application for admission.
• Submit proof of graduation during the admission process. Acceptable documents include “Issued to Student” transcripts and copies of diplomas.
• Submit unofficial academic transcripts from the college or university where the baccalaureate or advanced degree was earned prior to the admission decision.
• Complete an interview with an admissions advisor/representative at a University location or by calling 800.839.9009.
• Provide GMAT or GRE scores, or take the DeVry-administered admission test. Applicants who hold advanced degrees or the international equivalent from DeVry-recognized colleges or universities are not required to submit test scores. (Applicants should note that scores are valid up to five years from the date tests are completed.)
• Submit a $30 application fee. See Application Fee/Cancellation Policy for further information.

Applicants to a site-based location must send admission materials directly to the location they plan to attend. Applicants to DeVry Online must send admission materials directly to:
DeVry Online
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 will then be instructed on any prerequisite skills coursework that may be required before they may enroll in most courses at the 500 level or above.
Primary Program of Enrollment
A student’s first program of study is considered the primary program unless the student requests a program change (see Program Transfers).

Depending on program of enrollment and onsite course availability, students may be required to complete some of their courses online.

English-Language-Proﬁciency Admission Requirement

All instruction and services are provided in English.

In addition to fulfilling all other admission requirements, applicants whose native language is other than English must demonstrate English-language proficiency. The English-language proficiency requirement is waived for applicants who meet one of the following criteria:

• English is identiﬁed as the ofﬁcial/native language of the country in which the applicants completed all of their secondary education, or postsecondary, advanced or professional degree, as designated in the CIA’s The World Factbook at: https://www.cia.gov/library/publications/the-world-fact-book/.

• English is not the ofﬁcial/native language of the country in which the applicants completed their secondary or postsecondary education; however, English was the principal language of instruction at their institution*.

Applicants whose native language is other than English may also demonstrate English-language proficiency by providing evidence of one of the following:

• Submission of a high school diploma, or post-secondary degree or higher, earned at an institution in which the language of instruction was English*.

• Submission of a post-secondary transcript verifying completion of 30 semester-credit hours of baccalaureate-level courses (excluding remedial and developmental courses) with at least a C (70 percent) average from an institution at which the language of instruction was English*.

• Submission of an earned Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL or 79 on the Internet-based TOEFL**.

• Submission of an overall band score of at least 6.0 on the International English Language Testing System (IELTS) exam.

• Submission of an overall score of at least 4.5 on the International Test of English Proficiency (iTEP) Academic-Plus exam**.

• Documents verifying at least two years’ service in the U.S. military.

• Submission of an overall score of at least 58 on the Pearson Test of English (PTE) Academic.

• Successful completion of an approved external Intensive English Program.

• Submission of documents demonstrating successful completion of a DeVry-recognized advanced-level English as a Second Language (ESL) course.

• Completion of either of the following, with a grade of B (80 percent) or higher, from a DeVry-recognized postsecondary institution or community college:
  • The equivalent of DeVry’s freshman English composition course.
  • Two or more baccalaureate-level English writing or composition courses.

• Rescinding Admission

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

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

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

More information is available in the student handbook.

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

**Applicants who do not meet the minimum score requirement may be admitted. Provided an ESL program is not offered at the chosen location, such applicants, if admitted, must attempt ENGL510 during their ﬁrst session of enrollment and successfully complete the course by the end of their second session of enrollment.
Academic Policies & Graduation Requirements

DeVry University Semesters and Sessions
DeVry University’s annual academic calendar is divided into three 16-week semesters. Two overlapping calendar cycles designate months corresponding to the University’s summer, fall and spring semesters (see Student-Centric Period). At the time a student initially starts courses, he/she is assigned an SCP designator code of Cycle 1 or Cycle 2.

To provide maximum flexibility, courses are offered in two eight-week sessions within each semester. Because certain academic policies and measurements specify actions on a semester basis, and many procedures occur on a session basis, students should note how semesters and sessions relate to their planned coursework.

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

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

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

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

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 the 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.

Enrollment Status
Enrollment status is determined separately for each semester and 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 day of the earliest session. 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 three to five 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.
Residency Requirement – Degree-Seeking Students

The residency requirement defines the minimum number of credit hours students must successfully complete at DeVry University. Transfer credit and exemptions are not applicable to the residency requirement.

<table>
<thead>
<tr>
<th>Residency Requirement by Degree Program</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Total Program Credit Hours</td>
<td>Semester-Credit Hours that Must be Successfully Completed at DeVry</td>
</tr>
<tr>
<td>Education</td>
<td>36</td>
<td>30</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>36</td>
<td>30</td>
</tr>
</tbody>
</table>

Residency Requirement – Graduate-Certificate-Seeking Students

Requirements for earning a graduate certificate may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. Students must successfully complete all remaining coursework at DeVry University. If three semester-credit hours of course requirements are waived, they must be replaced with three semester-credit hours of DeVry coursework.

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/academic advisor, in writing, of their intent and must also seek academic advising from him or her 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 graduate degrees must meet all program core and program-specific course requirements for each degree as well as the semester-credit-hour residency requirement outlined in the following chart:

<table>
<thead>
<tr>
<th>Semester-Credit-Hour Residency Requirement</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Master’s Degrees Pursued</td>
<td>Minimum Semester-Credit Hours Required</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>3 or more</td>
<td>21 additional hours per subsequent degree</td>
<td></td>
</tr>
</tbody>
</table>

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 (see Alumni Tuition Benefit).

Credit for Previous College Coursework, Transfers to Other Institutions, Course Waivers and Course Exemptions

Degree requirements may be satisfied by using a combination of transfer credit, course waivers and course exemptions; however, this combination may satisfy requirements for no more than six courses in a particular degree program. Students seeking multiple degrees must satisfy the semester-credit-hour residency requirements outlined in Multiple Degree Programs.

Requirements for earning a concentration (except requirements for a general studies concentration) or graduate certificate may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. A course may be applied to one focused concentration only.

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

Credit for Previous College Coursework

For students in degree programs, credit for up to three courses (nine semester-credit hours) may be transferred from other University-recognized graduate schools. Students in California may receive transfer credit for up to two courses (six semester-credit hours). 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 DeVry University course in content, level and credit hours.
- The course or courses were completed within the five years preceding initial enrollment at the University.
- Courses taken on a pass/fail basis may not be transferred. Transfer credit reduces the number of courses students must take, and correspondingly reduces students’ costs. This credit does not affect grade point average calculations. Students pursuing graduate certificates may apply a maximum of three semester-credit hours of transfer credit to their certificate requirements.
- Students who receive transfer credit for a course are not automatically granted associated credit for prerequisite courses.
- Students must complete a Request for Transfer Credit form and submit it to their admissions advisor (admissions representative in Florida, Massachusetts, Minnesota, Nebraska and online) or student support advisor/academic advisor with all required materials when applying to receive transfer credit.

For students already holding advanced degrees, credit for up to six courses (two courses for students in California) may be transferred from other University-recognized graduate schools. Students should check with their admissions representative/student support advisor/academic advisor for more detailed information.

Articulation agreements facilitate ease of transferring credits among institutions. DeVry University maintains articulation agreements with many colleges and universities, as well as with entities such as the military.
Credit for Professional Certifications and Training
The University awards transfer credit, as appropriate, based on recommendations of the American Council on Education College Credit Recommendation Service, which evaluates workforce and military training programs to determine their comparability to college-level learning. To earn credit, students must earn the minimum ACE-recommended score or higher. Additional information on workforce and military training recommendations is available via the National Guide to College Credit for Workforce Training and the ACE Military Guide Online, respectively.

More information on other agreements maintained by DeVry is available by contacting ArticulationInfo@devry.edu.

Transfer Credit – Veterans
Students using veterans benefits are required to submit official transcripts of all previous education and training to DeVry University. DeVry University maintains a written record of previous undergraduate and graduate education completed by veterans and all persons eligible for veterans benefits. A copy of official transcripts used to evaluate transfer credit is maintained in students’ permanent records. This record, required for either program admission or transfer-credit review, clearly indicates when appropriate transfer credit has been given. Credit for up to three courses – nine semester-credit hours (two courses – six semester-credit hours – for students in California) may be transferred into a DeVry University graduate program. (Students already holding advanced degrees may transfer credit for up to six courses. This is not applicable in California.) Veterans enrolled in a DeVry University course for which credit has already been earned at a DeVry-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
Transfer credit acceptance is at the discretion of the receiving institution.

Course Waivers
Students with extensive academic or professional experience may petition to waive a program core or program-specific course by submitting a request to the student support advisor/academic advisor with documentation supporting achievement of expertise equivalent to or beyond that of students who have successfully completed DeVry University’s course in that discipline. Such documentation may include, but is not limited to, relevant academic transcripts, a detailed job description or evidence of an appropriate license or certification.

Waivers do not reduce the number of courses students must take; therefore, a waived course must be replaced with an additional elective. For programs containing electives, this increases the number of electives required. Students may select electives from courses listed in Course Offerings and in Course Descriptions for this and other DeVry University catalogs, as replacements for recommended courses provided prerequisite requirements and credit hour minimums within each course area are satisfied. See Programs of Study. Restrictions on financial aid for these courses may apply. See Financial Aid Applicability to Elective/Alternate Courses.

Internal Transfers
Note: Credit transferability may vary based on programmatic accreditation and/or state requirements.

All students intending to transfer from one program and/or DeVry location to another must:
• Apply for permission to transfer.
• Meet all admission requirements of the intended program and location.
• Meet all graduation requirements for the intended program and location in order to graduate.

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

Financial aid eligibility for coursework not applicable to the current program may be limited. See Financial Aid Applicability to Elective/Alternate Courses. Students should contact their student support advisor or student finance consultant for more information.

Program transfers may result in students having to take additional coursework to fulfill graduation requirements of the new program. Students may concurrently pursue a maximum of two degree programs. Students are awarded their degrees at the end of the session in which they satisfactorily met all graduation requirements.

Location Transfers
Students seeking to transfer from one DeVry location to another must file a request to do so with the transfer coordinator at the current site by Sunday of week four of the session before the intended transfer. Location transfers requested by this deadline are effective that session; changes requested after this deadline become effective the following session. Transfers are permitted between sessions and semesters. All grades and credits earned at any DeVry location carry forward to the new site and are evaluated for applicability at that location.

Students transferring locations must fulfill their financial obligations to the location from which they are transferring before transfers are granted. These students must sign a Request for Home Location Change form before beginning classes at the new location. Students on financial aid probation (academic probation) or disciplinary probation remain on probation after the transfer. Those ineligible to continue at the current location because of academic or financial dismissal, or disciplinary suspension or expulsion, may not transfer.

Elective/Alternate Courses
DeVry University offers a variety of graduate-level elective/alternate courses that supports each program’s objectives and graduation requirements. In consultation with faculty and program administrators, students may select these courses, as shown in this and other DeVry University catalogs, as replacements for recommended courses provided prerequisite requirements and credit hour minimums within each course area are satisfied. See Programs of Study. Restrictions on financial aid for these courses may apply. See Financial Aid Applicability to Elective/Alternate Courses.
Students considering a transfer within the DeVry University system should be aware that hardware, software and other differences exist among courses and labs system-wide. Specific transfer requirements are available from transfer coordinators.

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

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

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

Students should note that registration for online capstone courses closes Friday of week seven of the prior session.

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

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

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

Course Schedules
Six weeks before each session begins, schedules of course offerings are posted at http://my.devry.edu. Also provided is an annual schedule indicating proposed course offerings for the upcoming sessions.

Students should note that to accurately reflect current course material, course titles change periodically, though course code numbers (e.g., EDT530) 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 programs, 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
Online courses are accessible 24 hours a day, seven days a week, during the eight-week session.

Students with onsite class schedules attend one weekday evening per week or on Saturdays throughout the eight-week session. 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.

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.

Attendance
Note: The state of Nevada requires attendance to be taken for all students enrolled at a Nevada location.

Class interaction is an integral part of graduate-level practitioner-based programs. DeVry University’s graduate student attendance policy is operational in nature and consists of tracking attendance during the first two weeks of the session only, for the purpose of identifying an official enrollment count.

Students who never participate during the first two weeks of a course are dropped from that course for non-participation. Students dropped from all courses because of non-participation should note that they are also dropped from courses in which they are enrolled for future sessions.

Though attendance is not tracked after the first two weeks of the session, professors may choose to incorporate a participation element when calculating student grades. Grading criteria include requirements for class participation in academic events and the extent to which work missed due to non-participation can be made up.

Site-based classes require both classroom and online participation. Students who anticipate missing one or more onsite class meetings should contact their professor as soon as possible and should seek academic advising.

Students in an online course who anticipate missing more than a seven-consecutive-calendar-day period of class participation should contact the professor as soon as possible and should seek academic advising. Online class participation includes submitting class assignments, participating in threaded discussions, completing quizzes and exams, completing tutorials and participating in computer-assisted instruction.

During the session, students may withdraw from a course, or from all courses, by requesting a course withdrawal from their student support advisor or academic advisor, or from an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. Students who inquire about a withdrawal are contacted to confirm their intention to withdraw. Students are withdrawn from their course(s) if they cannot be reached or do not respond regarding their inquiry.

Students who do not formally withdraw from class and subsequently receive a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course.
Academic Policies & Graduation Requirements

Final grades of F and designators of U are evaluated at the end of the session for students who receive one of the following:
- All grades of F
- All designators of U
- All grades of F and designators of W
- All designators of U and designators of W
- All grades of F, designators of U and designators of W

DeVry presumes students who receive a passing grade, or who earned a grade of F for a designator of U, in one or more courses taken during the session completed the course(s) and thus earned the grade(s)/designator(s).

Students not receiving veterans education benefits who receive F grades or U designators because of lack of participation are administratively withdrawn from the course, and the midpoint of the session is assigned as the withdrawal date. Students receiving veterans education benefits should see Additional Attendance Information for Students Receiving Veterans Education Benefits.

Additional Attendance Information for Students Receiving Veterans Education Benefits

Students who do not formally withdraw from class and subsequently receive a grade of F or a designator of U due to lack of participation are administratively withdrawn, resulting in a W for each affected course. A student’s last login date for the course is considered the effective withdrawal date recorded in VA-ONCE.

Classroom Visitors

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

Students may not bring minors to class, nor may minors be left unattended on University premises. DeVry University is not liable for the safety of children left unattended while on University premises.

Make-Up Work

Students are responsible for all work missed during an absence and must contact their student support advisor/academic advisor for make-up work. Students anticipating an absence should notify the appropriate student support advisor/academic advisor.

Missed Exams

Students are expected to take quizzes and exams at regularly scheduled times. When this is not possible because of circumstances beyond their control, such as documented illness or work-related travel, students may arrange to take a make-up quiz or exam by contacting their professor.

Final exams must be taken during week eight of the session. For all other types of exams and quizzes, the professor and student agree upon an appropriate day and time to make-up the missed exam or quiz.

Retention and Review of Final Exams

Final exams are not returned to students; however, they are retained one session for student review. Online students may contact their academic advisor to make arrangements to view their final exams at a local DeVry University location. Students unable to visit in person should contact their student support advisor/academic advisor to make alternate arrangements.

Grading Philosophy

The University is committed to high academic standards that reflect real-world demands for excellence. Academic performance is evaluated using the full range of grades A through F. Grade distributions are not based on a predetermined curve.

Students receive the grades they earn without regard to tuition-reimbursement or other grade point average requirements. Students’ work is evaluated against a standard of performance required of successful professionals.

Grades and Designators

DeVry uses the grading system outlined below. Designators indicate academic action rather than grades and are not included when computing academic averages. Grades are available at the end of each session. 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, waived and/or exempted courses are not included in GPA calculations.

Grades and designators are assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Equivalent</th>
<th>GPA Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90–92.9</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87–89.9</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>83–86.9</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80–82.9</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77–79.9</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>73–76.9</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70–72.9</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>67–69.9</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>63–66.9</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60–62.9</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Academic designators, outlined in the chart below, are used when letter grades do not apply.

<table>
<thead>
<tr>
<th>Designator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

Designators of S and U are not used in GPA calculations.
Grades on quizzes and assignments completed during the session are available from the professor and/or through the online course environment. Final grades for a course are accessed through the student portal. Grades are not posted on the University’s premises, nor are they provided over the telephone, emailed or priority mailed to students.

**Grade Point System and GPAs**

GPAs are computed by dividing total grade points by total credit hours for which grades A, B, C, D or F are received. For each course, grade points are calculated by multiplying course credit hours by the grade index points corresponding to the grade earned.

Three GPAs are maintained on student records:

- The term GPA (TGPA) is calculated at the end of each session.
- The semester GPA (SGPA) is calculated at the end of the semester/student-centric period and represents the GPA for work completed in a given semester only.
- A student’s overall academic standing is stated in terms of a cumulative GPA (CGPA), which is calculated at the end of each session and is based on all grades and credit hours earned to date as a DeVry University graduate student. The CGPA, the GPA upon which degree conferral is based, becomes fixed at graduation.

All GPAs exclude grades earned in prerequisite skills and English as a Second Language courses. Changes – such as converting incompletes to final grades, and changes resulting from student appeals and retroactive grade changes – affect the most recently calculated academic standing. In addition:

- If a DeVry University graduate-level course is repeated, the highest grade earned is used for computing the CGPA. Withdrawal from a course being repeated does not affect GPAs.
- If the student completes a DeVry University graduate-level course for which he/she has transfer credit, and grades earned for each course were the same, the DeVry grade is used in any applicable GPA calculation.
- If a student completes a DeVry University graduate-level course for which he/she previously or subsequently transferred an equivalent course, and the grade for the transferred course is higher, the grade earned at DeVry University is excluded from GPA calculations.

**Non-GPA Credit**

The following appear on students’ transcripts but are omitted from GPA calculations:

- English as a Second Language (ESL) courses
- Prerequisite skills courses
- Courses graded on a Satisfactory/Unsatisfactory basis
- Zero-credit-hour courses
- Audited courses

If students are required to take such courses, credit is considered when determining students’ academic level and progress.

**Missing Grades**

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

**Failures**

A student who receives an F in a required course must repeat and pass the course, or receive transfer credit for the course, prior to graduation. The failed DeVry course is included in grade point averages (GPAs); however, if the student passes the course or receives transfer credit, the cumulative GPA (CGPA) is adjusted accordingly (see Grade Point System and GPAs). Additionally, the F is excluded from the term and semester GPAs for the session and semester in which the F was received.

**Audits**

Students who wish to audit courses must receive approval to do so from the appropriate academic administrator prior to the beginning of the session. Tuition is charged for audited courses; however, financial aid may not be applied to audited courses. Thus, changing to audit status may affect financial aid awards. All class members, including those auditing a course, must adhere to the same requirements. However, students auditing a course are not required to take exams or to complete projects.

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

The audit designator (AU) appears on transcripts, signifies neither credit nor grade, and becomes part of students’ permanent academic records.

**Incompletes**

Incompletes, designators of I, are granted in exceptional situations only, such as when illness or work-related travel is documented and when substantial course requirements have already been completed. Students must submit a Request for Course Incomplete form and obtain approval from the professor and the appropriate academic administrator prior to the grade roster deadline in order for an incomplete to be granted.

Designators of I are counted in attempted hours but are not counted in any GPA computations. If remaining coursework has not been completed by the end of week four of the next session, I designators automatically become grades of F or designators of U, unless written approval granting an extension has been obtained from the chief location administrator/academic advisor. When an I is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA is then recalculated for that session, resulting in different term, semester and cumulative GPAs.

An I in a prerequisite course does not satisfy the course requirement; thus, the student is administratively dropped from the course for which the prerequisite course was required. Students are notified of dropped courses by email. A reduction in enrolled hours may affect financial aid eligibility and/or awards.

**Withdrawals**

A student may formally withdraw from a course prior to the withdrawal deadline, which is Friday of week seven at 11:59 pm MT. Withdrawal is not allowed after this time.

All withdrawal requests must be communicated to a student support advisor, an academic advisor or an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. Simply ceasing to participate in classes does not constitute a valid withdrawal request.

The designator of W appears on the transcript of a student who formally withdraws from an individual course as well as on the transcript of a student who withdraws from all courses.

During a session, a student may withdraw from a course, or from all courses, by requesting a course withdrawal from a student support advisor, an academic advisor or an appropriate
academic administrator verbally, by email or by submitting a request through the interactive student communication system. A student who inquires about a withdrawal will be contacted to confirm the intention to withdraw. A student will be withdrawn from course(s) if he or she cannot be reached or does not respond regarding the inquiry.

A student who does not formally withdraw from class and subsequently receives a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course.

Final grades of F and designators of U are evaluated at the end of the session for a student who receives one of the following:

- All grades of F
- All designators of U
- All grades of F and designators of W
- All designators of U and designators of W
- All grades of F and designators of U
- All designators of F, designators of U and designators of W

DeVry presumes a student who receives a passing grade, or who earned a grade of F or a designator of U, if one or more courses taken during the session completed the course(s) and thus earned the grade(s)/designator(s).

A student who receives an F grade or a U designator because of lack of participation is administratively withdrawn from the course, and the midpoint of the session is assigned as the withdrawal date.

See Withdrawals – Financial for financial policies regarding withdrawals.

Military Withdrawal
Active Duty, Reserve and National Guard students deployed or participating in required training for more than 14 consecutive days are granted special consideration.

The student or designated officer in the student’s chain of command must notify the student’s student academic support advisor/academic advisor or registrar of a deployment situation that would require special consideration. For additional information see the DeVry Education Group Deployment policy at http://www.devry.edu/d/military-deployment-policy.pdf.

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

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

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

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

Repeated Courses
A course can be repeated only two times. In other words, a given course can be taken at most only three times, i.e., the first attempt of the course and two repeats of the same course. A student may repeat a course once without permission. The third attempt must be approved by the appropriate academic administrator; subsequent attempts are not permitted (see Standards of Academic Progress).

Instead of repeating an elective course, students may substitute another elective course they’ve successfully completed that has not yet been applied toward meeting a requirement in their academic program. The grade for the substituted elective course is used for computing the GPAs. All grades from all courses taken are listed on transcripts.

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

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 and English as a Second Language (ESL) 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 as a DeVry graduate student. 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/academic advisor for policy details.
Academic Policies & Graduation Requirements

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

Grade Point Averages: To remain in good academic standing, a student must maintain a CGPA of 2.50–3.00 or higher. A student is required to maintain certain established CGPA increments (i.e., 2.50–3.00) based on the number of credit hours attempted; details are available from a student support advisor/academic advisor. In certain circumstances, a student is also required to meet certain semester GPA (SGPA) increments. If at the end of the semester the CGPA is below the required increment, the student is placed on financial aid warning (academic warning) for one semester. All references to CGPA requirements refer to this progressive scale. To graduate, a student must earn a 3.00 CGPA.

Successful Completion of Required Prerequisite Skills and ESL Coursework: To remain in good academic standing, a student must successfully complete all required prerequisite skills and ESL coursework attempted. A student who attempts a prerequisite skills or ESL course and does not pass the course is placed on financial aid warning (academic warning). A student who attempts the same prerequisite skills or ESL course twice in one semester and does not pass the course is dismissed.

Course Repeats: To remain in good academic standing, a student must successfully complete all courses by the second attempt. A student who attempts a course a second time and at the end of the semester does not pass the course is placed on financial aid warning (academic warning). A student who attempts a course a third time and at the end of the semester does not pass the course is dismissed.

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

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

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

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

Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation)
Students who start the semester on financial aid warning (academic warning) or financial aid probation (academic probation) are subject to the general requirements noted below.

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

a) At the end of a financial aid warning (academic warning) semester, the student returns to good standing if all of the following occurred:
- The student’s CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
- The student passed all prerequisite skills and ESL 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 and ESL 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 remains on financial aid probation (academic probation) for one additional semester according to the predetermined academic plan or c) is dismissed.

- 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 and ESL 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.
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 and ESL 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 consult the student handbook for more information. Students may appeal their academic standing a total of four times in their current degree program. Those with approval to change programs have their total number of appeals reset to zero.

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

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

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

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

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

Students transferring to a different academic program maintain their current academic standing.

A student on financial aid warning (academic warning) or financial aid probation (academic probation) who transfers to a different academic program enters the new program and continues under this status.

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

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

Additional Standards of Academic Progress Information for Students Receiving Veterans Education Benefits

DeVry notifies the Department of Veterans Affairs (VA) of those students who are receiving veterans education benefits and whose status is academic warning, which is considered the first probationary period.

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

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

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

Resumption of Study

Students who resume after an interruption of studies should note that course availability may vary by session. Because program requirements may change periodically, an academic administrator will assess resuming students’ academic records to determine whether an alternate plan of study is required. Alternate plans may result in additional coursework requirements and tuition obligations.
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 student support advisor/academic advisor.

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

Readmission
Students who were not enrolled within the previous six DeVry University sessions (see DeVry University Semesters and Sessions) must apply for readmission. If these students’ five-year time limitations have expired, or if they were academically dismissed, they must follow procedures appropriate to those conditions in addition to following standard readmission procedures. A person seeking readmission must:

• Complete and submit an application for admission. The application fee is waived for these individuals.
• Complete an interview with an admissions advisor/representative.
• Meet all admission requirements in effect at the time of readmission.

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
• 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 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.

Pursuit of Specializations
Students must declare all specializations they intend to pursue. Successful completion of a specialization – including concentrations and emphases – is noted on transcripts of students who declare such. Students who wish to change 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 are not applicable to sessions already completed. Specializations are not shown on diplomas. All declared specializations must be completed prior to degree conferral.

Corresponding Program and Specialization Limits

<table>
<thead>
<tr>
<th>Program</th>
<th>Specialization Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Graduation Requirements by Program
The following specifies minimum semester-credit hours required for graduation from the degree program, as well as any program-specific prerequisite skills coursework. Students must review the program summary for their declared program to determine the required distribution of credit hours. In addition, all students must fulfill requirements outlined in General Graduation Requirements – All Students.

To graduate:
• MSEd students must receive credit for at least 36 semester-credit hours.
• MSET students must receive credit for at least 36 semester-credit hours. Upon evaluation of related prior education and work experience, some students may also be required to complete EDT500, a program-specific prerequisite skills course.

General Graduation Requirements – All Students
In addition to fulfilling the graduation 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.
• Ensure that the registrar receives an official transcript validating completion of a baccalaureate degree from a DeVry-recognized post-secondary institution.
• Fulfill all financial obligations.

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

Students must have all graduation requirements fulfilled by Tuesday of week two of the session immediately following the session in which they completed their final course requirements. The deadline for meeting certain requirements may be earlier. Requirements include – but are not limited to – ensuring that transcripts for transfer credit have been received by the University; resolving Incompletes and other outstanding grade issues; and confirming that approved graduate course exemptions and waivers have been applied. Students who fail to meet graduation requirements deadlines 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 program core and program-specific course requirements for each degree as well as the semester-credit-hour residency requirement outlined in Multiple Degree Programs.

University Expulsion or DeVry Suspension
Students who have been sanctioned with University expulsion as a result of a Code of Conduct violation are not eligible to graduate thereafter from DeVry University. A student may be sanctioned with DeVry suspension for a definite period of time after which the student is eligible to graduate once all graduation requirements have been fulfilled.

Graduation Notification
Students who have begun their final session of coursework for program completion must submit a Graduation Notification form to request that a diploma be ordered. Diplomas are mailed after all graduation requirements have been met. Students should note that the degree awarded is indicated on diplomas and transcripts; however, concentrations and emphases are indicated on transcripts only.

Commencement Ceremonies
Graduation ceremonies are generally held at the end of the spring and fall semesters. Dates vary by location. Students may be eligible to participate in a ceremony if they are completing their final program requirements during the same semester in which graduation is held.

Separate graduation ceremonies are not held for online students; however, such students may attend a University commencement ceremony held anywhere in the country.

More information about commencement ceremonies is available from a student support advisor/academic advisor.

Note: To officially graduate from DeVry University, students must satisfy all academic requirements for their specific program. Participation in a commencement ceremony is not a guarantee or indication of program completion.
Tuition, Expenses & Financial Assistance

**Tuition**
A $30 application fee must accompany the application. Tuition is noted in the tuition chart. Credit cards are accepted.

Tuition rates shown are applicable to students enrolling through the May 2016 session. Through the University’s Fixed Tuition Promise, tuition rates shown will remain effective through graduation for all matriculating students missing no more than five consecutive sessions of enrollment. Students readmitted to the University after missing six or more consecutive sessions of enrollment reenroll under prevailing tuition policies at the time they are readmitted.

For students attending class onsite, tuition is payable in full at registration. American Express, Discover, MasterCard and Visa are accepted.

Most courses require electronic course materials, which may include tutorials, simulations, study guides, electronic versions of textbooks and other interactive study material. Students enrolled in these courses are charged a maximum of $85 per course for the electronic materials.

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

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

Textbooks may be purchased from the online book provider or from an outside source, but they must be the required texts. If electronic versions of textbooks are included, hard-copy textbooks are not required for these courses but may be purchased for an additional cost.

Students taking online courses must complete registration and make payment arrangements no later than Friday of week seven of the prior session. For such students, tuition and appropriate fees must be submitted to DeVry Online by the beginning of the session in which they intend to complete the course. Textbooks must be purchased from the online bookstore. Credit cards are accepted.

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

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

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

**Note:** Students in DeVry’s MSEd and MSET programs, as well as those enrolled in graduate certificate programs in Curriculum Leadership, Educational Leadership, Educational Technology and Higher Education Leadership, are not eligible to take advantage of any special tuition rates offered by DeVry University.

**Military Tuition Rate**
Military personnel serving in any of the five branches of the U.S. Armed Forces (including guard and reserve personnel) and their spouses are eligible for DeVry University’s military pricing, which is $575 per semester-credit hour.

The application fee is waived for these individuals. Textbooks, course materials and fees are charged at the standard rate. Additional information is available from admissions advisors/representatives.

**Alumni Tuition Benefit**
Recognizing the value of lifelong learning, the University offers alumni who hold a DeVry University graduate degree the opportunity to pursue most graduate-level coursework at a group tuition rate of $651 per semester-credit hour. Students must submit a Tuition Reduction form prior to Sunday of week four of the session in order for the alumni tuition rate to be applied to the current session. If the form is submitted after this deadline, the alumni tuition rate becomes effective the following session.

Alumni who wish to take advantage of this benefit should also review requirements in Multiple Degree Programs. Those pursuing multiple degrees are eligible for the alumni tuition benefit upon conferment of their first graduate degree.

Alumni who wish to enroll in undergraduate coursework should review the separate benefit conditions listed in the undergraduate catalog. More information is available from the student services advisor.

The application fee is waived for these individuals, as well as for family members of alumni who earned a master’s degree from the University and are enrolling for graduate programs. Textbooks, course materials and fees are charged at the standard rate. Additional information is available from admissions advisors/representatives.

**Expenses**
**Note:** DeVry reserves the right to change fees at any time without notice. DeVry receives administrative and service fees from textbook suppliers and bookstore operations and uses these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

**Note:** The Fixed Tuition Promise is applicable to tuition only. University-related fees and expenses, including those for course materials and student services, are not covered by the Fixed Tuition Promise.
### Tuition, Fees and Expenses, by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Program Credit Hours</th>
<th>Number of Three-Semester-Credit-Hour Courses</th>
<th>Tuition Per Three-Semester-Credit-Hour Course</th>
<th>Number of One-Semester-Credit-Hour Courses</th>
<th>Tuition Per One-Semester-Credit-Hour</th>
<th>Total Tuition</th>
<th>Textbook and Materials Expense</th>
<th>Total Program Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master's Degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>36</td>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>$495</td>
<td>$17,820</td>
<td>$2,100</td>
<td>$19,950</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>36</td>
<td>12</td>
<td>N/A</td>
<td>N/A</td>
<td>$495</td>
<td>$17,820</td>
<td>$2,100</td>
<td>$19,950</td>
</tr>
<tr>
<td><strong>Graduate Certificate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Leadership</td>
<td>18</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>$495</td>
<td>$8,910</td>
<td>$1,050</td>
<td>$9,990</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>18</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>$495</td>
<td>$8,910</td>
<td>$1,050</td>
<td>$9,990</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>21</td>
<td>7</td>
<td>N/A</td>
<td>N/A</td>
<td>$495</td>
<td>$10,395</td>
<td>$1,225</td>
<td>$11,650</td>
</tr>
<tr>
<td>Higher Education Leadership</td>
<td>18</td>
<td>6</td>
<td>N/A</td>
<td>N/A</td>
<td>$495</td>
<td>$8,910</td>
<td>$1,050</td>
<td>$9,990</td>
</tr>
</tbody>
</table>

Note: Students in DeVry’s MSEd and MSET programs, as well as those enrolled in graduate certificate programs in Curriculum Leadership, Educational Leadership, Educational Technology and Higher Education Leadership, are not eligible to take advantage of any special tuition rates offered by DeVry University.

1 Program availability varies by location.

2 Average estimated per-course expense for textbooks and materials is $175.

3 at current tuition rates and credit hours shown; includes $30 application fee, and average estimated textbook and materials expense

### Official Transcript Request

An electronic, final transcript is automatically sent to students at no charge upon graduation. Students and alumni are charged $5 for each electronic transcript and $7 for each paper transcript. Students must submit requests for official transcripts via the student portal. Official transcripts are not issued until all financial obligations to any DeVry institution are fulfilled.

### Parking Fee

To park in the University’s parking lots at some DeVry locations, students may be charged a nonrefundable fee not to exceed $60 per vehicle, per session. See the Student Services Office for details. Vehicles not authorized for parking may be towed.

### Returned-Check Fee

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.

### Financial Delinquency

Students are responsible for all tuition, fees, costs of texts and costs associated with collecting on outstanding accounts. Students whose financial accounts are delinquent are not permitted to register for additional courses or to graduate. The University will not release official transcripts or diplomas when students’ accounts at any DeVry institution are delinquent. Students whose accounts are, or have been, delinquent may be prohibited from participating in certain payment plan options.

### Registration – Financial

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

### Statements of Account

Statements of account are available by submitting a written request by visiting [http://my.devry.edu](http://my.devry.edu), then clicking on the Home tab and then on “Ask Us a Question.” Requests must indicate the session for which the statement is being sought, as well as either a fax number or mailing address to which the statement is to be delivered. Statements are processed within three business days of request. Customized statements of account are not available.

### Withdrawals – Financial

Students who withdraw after registering for a session, who are withdrawn for participation reasons, or who are dismissed for disciplinary, or academic conduct reasons, may be entitled to a tuition refund. Currently enrolled students without an approved appeal whose prior term academic status would have precluded their enrollment are dropped from their course(s), and all payments will be refunded.

Final grades of F and designators of U are evaluated at the end of the session for each student (see Withdrawals). Students who do not formally withdraw from class and subsequently earn a grade of F or a designator of U due to lack of participation may be administratively withdrawn, resulting in a W for each affected course. The midpoint of the session is assigned as the withdrawal date. DeVry presumes students who received a passing grade, or who earned a grade of F or a designator of U, in one or more courses taken during the session completed the course(s) and thus earned the grade(s)/designator(s).

Per federal financial aid regulations, financial aid awards may be reduced based on withdrawal dates. Tuition refunds are computed independently from financial aid award calculations and return of funds.
All withdrawal requests must be communicated to a student support advisor, an academic advisor or an appropriate academic administrator verbally, by email or by submitting a request through the interactive student communication system. Simply ceasing to participate in classes does not constitute a valid withdrawal request.

**Application Fee/Cancellation Policy**

Upon completion of the cancellation 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). After the cancellation period, the application fee is not refunded. Refunds are not issued after one year.

The application fee is waived for:
- Military personnel serving in any of the five branches of the U.S. Armed Forces (including guard and reserve personnel) and their spouses.
- Students currently enrolled in a DeVry University degree program or in a degree program at another DeVry institution.
- Alumni who hold a degree from DeVry University or another DeVry institution.

**Refunds**

After classes begin, students who withdraw from a course may be entitled to a tuition refund. Refunds are paid within 30 days of notification of withdrawal and returned by check. The refund amount is related to the date of withdrawal as indicated in the chart below, or according to the effective withdrawal date, if required by state law. (Georgia, Indiana, Iowa, Maryland, Nevada and Wisconsin students should refer to their respective state addendum.)

Tuition refunds are as follows:

<table>
<thead>
<tr>
<th>Withdrawal Period</th>
<th>Percent Refund*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to or on day 1 of session**</td>
<td>100</td>
</tr>
<tr>
<td>Balance of week 1</td>
<td>90</td>
</tr>
<tr>
<td>Week 2</td>
<td>75</td>
</tr>
<tr>
<td>Week 3 or 4</td>
<td>25</td>
</tr>
<tr>
<td>After week 4</td>
<td>0</td>
</tr>
</tbody>
</table>

* Less $50 administrative fee ($25 as state law requires)
** Students who cancel their enrollment during this period will have their financial aid awards cancelled, and any funds students received are returned to the funding source.

**Federal Return of Funds Policy**

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

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

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

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

Return of funds occurs in the following order:
1. To the Federal Direct Unsubsidized Loan program
2. To the Federal Direct Subsidized Loan program
3. To the Federal Perkins Loan program
4. To the Federal Direct PLUS Loan program
5. To the Federal Pell Grant program
6. To the Federal Supplemental Educational Opportunity Grant (FSEOG) program
7. To other Title IV aid programs
8. To state grant programs and/or to private or other institutional aid programs
9. To the student

**Financial Aid**

Federal Direct Subsidized and Unsubsidized loan and Federal Direct PLUS loan money is available to students through the Federal Direct Loan Program. These loans are made by the U.S. Department of Education, rather than by banks or other financial institutions, and are insured by the federal government. For graduate students, Federal Direct Unsubsidized loans first disbursed on or after July 1, 2015, have a fixed interest rate of 5.42 percent. These loans also have an origination fee that is subtracted from the value of each loan disbursement. For loans first disbursed between October 1, 2014, and September 30, 2015, the origination fee is 1.073 percent; for those first disbursed on or after October 1, 2015, and before October 1, 2016, the origination fee is 1.068 percent. Additional information on interest rates and fees for Federal Direct Loans is available via [http://studentaid.ed.gov/types/loans/interest-rates](http://studentaid.ed.gov/types/loans/interest-rates).

To be considered for a Federal Direct Loan, students must be enrolled at least half time. Students enrolled in programs at the graduate and/or professional level may receive unsubsidized loans through the Federal Direct Loan program only. Eligibility for the Federal Direct Unsubsidized loan is not based on need. However, the federal government does not pay the interest during school attendance or during the six-month grace period. Students may pay the interest while completing their program or allow it to accumulate and be added to the outstanding principal, thereby increasing the amount to be repaid. Students may borrow up to an additional $20,500, but the amount borrowed may not exceed the cost of attendance minus other aid per academic year.

The maximum aggregate student loan debt for undergraduate and graduate loans from all FFELPs and/or Direct Loans may not exceed $138,500 (subsidized and unsubsidized combined). Total subsidized loans may not exceed $65,500.

Students may not be eligible for Federal Direct Loans at the graduate level if they have exceeded undergraduate loan limits. Undergraduate Federal Direct Loan limits may not exceed $23,000 (subsidized) and should not exceed $57,500 (combined subsidized and unsubsidized). Satisfactory repayment of the over award must be made in order to regain eligibility.
Federal Direct Graduate PLUS Loan funds are also available to students through the U.S. Department of Education. To be considered for a Federal Direct PLUS Loan, students must be enrolled at least half time. These federal loans are not based on need and have a fixed interest rate of 6.84 percent for loans first disbursed on or after July 1, 2015. PLUS Loans have an origination fee that is subtracted from the value of each loan disbursement. For PLUS loans first disbursed between October 1, 2014, and September 30, 2015, the origination fee is 4.292 percent; for those first disbursed on or after October 1, 2015, and before October 1, 2016, the origination fee is 4.272 percent. The federal government does not pay the interest during school attendance. Students have the option of paying the interest while completing their academic program or allowing it to accumulate and be added to their outstanding principal. A credit check will be completed to establish creditworthiness.

Eligibility and/or receipt of financial aid does not eliminate students’ responsibility to pay tuition and/or fees by the due date.

Disbursements occur throughout the session, generally beginning Saturday of the first week of classes. Disbursement is based on each student’s account information. More information is available via the Student Finance tab on http://my.devry.edu.

Note: Students who obtain a student loan of any type have a legal obligation to repay the loan. Their degree of success at DeVry University does not change this obligation.

Applying for Financial Aid
To apply for Federal Direct Loans and/or Federal Direct Graduate PLUS loans, the U.S. Department of Education requires completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA provides an independent and consistent method of collecting information to determine student eligibility.

To help ease the financial assistance application process, the University’s Financial Aid Office supports an Internet-based application process. Applicants can complete the FAFSA and Direct Loan master promissory note at www.keller.edu/financial-aid-tuition/apply-for-financial-aid.html, where they follow the application information and links to the “FAFSA on the Web” and “Direct Loan” websites.

Eligibility for Financial Aid
To be eligible for federal financial aid a student must:
• Be enrolled as a degree- or certificate-seeking student.
• Provide an official transcript for University verification.
• Be a U.S. citizen or eligible noncitizen.
• Make satisfactory academic progress toward completing his or her program.
• Not be in default on a Federal Perkins/NDSL, Federal Direct, Federal Stafford/FFEL, Federal SLS, Income Contingent Loan or Federal PLUS Loan received at any institution.
• Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACCG), 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 or student finance consultant to determine if their financial aid will be affected prior to registering for the course.

Applicants who are incarcerated, and students who become incarcerated, must immediately report this information to the Student Finance Office.

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

Loan Exit Counseling
Federal student aid regulations require that all borrowers complete loan exit counseling for their Federal Direct and/or Federal Perkins Loans. Students must complete loan exit counseling when they are graduating or leaving DeVry. Loan exit counseling notifications are provided to all identified students via email. Failure to complete loan exit counseling may result in placement of a hold on students’ records, which would prevent fulfillment of transcript requests and release of graduates’ diplomas.

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

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

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

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

Deferred Plan
Available to students using employer tuition reimbursement, and whose employers submit a tuition-reimbursement statement on students’ behalf, the Deferred Plan enables tuition charges to be deferred until Monday of week five of the subsequent session. Additional charges – such as those for books and course materials – are due 22 days after the first billing statement has been generated.

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

**Veterans Benefits**
Approval to offer veterans education benefits is granted by appropriate state agencies and is based on operational time requirements for programs and sites.

Many locations/programs are approved for veterans benefits. Students should check with their chief location administrator or an online student services advisor to see if their location/program is approved or to learn when benefits may become available. The University also participates in the federal Yellow Ribbon program for students using Chapter 33 benefits.

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

Students should refer to [Transfer Credit – Veterans](#) and [Standards of Academic Progress](#) for more information.

**DeVry Scholarships and Grants**

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

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 or grants during the admissions process and should work with their admissions advisor/representative to do so.

Additional information is available at [www.devry.edu/financial-aid-tuition/scholarships/devry-scholarships.html](http://www.devry.edu/financial-aid-tuition/scholarships/devry-scholarships.html).

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

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

**General Scholarship and Grant Policies**

- Recipients are responsible for all other education expenses.
- Only degree-seeking students are eligible for scholarship or grant funds.
- Recipients must be U.S. citizens, Canadian citizens or reside within the United States.
- For students to be eligible for scholarships or grants, applications for such must be received prior to the start of classes. Award recipients who do not start in the intended term specified on their admissions application have one subsequent term to start classes and use the award. Recipients who do not start within two terms have their award expired and must reapply for available offerings at the time of actual enrollment.
- Scholarship and grant recipients are expected to meet certain continuing eligibility criteria and progress in a timely manner toward completing their programs. To retain scholarship or grant eligibility, recipients must remain in good academic standing and meet additional conditions outlined in the terms and conditions document sent to award recipients.
- To qualify for scholarship or grant funds, students must maintain continuous enrollment on a semester basis. Students may enroll in fewer than the required credit hours within the semester only once while completing their program of study.
- Recipients must acknowledge receipt of the terms and conditions document pertaining to their specific scholarship or grant award. Disbursement of funds may be withheld until receipt of this document is acknowledged in writing and returned by recipients.
Student Services

Library
Serving both onsite and online students, DeVry’s network of campus libraries across the United States offers a full array of print and electronic resources and services.

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

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

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

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

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

Career Services
Students and alumni can take advantage of numerous career services that enhance the educational experience. 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. Students should note that employment cannot be guaranteed.

Academic Advising
Academic advising is designed to support students’ efforts to successfully complete their programs and to help them avoid the need to repeat coursework. Students who have questions about program requirements or administrative rules, or whose GPAs or other academic results indicate standards of academic progress requirements may not be met, are strongly encouraged to seek academic advising as soon as possible.

Students who applied for admission to a location or who have formally transferred to a location should seek academic advising from the chief location administrator at their declared location. Students who applied for admission as online students or who have formally transferred to DeVry Online should consult the academic advisor assigned to them through DeVry Online. Students are encouraged to consult first with faculty if they are having problems with coursework and then, if necessary, with the chief location administrator/academic advisor.

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. (Student academic records are maintained five years in California and New Jersey, and three years for veterans affairs records, after the student is no longer enrolled.) Students may review the content of their files by notifying the registrar in writing.

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

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

Official transcripts are not issued until all financial obligations to any DeVry institution are fulfilled.

Hours of Operation
In general, administrative office hours at DeVry locations are Monday through Thursday 8 am to 6 pm, Friday 8 am to 5 pm and Saturday 9 am to 1 pm, or Monday through Thursday 9 am to 8 pm, Friday 9 am to 4:30 pm and Saturday 9 am to 1 pm. Hours vary by location. More specific information on administrative hours is available from each location.

Academic Instruction and Faculty Office Hours
Each session, instruction ends at 11:59 pm MT on Saturday of week eight. No instruction occurs on holidays or during breaks. Online instruction, professor feedback and student-student interaction in the virtual classroom are continuous processes during each session. Faculty office hours are scheduled at the discretion of each faculty member. Faculty telephone numbers and email addresses are included on course syllabi, which indicate when and how students can contact professors. More specific information is available from each location.
ASPIRE Student Assistance Program
Designed to help students overcome obstacles and achieve success both in- and outside the classroom, ASPIRE is a student assistance program that supplements the University’s other student services. Offered at no additional charge, ASPIRE includes a wide range of support services such as counseling, legal and financial consultation; as well as referrals to housing, childcare and other resources for meeting daily life needs.

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

More information is available at www.myaspireonline.com.

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

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

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

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

Academic Performance Award
This award is bestowed upon the graduate student who has best demonstrated outstanding academic achievement in his or her program of study. Graduate students enrolled on campus or online may be eligible to receive this award.

Perseverance Award
This award recognizes the local graduate student who has exhibited perseverance and achieved outstanding success under challenging circumstances. Graduate students enrolled on campus or online may be eligible to receive this award.

Alumni Services
Since our first classes were offered more than 80 years ago, hundreds of thousands of students have joined the ranks as proud DeVry University alumni. In addition to providing students with a pragmatic graduate program, we’ve worked to instill in them the value of lifelong learning. To support this core value, DeVry encourages networking opportunities among alumni and supports graduates in a variety of ways.

• Alumni who already hold a graduate-level credential from DeVry University, including the University’s Keller Graduate School of Management, may complete additional courses at a group tuition rate. See Alumni Tuition Benefit.
• Graduates can take advantage of online and onsite library and information resources.
• Alumni can take advantage of career services that help enhance professional development skills, as well as access our nationwide network of job postings.
Regulations

Privacy Act
DeVry complies with the Family Educational Rights and Privacy Act of 1974, as amended. This Act protects the privacy of students’ educational records, establishes students’ rights to inspect and review their academic records, and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings.

DeVry’s policy on releasing student-related information explains our procedures for complying with the Act’s provisions. Copies of the policy are available in the student handbook.

Nondiscrimination Policy
DeVry is an educational institution that admits academically qualified students without regard to gender, age, race, national origin, sexual orientation, political affiliation or belief, religion or disability and affords students all rights, privileges, programs, employment services and opportunities generally available.

DeVry complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and does not discriminate on the basis of disability.

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

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

Title IX Coordinators
Mr. Mark Ewald, Senior Director,
Ethics and Compliance Services
DeVry Education Group
630.353.1437
mewald@devrygroup.com
Ms. Mikhel Kushner
Associate Title IX Coordinator
DeVry Education Group
630.515.5440
mkushner@devrygroup.com

Drug-Free Schools and Communities Act
DeVry complies with the Drug-Free Schools and Communities Act and forbids use, possession, distribution or sale of drugs or alcohol by students, faculty or staff anywhere on University property. Anyone in violation of state, federal or local regulations, with respect to illegal drugs or alcohol, may be subject to both criminal prosecution and University disciplinary action.

Intellectual Property Rights
In accordance with the law of copyright, faculty-assigned student writings, including answer material for tests, projects, research papers and business plans prepared in connection with any course, are the property of DeVry University and may be used by the University for educational purposes.

Student Conduct
Mature behavior and conduct consistent with the highest professional standards are expected of every student while on University property or while engaging in University-related online activities. DeVry University reserves the right to suspend or permanently expel students who engage in unsatisfactory conduct such as dishonesty; failure to adhere to rules and regulations, including those stated in the Code of Conduct, and failure to exhibit proper online etiquette; destruction or theft of property; participation in activity that impinges on the rights of others; or possession or consumption of alcoholic beverages or illegal drugs at any time on University premises. See the student handbook for more details.

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.

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

Students or alumni who submit fraudulent documents or misuse DeVry University academic documents are afforded rights to a hearing under the Code of Conduct. The misconduct is adjudicated using procedures specified in the Code of Conduct and may result in University expulsion.

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

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

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

In compliance with state regulations, Arizona, Georgia and New Mexico students with complaints not resolved by the above procedure may file complaints with the Arizona State Board for Private Postsecondary Education (1400 W. Washington St., Phoenix, AZ 85007, 602.542.5709), the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Ste. 220, Tucker, GA 30084, 770.414.3300, www.gnpec.org) and
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 community. This report provides suggestions about crime prevention strategies as well as important policy information on emergency procedures, reporting of crimes and support services for victims of sexual assault. The report also contains information about DeVry University’s policy on alcohol and other drugs, and informs students where to obtain a copy of the policy. This report is available from the chief location administrator or by calling 800.733.3879.

In Virginia, students who do not feel they received a satisfactory resolution to their complaint may contact the State Council of Higher Education for Virginia (SCHEV, Attn: Private and Out-of-State Postsecondary Education, 101 N. 14th St., James Monroe Bldg., Richmond, VA 23219) as a last resort in the complaint process. Students will not be subject to adverse action as a result of initiating a complaint with SCHEV.

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

A
Academic advising, 55
Academic calendar, 3
Academic freedom, 58
Academic policies
Academic and professional conduct, 48–49
Additional attendance information, students receiving veterans education benefits, 43
Attendance, 42
Audits, 44
Class hours, 42
Classroom visitors, 43
Commencement ceremonies, 49
Course
Audits, 44
Cancellation, 42
Exemptions, 41
Failures, 44
Incomplete, 44
Loads, 42
Registration, 42
Repeats, 45
Schedules, 42
Self-registration, 42
Waivers, 41
Withdrawals, 44
Credit for previous coursework, 40–41
Elective/alternate courses, 41
Enrollment status, 39
Expulsion, university, 49
Failures, 44
Governing rules, 39
Grade appeals, 45
Grade point system and GPAs, 44
Grades and designators, 43–44
Grading philosophy, 43
Graduation notification, 49
Graduation requirements
By program, 48
For students pursuing multiple degree programs, 49
General, all students, 48
Incomplete, 44
Internal transfers
Location, 41
Program, 41
Make-up work, 43
Military withdrawal, 45
Missed exams, 43
Missing grades, 44
Non-GPA credit, 44
Professional certifications, credit for, 41
Pursuit of specializations, 48
Readmission, 48
Registration, 42
Repeated courses, 45
Residency requirement
Degree-seeking students, 40
Graduate-certificate-seeking students, 40
Resumption of study, 47
Retention and review of final exams, 43
Retroactive grade changes, 45
Self-registration, 42
Semesters and sessions, 39

Standards of academic progress
Additional information for students receiving veterans education benefits, 47
General, 45–47
Terminology, 45
Student-centric period, 39
Suspension, DeVry, 49
Time limitations, 48
Training, credit for, 41
Transfer credit, 40–41
Transfer credit, veterans, 41
Transfers to other institutions, 41
Withdrawals, 44
Academic progress
Additional information for students receiving veterans education benefits, 47
Standards of, 45–47
Terminology, 45
Account, statements of, 51
Accreditation, 10–11
Administration & faculty
Faculty, 28–34
Local administration, 25–27
Admission
Applicants not seeking degrees, 36–37
English-language-proficiency requirement, 38
General, 36
Of post-baccalaureate-degree holders, 37
Procedures, 37
Rescinding, 38
Admission requirements and procedures
Additional requirements
Applicants not seeking degrees, 36–37
Communication competency, 37
English-language-proficiency, 38
General, 36
Personal computer, 37
Post-baccalaureate-degree holders, 37
Prerequisite enrollment, 37
Prerequisite skills, 36
Primary program of enrollment, 38
Procedures, 37
Rescinding admission, 38
Advising, academic, 55
Affiliations, professional, 28
Alumni
Application fee, 50, 52
Services, 56
Tuition benefit, 50
Americans with Disabilities Act, 57
Appeals
Academic, 47
Grade, 45
Application fee
All other students, 50
Alumni, 50, 52
Military, 50, 52
Approvals to operate, 10–11
Attendance
Additional information, students receiving veterans education benefits, 43
Policy, 42
Audited courses, 44
Award conferrals, rescission of, 57
Awards, student, 56
B
Bankruptcy statement, 11
Board of Directors, DeVry Education Group, 8
Board of Trustees, DeVry University, 9
Books and materials, charges for, 50–51

C
Calendar, academic, 3
Campus administrators, 25–27
Campus Crime and Security Act, 58
Campus locations, 4–6
Cancellation
  Of courses, 42
  Of enrollment, 52
Career services, 55
Certifications, credit for professional, 41
Class hours, 42
Commencement ceremonies, 49
Communication competency, admission, 37
Complaint procedures, 57–58
Computer requirements, personal, 37
Course
  Audits, 44
  Books and materials, charges for, 50–51
  Cancellation, 42
  Descriptions, 19–23
  Exemptions, 40–41
  Failures, 44
  Incompletes, 44
  Loads, 42
  Offerings, 18
  Registration, 42
  Repeats, 45
  Schedules, 42
  Self-registration, 42
  Waivers, 41
  Withdrawals, 44
Coursework, credit for previous, 40–41
Credit
  For previous coursework, 40–41
  For professional certifications, 41
  For training, 41
  Transfer
    Other institutions, policies of, 40–41
    Veterans, 41
Curriculum Leadership graduate certificate, 16

D
DeVry
  Education Group leadership, 8
  Online delivery, 6
  Suspension, 49
  University leadership, 9
  Drug-Free Schools and Communities Act, 57

E
Education master’s degree, 15–16
Education programs
  Graduate certificates
    Curriculum Leadership, 16
    Educational Leadership, 16
    Higher Education Leadership, 16
    Master’s degree, 15–16
  Educational Leadership graduate certificate, 16
  Educational Technology graduation certificate, 17
  Educational Technology master’s degree, 17
  Educational Technology programs
    Graduate certificate, 17
  Master’s degree, 17
Elective courses
  Financial aid, applicability to, 53
  General information, 41
  English-language-proficiency admission requirement, 38
Enrollment
  Cancellation, 52
  Primary program of, 38
  Status, 39
Exams
  Final, retention and review of, 43
  Make-up, 43
  Missed, 43
Exemptions, course, 41
Exit counseling, loan, 53
Expenses
  Application, 50
  Official transcript request, 51
  Parking, 51
  Returned-check, 51
Expulsion, university, 49

F
Faculty
  Listing, 28–34
  Office hours, 55
Failures, course, 44
Final exams, retention and review of, 43
Financial aid
  Applicability to elective/alternate courses, 53
  Application process, 53
  Eligibility, 53–54
  Exit counseling, loan, 53
  Federal return of funds policy, 52
  General, 52
  Scholarships, DeVry, 54
  Veteran’s benefits, 54
Financial information
  Account delinquency, 51
  Account statements, student, 51
  Alumni tuition benefit, 50
  Books/material charges, 50
  Cancellation policy, 52
Expenses
  Application, 50
  Official transcript request, 51
  Parking, 51
  Returned-check, 51
  Federal return of funds policy, 52
  Military tuition rate, 50
  Payment options, 53
  Probation, 46, 47, 57
  Refunds, tuition, 52
  Scholarships, DeVry, 54
  Tuition
    Alumni benefit, 50, 56
    Chart, 51
    General information, 50
    Military, 50, 52
    Payment options, 53
    Refunds, 52
    Veterans’ benefits, 54
    Withdrawals, 51
G
Governing rules, policy, 39
Grade point averages, 44, 45
Grades and designators, 43–44
Grading System, 43
Graduate certificates
Curriculum Leadership, 16
Educational Leadership, 16
Educational Technology, 17
Higher Education Leadership, 16
Graduation notification, 49
Graduation requirements
By program, 48
For students pursuing multiple degrees, 49
General, all students, 48

H
Higher Education Leadership graduate certificate, 16
Hours
Class, 42
Of operation, 55

I
Impact of financial delinquency, 51
Incomplete courses, 44–45
Intellectual property rights, 57

L
Leadership
DeVry Education Group
Board of Directors, 8
Senior, 8
DeVry University
Board of Trustees, 9
Executive Committee, 9
Library, 55
Location transfers, internal, 41
Locations, campus, 4–6

M
Make-up
Exams, 43
Work, 43
Military
Application fee, 50, 52
Tuition rate, 50
Withdrawal, 45
Missed exams, 43
Missing grades, 44
Mission statement, 10
Multiple degree programs, policy for pursuing, 40

N
Nondiscrimination policy, 57

O
Office hours, faculty, 55
Online delivery, 6

P
Payment options, 53
Personal computer requirements, 37
Plagiarism prevention, 57
Post-baccalaureate-degree holders, admission of, 37
Prerequisite enrollment requirements, 37
Prerequisite skills requirements, 36
Previous coursework, credit for, 40
Privacy Act, 57
Probation, 45, 46, 47, 57

R
Readmission, 48
Refunds, tuition, 52
Registration
Course, 42
General information, 42
Impact of financial delinquency, 51
Self, 42
Regulations
Academic freedom, 58
Americans with Disabilities Act, 57
Award conferrals, rescission of, 57
Campus Crime and Security Act, 58
Complaint procedures, 57–58
Drug-Free Schools and Communities Act, 57
Intellectual property rights, 57
Nondiscrimination policy, 57
Plagiarism prevention, 57
Privacy Act, 57
Rehabilitation Act, 57
Safety Information, 58
Student conduct, 57
Title IX compliance, 57

S
Safety information, 58
Schedules, course, 42
Scholarships, DeVry, 54
Semesters and sessions, definitions of, 39
Specializations, pursuit of, 48
Student
Assistance program (ASPIRE), 56
Awards, 56
Conduct, 57
Records, 55
Residency requirement
Degree-seeking students, 40
Graduate-certificate-seeking students, 40
Resumption of study, 47

Index
Index

Student services
   Academic advising, 55
   ASPIRE assistance program, 56
   Awards, 56
   Career, 55
   Faculty office hours, 55
   For alumni, 56
   Hours of operation, 55
   Library, 55
   Records, 55
   Transcripts, official, 55
   Suspension, DeVry, 49

T
   Title IX compliance, 57
   Training, credit for, 41
   Transcripts, 55
   Transfer
      Credit
         Other institutions, policies of, 40
      Veterans, 41
   Transfers
      Internal
         Location, 41
         Program, 41
      To other institutions, 41
   Tuition
      Alumni benefit, 50
      Chart, 51
      General information, 50
      Military, 50
      Payment options, 53
      Refunds, 52

U
   University expulsion, 49

V
   Veterans
      Benefits, 54
      Education benefits
         Additional attendance information for students receiving, 43
         Additional standards of academic progress for students receiving, 47
      Transfer credit for, 41
   Visitors to classrooms, policy, 43

W
   Waivers, course, 41
   Withdrawals
      Course, 44
      Financial impact, 51
      Military, 45