2018 – 2019 ACADEMIC CATALOG

KELLER GRADUATE SCHOOL OF MANAGEMENT

DeVry University
Keller Graduate School of Management

In New York State, DeVry University and its Keller Graduate School of Management operate as DeVry College of New York.

Table of Contents

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

Volume XIV; effective July 31, 2018 through July 1, 2019. Information updated after this date, including additions and amendments, is available via www.keller.edu/catalog. It is the responsibility of applicants and students to check for updates.

Program availability varies by location, and onsite and online enrollment restrictions may apply. DeVry University's Keller Graduate School of Management master's degree programs are offered online, and degrees are conferred by DeVry University's Keller Graduate School of Management.

We reserve the right to change terms and conditions outlined in this catalog at any time without notice. Information is current at the time of publication. This catalog supersedes all previously published editions and is in effect until a subsequent catalog is published. Information contained herein effective January 14, 2019.

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

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

Message from the President

Dear Student,

Welcome to the Keller Graduate School of Management family, and congratulations on taking this important step toward furthering your education and preparing to advance your career. Know that our talented faculty and committed support staff will be there for you every step of the way. It is our goal to support your success as a graduate student, both inside and outside the classroom. We are here for you, and we care about your success.

Founded in 1973 by Dennis Keller and Ron Taylor, Keller Graduate School of Management originally offered a certificate in business administration, which became the forerunner of the executive MBA programs that emerged in the years that followed. After three decades of success, Keller merged with DeVry Institute of Technology to become DeVry University in 2002. While the strength of a Keller education remains rooted in tradition, we continue to evolve to keep pace with the needs of today's employers. Whether it is our MBA program, one of our specialized master's degree programs, or one of our graduate certificate programs, you have the opportunity to learn the skills that can give you the edge in your career.

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

Keller provides the flexibility to mix quality on-campus instruction – offered evenings and weekends throughout the country – with dynamic online learning. Courses are offered in eight-week sessions that begin six times each year. And because we know balancing school and other priorities is important, our academic schedule and onsite/online format make it easy to progress at a pace that suits your goals and lifestyle.

We are committed to providing you with an education that provides a powerful return on investment – one that capitalizes on emerging technologies that enhance the learning environment and help you build connections to Keller's faculty, student and alumni communities. We are grateful for the opportunity to contribute to your success and excited about what lies ahead for you. All the best as you continue your educational journey.

Respectfully,

James Bartholomew
President, DeVry University

Message from the Provost

Building on a tradition of excellence. That's what DeVry University's Keller Graduate School of Management is all about. This tradition has thrived over the years through the dedicated efforts of our professors and staff as they design, enhance and deliver our programs; our support of the business communities that embrace our graduates; and the important contributions of our alumni, whose success continues to build upon Keller's good name. But most of all, the focus of the tradition is our students, who set their goals and expectations higher than most, and who are committed to success through education.

Our world continues to advance through the power of technology, transforming our workplaces, homes and communities. Your decision to pursue a master's degree is the right step toward gaining the critical knowledge and skills needed to grow professionally and personally, and to succeed in this changing environment.

To support your quest for success, Keller Graduate School of Management's programs and delivery options, including our blend of onsite and online learning, provide you with the highest quality practitioner-oriented graduate management education. Add to this our year-round schedules and convenient locations – and our commitment to serving working adults – and you have a powerful combination that's helped thousands of Keller alumni balance family and work while achieving their education goals.

As you progress through your program of study, please remember that we rely on your valuable feedback to add meaning and benefit to the Keller experience. Let us hear from you, whether through class evaluations, email, phone calls to administrators and faculty, or personal visits.

On behalf of the faculty and staff of Keller Graduate School of Management, I congratulate you on your decision to make this important investment in your future, to better your life through the power of education and to join our tradition of excellence.

All the best,

Shantanu Bose, PhD
Vice President of Academic Excellence/Provost

University Mission & Values

Serving more than 45,000 students annually onsite and online, DeVry University, including Keller Graduate School of Management – part of the University's College of Business & Management – is one of North America's leading providers of career-oriented higher education. The University's extensive resources help prepare undergraduate and master's-level students for careers at the heart of today's business and technology sectors. Our mission, purposes and values, outlined below, have fueled our steady program and geographic expansion to better serve students as well as employers for more than 85 years.

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

DeVry University seeks to consistently achieve the following purposes:

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

Keller's Mission
The mission of Keller Graduate School of Management is to provide high-quality, practitioner-oriented graduate management degree programs with an emphasis on excellence in teaching and service to adult learners.

The following objectives reflect our mission in terms of desired overall student outcomes. These objectives evolve over time as they are shaped by students, faculty, staff, employers, other constituencies and the changing environment.

- Developing students' understanding of the language and information specific to business

- Enabling students to integrate concepts and skills across functional areas
- Strengthening students' ability to communicate effectively both orally and in writing
- Instilling in students an appreciation of differences in cultures and values
- Providing students with the concepts and tools they need to contribute to their organizations' ongoing efforts to improve quality and productivity
- Broadening and deepening students' ability to effectively use technology to meet organizational goals
- Enabling students to effectively conduct applied business research
- Strengthening students' leadership and team-building skills
- Enhancing students' managerial decision-making skills while maintaining keen awareness of ethical considerations
- Instilling in students the value of lifelong learning

University Values
In striving to accomplish our educational mission and purposes, we adhere to the following values reflecting the standards of service and conduct to which we have committed ourselves:

- Student success – Fostering student success is the underlying principle that guides DeVry University's decision-making and institutional activities.
- Excellence in teaching – Engaging faculty who embrace continual improvement in their subject matter expertise, pedagogical effectiveness and appropriate use of technology advances teaching excellence and promotes student learning.
- Academic standards – Upholding academic standards and ensuring academic integrity are paramount in ensuring the value of graduates' degrees.
- Academic freedom – Encouraging faculty and staff to engage in appropriate scholarly activities and in free exploration of ideas is essential to maintaining the intellectual vitality of the institution.
- Educational relevance – Offering technical and business programs that provide career enhancement, promote responsible citizenship and encourage lifelong learning supports the University's mission.
- Organizational integrity – Involving the institution's members in the development of policies, and consistent application of policies and procedures to interdepartmental relationships, is required to maintain institutional stability and effectiveness.
- Responsive student services – Providing support services in a helpful and caring manner to students fosters learning and supports academic success.
- Building on diversity – Maintaining an institutional culture that draws strength from the varied perspectives and backgrounds of its students, faculty and staff helps DeVry University achieve its educational and strategic goals.
- Institutional improvement – Reviewing and improving curricula, academic operations, teaching and academic support services are critical for maintaining an educational leadership position in rapidly evolving academic fields.

Academic Calendar

Keller delivers courses in a session format, with two eight-week sessions offered each semester. Months corresponding to the University's summer, fall and spring semesters are designated in two overlapping calendar cycles. At the time students matriculate, they are assigned to either a Cycle 1 or a Cycle 2 calendar schedule (see *Student-Centric Period*).

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

Cycle 1	
2019 Spring Break: Sunday–Sunday, April 28–May 5	
2019 Summer Break: Sunday-Sunday, June 30-July 7	
2019 Winter Break: Sunday–Sunday, December 22–January 5	
2020 Spring Break: Sunday–Sunday, April 26–May 3	

Cycle 1: 2019 Spring Semester	January 7, 2019– April 27, 2019
January 2019 Session	
Monday, January 7	Session Begins
Monday, January 21	Martin Luther King Jr., Day Holiday
Saturday, March 2	Session Ends
March 2019 Session	
Monday, March 4	Session Begins
Friday, April 19	Spring Holiday
Saturday, April 27	Session Ends
Spring Break: Sunday–Sunday, April 28–May 5	

Cycle 1: 2019 Summer Semester	May 6, 2019– August 31, 2019
May 2019 Session	
Monday, May 6	Session Begins
Monday, May 27	Memorial Day Holiday
Saturday, June 29	Session Ends
Summer Break: Sunday–Sunday, June 30–July 7	
July 2019 Session	
Monday, July 8	Session Begins
Saturday, August 31	Session Ends

Cycle 1: 2019 Fall Semester	September 2, 2019– December 21,2019
September 2019 Session	
Monday, September 2	Session Begins, Labor Day Holiday
Saturday, October 26	Session Ends
November 2019 Session	
Monday, October 28	Session Begins
Thursday–Friday, November 28–29	Thanksgiving Break
Saturday, December 21	Session Ends
Winter Break: Sunday–Sunday, December 22–January 5	

Cycle 1: 2020 Spring Semester	January 6, 2020– April 25, 2020
January 2020 Session	
Monday, January 6	Session Begins
Monday, January 20	Martin Luther King Jr., Day Holiday
Saturday, February 29	Session Ends
March 2020 Session	
Monday, March 2	Session Begins
Friday, April 10	Spring Holiday
Saturday, April 25	Session Ends
Spring Break: Sunday–Sunday, April 26–May 3	

Cycle 2	
2018 Winter Break: Sunday–Sunday, December 23–January 6	
2019 Spring Break: Sunday–Sunday, April 28–May 5	
2019 Summer Break: Sunday-Sunday, June 30-July 7	
2019 Winter Break: Sunday–Sunday, December 22–January 5	

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

Cycle 2: 2019 Spring Semester	March 4, 2019– June 29, 2019
March 2019 Session	
Monday, March 4	Session Begins
Friday April 19	Spring Holiday
Saturday, April 27	Session Ends
Spring Break: Sunday–Sunday, April 28–May 5	
May 2019 Session	
Monday, May 6	Session Begins
Monday, May 27	Memorial Day Holiday
Saturday, June 29	Session Ends
Summer Break: Sunday-Sunday, June 30-July 7	

Cycle 2: 2019 Summer Semester	July 8, 2019– October 26, 2019
July 2019 Session	
Monday, July 8	Session Begins
Saturday, August 31	Session Ends
September 2019 Session	
Monday, September 2	Session Begins, Labor Day Holiday
Saturday, October 26	Session Ends

Cycle 2: 2019 Fall Semester	October 28, 2019– February 29, 2020
November 2019 Session	
Monday, October 28	Session Begins
Thursday–Friday, November 28–29	Thanksgiving Break
Saturday, December 21	Session Ends
Winter Break: Sunday–Sunday, December 22–January 5	
January 2020 Session	
Monday, January 6	Session Begins
Monday, January 20	Martin Luther King Jr., Day Holiday
Saturday, February 29	Session Ends

TechPath

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

Explore TechPath programs through the links below:

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

About Keller

A Tradition of Innovation
For 40 years, Keller Graduate School of Management has served the unique needs of working adult students. Our innovative, practitioner approach is based on the idea that effective teaching and student mastery of practical skills are the most important components of graduate management education. Our first class had seven students – a number that grew to 900 by the late 1970s, as students began taking advantage of our evening MBA program. Today, Keller Graduate School of Management provides a broad range of master's degree and graduate certificate programs.

In 1991, we introduced our Project Management program and are proud to be a Project Management Institute Registered Education Provider. Additionally, most Keller project management offerings, including our MPM program, are accredited by the PMI® Global Accreditation Center. (See *Accreditation* to learn which programs are PMI-accredited.) DeVry University, including Keller Graduate School of Management, is among a limited number of U.S. universities and schools worldwide to be granted this designation. More information on this accreditation is available via www.pmi.org.

In 1993, we broadened our portfolio with the addition of our Human Resource Management program. And expansion continued with other program offerings: Network & Communications Management (1997); Accounting & Financial Management, and Information Systems Management (1998); Public Administration (2001); and Accounting (2012). A recent focus is the burgeoning area of information security – critical in today's business and government sectors.

Recognizing that the most valuable employees are those with relevant real-world business and technology skills, we established a presence in the continuing and professional education arena.

In 1996, Becker CPA Review was acquired, which subsequently joined forces with Conviser Duffy CPA Review. Today, Becker Professional Education complements DeVry University's growing range of education services and is a leading provider of preparatory coursework for various professional certification exams.

In addition, the University's DeVryWORKS offers a unique mix of corporate education, tailored learning and professional training solutions that addresses today's most pressing business challenges. Helping achieve measurable results, our offerings can be delivered at your company facility, at Keller sites nationwide or online globally.

Keller Advantage

Practitioner Orientation
All Keller programs are regularly reviewed for relevance to both students and employers. Faculty members focus squarely on critical competencies for today's successful managers, in areas such as business communications, technology, ethics, quality and international business, which are woven throughout the curricula.

Excellence in Teaching
Our professors are enthusiastic educators who enjoy sharing their business acumen with students. Faculty supplement the core curriculum with a variety of instructional activities focused on helping students achieve course outcomes and real-world standards of excellence.

Students also play an integral role in maintaining high teaching standards by regularly providing feedback on faculty effectiveness. University administrators then use this feedback to coach faculty and improve and enhance teaching methods and instructional technique.

Professional Connections and Memberships
To keep current with industry practices and developments, and provide highly relevant education, the University's graduate-level faculty, staff and alumni are active in various professional organizations including:

- American Institute of Certified Public Accountants
- Federation of Schools of Accountancy
- Institute of Managerial Accounting
- Project Management Institute International
- Academy of Management
- American Management Association
- American Marketing Association
- American Society for Quality
- National Black MBA Association
- United States Association of Small Business and Entrepreneurship
- American College of Healthcare Executives
- American Health Information Management Association
- American Society of Training and Development
- Society for Human Resource Management
- American Society of Industrial Security
- Association of Information Technology Professionals
- Association for Business Communication
- American Association of Cost Engineering International
- IEEE

In addition, faculty and staff actively participate in professional organizations to remain current on educational trends and to continue the University's leading role in the education arena. Among others, organizations include:

- American Assembly of Collegiate Schools of Business
- American Association of University Administrators
- American Council on Education
- American Library Association
- Council of Graduate Schools
- United States Distance Learning Association

Continuous Improvement
Change management, improved productivity and commitment to quality are vitally important in today's competitive global economy. To this end, Keller's quality assurance initiatives stress ongoing program and process improvement based on critical feedback from students, faculty and staff.

Keeping curricula responsive to changes in business theory and practice is essential. To maintain an appropriate balance of continuity and change, our academic experts integrate faculty input and

regularly review course content and level, as well as texts. In addition, they consult faculty on proposals for new course content and course development.

Also of critical importance in ensuring quality is an ongoing cycle of planning, implementing, assessing of outcomes and acting on feedback to continually improve all aspects of the educational experience. Our quality focus means attention, every day, to understanding and meeting student and faculty needs, thus creating long-term educational value for students, graduates and employers.

Accreditation & Approvals

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

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

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

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

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

Programmatic Accreditation and Recognition

ACBSP
The following Keller master's degree programs have achieved voluntary accreditation from the Accreditation Council for Business Schools and Programs (ACBSP, www.acbsp.org), demonstrating that they have met standards of business education that promote teaching excellence: Business Administration, Human Resource Management, Project Management, Public Administration, Information Systems Management, Network & Communications Management.

The ACBSP has also granted specialized accounting accreditation to the following established Keller degree programs: Master of Accounting & Financial Management; Master of Business Administration with a specialization in Accounting; Master of Science in Accounting.

PMI GAC
The following Keller programs are accredited by the Project Management Institute's Global Accreditation Center: Master of Business Administration, when completed with a concentration in project management; Master of Information Systems Management, when completed with a concentration in project management; Master of Network & Communications Management, when completed with a concentration in project management; and Master of Project Management. DeVry University, including Keller Graduate School of Management, is among a limited number of U.S. universities and schools worldwide to be granted this designation. More information is available via www.pmi.org.

SHRM
The Society for Human Resource Management has acknowledged that the following programs fully align with SHRM's HR Curriculum Guidebook and Templates: Master of Human Resource Management; and Master of Business Administration with Human Resource Concentration. More information on SHRM is available at www.shrm.org.

Approvals

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

Arizona: DeVry is authorized to operate and grant degrees by the Arizona State Board for Private Postsecondary Education, 1740 W. Adams, 3rd Flr., Phoenix 85007, 602.542.5709.

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

Colorado: DeVry is approved to operate by the Colorado Commission on Higher Education, 1600 Broadway, Ste. 2200, Denver 80202, 303.866.2723.

Florida: DeVry is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines St., Ste. 1414, Tallahassee 32399-0400, toll-free telephone number 888.224.6684. DeVry University is a subsidiary of, and operated by, DeVry University, Inc., 3005 Highland Pkwy., Downers Grove, IL 60515.

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

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

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

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

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

Kentucky: DeVry University is licensed by the Kentucky Council on Postsecondary Education,

1024 Capital Center Dr., Ste. 320, Frankfort 40601, 502.573.1555.

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

Minnesota: DeVry University is registered as a private institution with the Minnesota Office of Higher Education, 1450 Energy Park Drive, Ste. 350, St. Paul, MN 55108, 651.642.0567, www.ohe.state.mn.us, pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The Bachelor of Science in Accounting is not a "CPA Pathway" program.

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

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

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

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

Note: Currently, only the Master of Business Administration program with project management or marketing concentration is offered onsite in New Jersey. Additional concentrations can be taken online.

New York: Keller Graduate School of Management at DeVry College of New York has received permission to operate its academic programs in New York from the University of the State of New York Board of Regents/The State Education Department, 89 Washington Ave., 5 North Mezzanine, Albany 12234, 518.474.2593. The following programs are registered with the state: Master of Science in Accounting and Financial Management; Master of Business Administration in Management; Master of Science in Information Systems Management; Master of Human Resource Management; and Master of Project Management.

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

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

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

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

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

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

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

In order to view detailed employment statistics and graduation information on the programs offered by DeVry University, please visit: www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/authorized-institutions-and-data.html.

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

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

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

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

DeVry University's Board of Trustees, in conjunction with the Provost and Vice President of Academic Excellence, has approved all degree programs and certificate programs offered by DeVry University and its Kelly Graduate School of Management in the State of Virginia.

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

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

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

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

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

DeVry University participates in the Federal Direct Loan program. Immigration and Customs Enforcement authorizes DeVry University to accept and enroll nonimmigrant students.

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

Note: DeVry University's Keller Graduate School of Management master's degree programs are offered online, and degrees are conferred by DeVry University's Keller Graduate School of Management in the United States.

Bankruptcy Statement

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

Availability of all programs, concentrations and graduate certificate offerings varies by location.

Master of Business Administration Program

The Master of Business Administration (MBA) program blends management theory with real-world applications, emphasizing practical skills and concepts businesses demand from management professionals. Through a comprehensive business education, students can develop management expertise and advance their knowledge and skills in areas such as corporate management, directing cross-disciplinary endeavors and integrating functions across the business enterprise.

⚙ TECHPATH

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

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

- Demonstrate in-depth knowledge of enterprise-wide functions relevant in the global economy.
- Demonstrate professional oral and written communication skills through written reports, research projects, business plans and oral presentations.
- Collaborate effectively with diverse populations in multiple settings.
- Analyze information to solve business problems through comprehensive research and use of appropriate technologies.
- Apply analytical tools and applications to develop analyses and solutions to address the needs of global stakeholders.

Program Details
Credential: Master of Business Administration
Minimum credit hours required for graduation: 39

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Applied Mathematics	**15**

- ACCT500*   Essentials in Accounting, Finance and Economics (3)
- ACCT503   Financial Accounting: Managerial Use and Analysis (3)
- ECON545   Business Economics (3)
- FIN510   Corporate Finance (3)

- MATH534* Applied Managerial Statistics (3)

Strategic Business **12**

- HRM591 Strategic Human Resource Management (3)
- INTL500 Global Perspectives for International Business (3)
- MIS540 Innovation through Technology (3)
- MKTG525 Strategic Marketing (3)

Management **9**

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

Capstone **3**

- MGMT601 MBA Capstone (3)

Optional Concentration **Varies by Selection**

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

Accounting **9**

- ACCT505 Managerial Accounting (3)
- ACCT550 Intermediate Accounting I (3)
- ACCT551 Intermediate Accounting II (3)

Business Intelligence and Analytics Management **9**

- BIAM500 Applications of Business Analytics I (3)
- BIAM510 Applications of Business Analytics II (3)
- BIAM530 Developing and Managing Databases for Business Intelligence (3)

Entrepreneurship **9**

- ENTR510 Entrepreneurship and New Ventures (3)
- ENTR530 Venture Finance and Due Diligence (3)
- ENTR550 Entrepreneurial Marketing (3)

Finance **9**

- FIN516 Advanced Managerial Finance (3)
- FIN564 Management of Financial Institutions (3)
- FIN565 International Finance (3)

Global Supply Chain Management **9**

- GSCM520 Foundations in Global Supply Chain Management (3)
- GSCM530 Global Supply Chain Resource Planning and Management (3)
- GSCM540 Relationship Management, Procurement and Sourcing Strategy (3)

Health Services **9**

- HSM541 Health Service Systems (3)
- HSM542 Health Rights and Responsibilities (3)

- HSM543   Health Services Finance (3)

Human Resources   9

- HRM530   Human Resources and Technology (3)
- HRM587   Managing Organizational Change (3)
- HRM593   Employment Law (3)

Information Systems Management   9

- MIS581   Systems Analysis, Planning and Control (3)
- MIS582   Database Concepts (3)
- MIS589   Networking Concepts and Applications (3)

Marketing   9

- MKTG550 Digital Marketing (3)
- MKTG570 Marketing Research (3)
- MKTG578 Consumer Behavior (3)

Project Management   18

- GSCM588 Managing Quality (3)
- PROJ586 Project Management Systems (3)
- PROJ587 Advanced Program Management (3)
- PROJ592 Project Cost and Schedule Control (3)
- PROJ595 Project Risk Management (3)
- PROJ598 Contract and Procurement Management (3)

*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

Notes:

In New Jersey, there may be a limit on the number of courses students may complete online. Students should seek academic advising regarding online coursework.

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

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

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Business

Administration degree program include: General and Operations Managers (11-1021.00); Sales Managers (11-2022.00); Administrative Services Managers (11-3011.00) [2010] and Administrative Services Managers (11-3012.00) [2018]; Industrial Production Managers (11-3051.00); Transportation Managers (11-3071.00), Storage and Distribution Managers (11-3071.02); Social and Community Service Managers (11-9151.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Investment Fund Managers (11-9199.03); Supply Chain Managers (11-9199.04); Loss Prevention Managers (11-9199.08); Cost Estimators (13-1051.00); Management Analysts 13-1111.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/mba-ge

For additional program information, visit keller.edu/mba

Master of Science in Accounting

The Master of Science in Accounting program is designed for individuals with an undergraduate specialization in accounting or finance who wish to advance in the field. Specifically, the program can benefit students preparing to seek CPA licensure; those who have passed the CPA exam and are seeking to meet additional academic requirements for CPA licensure; and licensed CPAs seeking a credential that may enable them to teach accounting in higher education institutions.

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

- Apply current accounting theory and practice in a wide range of occupations.
- Demonstrate a comprehensive understanding of advanced accounting theory and practice to pursue professional licensure.
- Analyze new and existing regulations and standards.
- Apply accounting research regarding technical, tax and audit issues to managerial decision-making

Program Details
Credential: Master of Science in Accounting
Minimum credit hours required for graduation: 30

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

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Program Core	**9**

- ACCT525   Current Issues in Accounting (3)
- ACCT540   Professional Research for Accountants (3)
- ACCT601   Accounting Capstone (3)

Accounting Profession	**9**

Students choose from among the ACCT courses; for those wishing to pursue CPA certification, the CPA exam preparation courses (ACCT591, ACCT592, ACCT593 and ACCT594) are recommended.

- ACCT591   CPA Exam Preparation: Auditing and Attestation (2)
- ACCT592   CPA Exam Preparation: Business Environment and Concepts (2)
- ACCT593   CPA Exam Preparation: Financial Accounting and Reporting (3)
- ACCT594   CPA Exam Preparation: Regulation (2)

Focus	**6**

Students choose from among the ACCT or FIN courses

Elective	**6**

Students may choose any courses for which they meet the prerequisite(s). *See Course Descriptions*.

All Students Planning to Sit for the CPA Exam in Texas

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Program Core	**9**

- ACCT540   Professional Research for Accountants (3)
- ACCT601   Accounting Capstone (3)
- MGMT550 Managerial Communications (3)

Course Area	Minimum Credit Hours
Accounting Profession	**9**

- ACCT530   Accounting Ethics and Related Regulatory Issues (3)
- ACCT555   External Auditing (3)
- ACCT559   Advanced Financial Accounting and Reporting Issues (3)

Course Area	Minimum Credit Hours
Focus	**12**

- ACCT560   Advanced Studies in Federal Taxes and Management Decisions (3)
- ACCT564   International Accounting and Multinational Enterprises (3)
- ACCT567   Governmental and Not-for-Profit Accounting (3)
- ACCT571   Accounting Information Systems (3)

Notes:

Special requirements apply to those who wish to be admitted to the MSAC program (see Additional Admission Requirements for Applicants to the Master of Science Degree Program in Accounting*).*

Though some courses may be available in more than one course area (program core, accounting profession, focus and electives), each course may be applied to fulfill one graduation requirement only.

Students enrolled in this program are subject to a 24-semester-credit-hour residency requirement that includes a maximum of six semester-credit hours that may be transferred. Transfer credit cannot be applied to ACCT525.

Students enrolling in the MSAC program are expected to have knowledge of introductory accounting courses, including ACCT504, ACCT505, ACCT550, ACCT551, ACCT553 and ACCT557. Students may not self-register for courses requiring these courses as prerequisites; a student support advisor/academic advisor may register students for such courses.

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Credits and degrees earned from this institution do not automatically qualify the holder to participate in professional licensing exams to practice certain professions. Persons interested in

practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Accounting degree program includes: Accountants (13-2011.01); Auditors (13-2011.02); Budget Analysts (13-2031.00); Credit Analysts (13-2041.00); Financial Examiners (13-2061.00); Tax Examiners and Collectors, and Revenue Agents (13-2081.00); Business Teachers, Postsecondary (25-1011.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ ***by searching for the career title or SOC number.***

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

For additional program information, visit [*keller.edu/ma*](keller.edu/ma)*.*

Master of Accounting & Financial Management Program

The Master of Accounting & Financial Management (MAFM) program emphasizes coursework – taught from the practitioner's perspective – focusing on applying concepts and skills in areas including financial accounting and reporting, managerial accounting, external and operational auditing, and taxation. The program provides students with knowledge, skills and competencies needed in the areas of finance, financial management, financial analysis and accounting.

TECHPATH

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

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

- Demonstrate in-depth knowledge of accounting theory and apply that knowledge to specific accounting practices in a global economy.
- Demonstrate professional oral and written communication skills through written reports, research projects, business plans and oral presentations.
- Collaborate effectively with diverse populations in multiple settings.
- Conduct quantitative and qualitative business analyses, evaluate outcomes, and make recommendations for effective legal and ethical business decisions.
- Develop analyses and solutions in support of business needs using appropriate software applications.

Additional information regarding programmatic accreditation for this program is available in *Programmatic Accreditation and Recognition*.

Program Details
Credential: Master of Accounting and Financial Management
Minimum credit hours required for graduation: 39

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting	**6**

- ACCT503   Financial Accounting: Managerial Use and Analysis (3)
- ACCT505   Managerial Accounting (3)

Finance	**3**

- FIN510   Corporate Finance (3)

Capstone   **3**

- ACCT605   MAFM Capstone (3)

Select one of the following based on the emphasis chosen below   **12**

Accounting Management – CPA Preparation Emphasis Students NOT Planning to Sit for the CPA Exam in Texas

- ACCT553   Federal Taxes and Management Decisions (3)
- ACCT555   External Auditing (3)
- ACCT559   Advanced Financial Accounting and Reporting Issues (3)
- MGMT520   Legal, Political & Ethical Dimensions of Business (3)

Accounting Management – CPA Preparation Emphasis Students Planning to Sit for the CPA Exam in Texas

- ACCT540   Professional Research for Accountants (3)
- ACCT555   External Auditing (3)
- ACCT559   Advanced Financial Accounting and Reporting Issues (3)
- MGMT550   Managerial Communication (3)

Finance Management – Finance Emphasis Students

- ACCT500   Essentials of Accounting, Finance and Economics (3)
- FIN516   Advanced Managerial Finance (3)
- MATH534   Applied Managerial Statistics (3)
- MGMT501   Organizational Structures and Business Processes (3)

Emphasis – select one

Certified Public Accountant Preparation Emphasis – Students NOT Planning to Sit for the CPA Exam in Texas   **15**

- ACCT550   Intermediate Accounting I (3)
- ACCT551   Intermediate Accounting II (3)

Select nine credit hours:

- ACCT525   Current Issues in Accounting (3)
- ACCT530   Accounting Ethics and Related Regulatory Issues (3)
- ACCT540   Professional Research for Accountants (3)
- ACCT552   Cost Accounting (3)
- ACCT556   Budgeting (3)
- ACCT557   Intermediate Accounting III (3)
- ACCT560   Advanced Studies in Federal Taxes and Management Decisions (3)
- ACCT562   Auditing: An Operational & Internal Perspective Including Fraud Examination (3)
- ACCT563   Advanced Managerial Accounting Issues (3)
- ACCT564   International Accounting and Multinational Enterprises (3)
- ACCT567   Governmental and Not for Profit Accounting (3)
- ACCT571   Accounting Information Systems (3)

- ACCT573 Accounting Fraud Criminology and Ethics (3)
- ACCT574 Forensic Accounting: Ethics and the Legal Environment (3)
- ACCT591 CPA Exam Preparation: Auditing and Attestation (2)
- ACCT592 CPA Exam Preparation: Business Environment and Concepts (2)
- ACCT593 CPA Exam Preparation: Financial Accounting and Reporting (3)
- ACCT594 CPA Exam Preparation: Regulation (2)

Certified Public Accountant Preparation Emphasis – Students Planning to Sit for the CPA Exam in Texas   **15**

- ACCT550 Intermediate Accounting I (3)
- ACCT551 Intermediate Accounting II (3)

Select nine credit hours:

- ACCT530 Accounting Ethics and Related Regulatory Issues (3)
- ACCT552 Cost Accounting (3)
- ACCT553 Federal Taxes and Management Decisions (3)
- ACCT556 Budgeting (3)
- ACCT557 Intermediate Accounting III (3)
- ACCT560 Advanced Studies in Federal Taxes and Management Decisions (3)
- ACCT562 Auditing: An Operational & Internal Perspective Including Fraud Examination (3)
- ACCT563 Advanced Managerial Accounting Issues (3)
- ACCT564 International Accounting and Multinational Enterprises (3)
- ACCT567 Governmental and Not for Profit Accounting (3)
- ACCT571 Accounting Information Systems (3)
- ACCT573 Accounting Fraud Criminology and Ethics (3)
- ACCT574 Forensic Accounting: Ethics and the Legal Environment (3)

Finance Emphasis   **15**

- FIN560 Securities Analysis (3)
- FIN561 Mergers and Acquisitions (3)
- FIN564 Management of Financial Institutions (3)
- FIN565 International Finance (3)
- FIN575 Advanced Financial Statement Analysis (3)

Notes:

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

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Students may complete optional elective coursework by choosing any two courses for which they meet the prerequisite(s). See Course Offerings and Course Descriptions.

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

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Accounting and Financial Management degree program include: Treasurers and Controllers (11-3031.01); Financial Managers, Branch or Department (11-3031.02); Accountants (13-2011.01); Auditors (13-2011.02); Financial Analysts (13-2051.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ ***by searching for the career title or SOC number.***

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/mafm-ge*.*

For additional program information, visit keller.edu/mafm*.*

Master of Human Resource Management Program

The Master of Human Resource Management (MHRM) program (availability varies by location) prepares students to be strategic and tactical contributors in their organizations and achieve success as HR management professionals. Coursework, taught from the practitioner's perspective, focuses on applying human resource competencies to real-world challenges and opportunities.

The MHRM program is aligned with the current *HR Curriculum Guidebook and Templates* of the Society for Human Resource Management.

⚙ TECHPATH

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

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

- Integrate distinct professional HR competencies and practical applications in HR management to ensure that an organization's most important asset is available, capable and effective in an ever-changing business environment.
- Employ an interdisciplinary perspective for strategic leadership, HR management and decision-making so as to add value to the overall success of a business enterprise.
- Assess the culture and workplace environment and propose and make HR decisions that align with and help achieve an organization's strategic goals

Additional information regarding programmatic accreditation for this program is available in *Programmatic Accreditation and Recognition*.

Program Details
Credential: Master of Human Resource Management
Minimum credit hours required for graduation: 39

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Applied Mathematics	**6**

- ACCT500* Essentials of Accounting, Finance and Economics (3)
- MATH534* Applied Managerial Statistics (3)

Human Resources	**21**

- HRM530   Human Resources and Technology (3)

- HRM587   Managing Organizational Change (3)
- HRM591   Strategic Human Resource Management (3)
- HRM592   Training and Development (3)
- HRM593   Employment Law (3)
- HRM594   Strategic Staffing (3)
- HRM595   Negotiation Skills (3)

Management   9

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

Capstone   3

- HRM601   Human Resources Capstone (3)

*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

Notes:
Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Students may complete optional elective coursework by choosing any two courses for which they meet the prerequisite(s). See Course Offerings and Course Descriptions.

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

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Sciences in Human Resource Management degree program include: Human Resources Specialist (13-11071.00); Business Teachers, Postsecondary (25-1011.00); Compensation and Benefits Managers (11-3111.00); Human Resources Managers (11-3121.00); Training and Development Managers (11-3131.00); Compensation, Benefits, and Job Analysis Specialists (13-1141.00); Training and Development Specialists (13-11561.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ ***by searching for the career title or SOC number.***

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/mhrm-ge*.*

For additional program information, visit keller.edu/mhrm*.*

Master of Project Management Program

The Master of Project Management (MPM) program (availability varies by location) helps students develop the ability to solve real-world management problems, and to exercise sound management judgment through practical application of project management concepts and skills. MPM students are taught specific concepts and skills required to successfully implement new, or enhance existing, commercial and/or technical programs. In addition, they learn to develop and apply new procedures to resolve existing problems. The program also provides business management expertise needed in key areas such as accounting and finance, marketing and applied statistics. This combination of coursework ensures that students obtain the full complement of skills required to successfully manage projects.

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

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

- Develop and communicate project financial and performance objectives.
- Accurately plan project task, budget and resource requirements.
- Effectively monitor, control and report project costs, schedules and quality/performance levels needed to meet targeted milestones and required levels of earned value.
- Demonstrate effective leadership skills for promoting a positive environment that will help motivate team members and resolve conflicts.

Additional information regarding programmatic accreditation for this program is available in *Programmatic Accreditation and Recognition*.

Program Details
Credential: Master of Project Management
Minimum credit hours required for graduation: 39

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Applied Mathematics	**9**

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

Management	**12**

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

Project Management	**15**

- PROJ586 Project Management Systems (3)
- PROJ587 Advanced Program Management (3)
- PROJ592 Project Cost and Schedule Control (3)
- PROJ595 Project Risk Management (3)
- PROJ598 Contract and Procurement Management (3)

Capstone	**3**

- PROJ601 Project Management Capstone (3)

*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

Project Management Institute
Keller, a PMI Registered Education Provider, is committed to enhancing the ongoing professional development of PMI members, PMI-certified PM professionals and other PM stakeholders through appropriate learning activities and products. As a PMI REP, Keller abides by PMI-established operational and educational criteria and is subject to random audits for quality assurance purposes. Details are available via www.pmi.org.

Notes:

In New Jersey, there may be a limit on the number of courses students may complete online. Students should seek academic advising regarding online coursework.

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements).

Students may complete an optional elective by choosing any one course for which they meet the prerequisite(s). See Course Offerings and Course Descriptions.

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

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Project Management degree program include: Managers, all other (11-9199.00); Regulatory Affairs

Managers (11-9199.01); Compliance Managers (11-9199.02); Supply Chain Managers (11-9199.04); Loss Prevention Managers (11-9199.08); Wind Energy Operations Managers (11-9199.09); Wind Energy Project Managers (11-9199.10). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

For additional program information, visit keller.edu/mpm.

Master of Public Administration Program

The Master of Public Administration (MPA) program (availability varies by location) focuses on concepts and skills needed to effectively manage organizations lying outside the boundaries of the traditional business environment.

⌨ **TECHPATH**

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

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

- Determine and execute the objectives of non-profit and/or governmental organizations
- Collaborate effectively with diverse populations in multiple settings.
- Demonstrate professional oral and written communication skills through written reports, research projects, project plans and oral presentations.
- Synthesize leadership and team-building skills and effective management practices to ensure stakeholders are engaged and resources are used effectively

Additional information regarding programmatic accreditation for this program is available in *Programmatic Accreditation and Recognition*.

Program Details
Credential: Master of Public Administration
Minimum credit hours required for graduation: 39

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Applied Mathematics	**6**

- ACCT500* Essentials in Accounting, Finance and Economics (3)
- MATH534* Applied Managerial Statistics (3)

Strategic Business	**9**

- HRM587 Managing Organizational Change (3)
- MIS540 Innovation through Technology (3)
- PROJ586 Project Management Systems (3)

Management	**6**

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

Capstone **3**

- PA601 Public Administration Capstone (3)

Emphasis – one is selected **15**

Healthcare Management

- HSM541 Health Service Systems (3)
- HSM542 Health Rights and Responsibilities (3)
- HSM543 Health Services Finance (3)
- HSM544 Health Policy and Economics (3)
- HSM546 Managed Care (3)

Government Management

- ACCT503 Managerial Finance: Managerial Use and Analysis (3)
- ACCT567 Governmental and Not-for-Profit Accounting (3)
- PA581 Governmental Budgeting and Finance (3)
- PA582 Public Policy Formulation and Implementation (3)
- PA584 Intergovernmental Management (3)

*Students who hold an undergraduate business degree may be eligible to waive certain management essentials courses; students in undergraduate programs in other disciplines may also waive certain management essentials courses. Course waivers are not available in New York.

Notes:

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Students may complete optional elective coursework by choosing any two courses for which they meet the prerequisite(s). See Course Offerings and Course Descriptions.

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

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Public Administration degree program include: Medical and Health Services Managers (11-9111.00); Social and Community Service Managers (11-9151.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02). Please note, both the 2010 and

2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/mpa-ge*.*

For additional program information, visit keller.edu/mpa*.*

Master of Information Systems Management Program

The Master of Information Systems Management program (availability varies by location, Master of Science in Information Systems Management program in New York) equips students with the business, management and technical skills necessary to effectively function as senior analysts, IS project leaders and MIS managers –positions that form the backbone of the IS field. The program, taught from a practitioner perspective, focuses on applying IS concepts and skills to real-world situations, enabling students to understand and evaluate technology applications and alternatives.

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

- Develop and enhance business, technical and management skills needed to function effectively as IS managers.
- Employ information systems to an organization's strategic and competitive benefit.
- Apply relevant tools for application development, operational effectiveness, information asset management and decision-making.
- Analyze and design computer/network-based applications of information technology and manage IS resources.
- Manage projects and execute project tasks with respect to information systems.

Additional information regarding programmatic accreditation for this program is available in *Programmatic Accreditation and Recognition*.

Program Details
Credential: Master of Information Systems Management
Minimum credit hours required for graduation: 45

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Organizational Management	**12**

- ACCT504   Accounting and Finance: Managerial Use and Analysis (3)
- HRM587   Managing Organizational Change (3)
- MGMT591 Leadership and Organizational Behavior (3)
- PROJ586 Project Management Systems (3)

Technology Management and Security	**9**

- MIS535   Managerial Applications of Information Technology (3)
- NETW583 Strategic Management of Technology (3)
- SEC571   Principles of Information Security and Privacy (3)

Information Systems	**9**

- MIS581   Systems Analysis, Planning and Control (3)
- MIS582   Database Concepts (3)
- MIS589   Networking Concepts and Applications (3)

Capstone	**3**

- MIS600   Information Systems Capstone (3)

Concentration – one is selected* **12**

Information Security – any four required
- SEC572   Network Security (3)
- SEC573   E-Business Security (3)
- SEC574   Database Security (3)
- SEC575   Information Security Law and Ethics (3)
- SEC576   Risk Mitigation and Contingency Planning (3)
- SEC577   Cryptography and Security Mechanisms (3)
- SEC578   Practices for Administration of Physical and Operations Security (3)
- SEC579   Security in Systems Architecture and Applications (3)
- SEC591   Disaster Recovery/Forensics and Security (3)
- SEC592   IT Governance (3)

Data Administration and Management – all four required
- MIS561   Database Administration and Management (3)
- MIS562   Database Programming and Applications (3)
- MIS563   Business Intelligence Systems (3)
- MIS564   Enterprise Data Management and Administration (3)

Project Management – any four required
- GSCM588 Managing Quality (3)
- PROJ584 Managing Software Development Projects (3)
- PROJ587 Advanced Program Management (3)
- PROJ592 Project Cost and Schedule Control (3)
- PROJ595 Project Risk Management (3)
- PROJ598 Contract and Procurement Management (3)
- PROJ605 Advanced Project Management Practices and Professional Exam Review (3)

* Students not wishing to pursue a focused concentration must pursue a general studies concentration by choosing any four courses from those listed in the concentration areas above. All students must declare either a focused or general studies concentration prior to graduation.

Notes:

Essentials of Information Systems and Programming, MIS505, must be completed successfully by students without an information systems background; if required, this course is in addition to standard program requirements, though the grade earned is not used in computing grade point averages. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

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

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Information Systems Management degree program include: Computer and Information Systems Managers (11-3021.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ ***by searching for the career title or SOC number.***

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/mism-ge.

For additional program information, visit keller.edu/mism*.*

Master of Network & Communications Management Program

The Master of Network & Communications Management program (availability varies by location), appropriate for those with or without communications technology or networking experience, equips students with managerial skills and technical knowledge of network and communications technology. The program, taught from a practitioner's perspective, prepares students to recognize opportunities in which the application of communications technology can provide strategic benefit to their organizations by reducing costs, improving customer service and enhancing operational efficiencies. Coursework provides perspectives on managerial decision-making and managing an enterprise in a technological environment. It also focuses on aspects of communications technologies that enable students to understand and evaluate technology applications and alternatives employed in business and industry.

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

- Synthesize managerial and technical skills to develop, implement and oversee an organization's telecommunications infrastructure.
- Integrate managerial and technical skills to determine cost, improve customer service and boost operating efficiencies.
- Employ communications and networking technology for the strategic benefit of an organization.
- Apply project management methodology in order to ensure greater success in project implementation in all functional areas.

Additional information regarding programmatic accreditation for this program is available in *Programmatic Accreditation and Recognition*.

Program Details
Credential: Master of Network and Communications Management
Minimum credit hours required for graduation: 45

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Organizational Management	**12**

- ACCT504   Accounting and Finance: Managerial Use and Analysis (3)
- HRM587   Managing Organizational Change (3)
- NETW583   Strategic Management of Technology (3)
- PROJ586   Project Management Systems (3)

Networking Applications and Security	**6**

- MIS589   Networking Concepts and Applications (3)
- SEC572   Network Security (3)

Network Management	**12**

- NETW584   Telecommunications Law and Regulation (3)
- NETW585   Network Design and Management (3)

- NETW589 Wireless Communication Systems (3)
- NETW590 IP Telephony/VoIP (3)

Capstone   **3**

- NETW600 Telecommunications Capstone (3)

Concentration – one is selected*   **12**

Information Security – any four required

- SEC571 Principles of Information Security and Privacy (3)
- SEC573 E-Business Security (3)
- SEC574 Database Security (3)
- SEC575 Information Security Law and Ethics (3)
- SEC576 Risk Mitigation and Contingency Planning (3)
- SEC577 Cryptography and Security Mechanisms (3)
- SEC578 Practices for Administration of Physical and Operations Security (3)
- SEC579 Security in Systems Architecture and Applications (3)
- SEC591 Disaster Recovery/Forensics and Security (3)
- SEC592 IT Governance (3)

Project Management – any four required

- GSCM588 Managing Quality (3)
- PROJ584 Managing Software Development Projects (3)
- PROJ587 Advanced Program Management (3)
- PROJ592 Project Cost and Schedule Control (3)
- PROJ595 Project Risk Management (3)
- PROJ598 Contract and Procurement Management (3)
- PROJ605 Advanced Project Management Practices and Professional Exam Review (3)

* Students not wishing to pursue a focused concentration must pursue a general studies concentration by choosing any four courses from those listed in the concentration areas above. All students must declare either a focused or general studies concentration prior to graduation.

Notes:

Essentials of Telecommunications, NETW505, must be completed successfully by students without a telecommunications background; if required, this course is in addition to standard program requirements, though the grade earned is not used in computing grade point averages. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements).

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements).

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

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Master of Science in Network & Communications Management degree program include: Network and Computer Systems Administrators (15-1142.00) [2010] and Network and Computer Systems Administrators (15-1244.00) [2018]; Computer Network Support Specialists (15-1152.00) [2010] and Computer Network Support Specialists (15-1231.00) [2018]. Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ ***by searching for the career title or SOC number.***

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at *keller.edu/mncm-ge****.***

For additional program information, visit *keller.edu/mncm.*

Keller's Certificate Programs

Availability of all programs, concentrations and graduate certificate offerings varies by location.

Accounting Graduate Certificate Program

Keller's Accounting graduate certificate program is designed to increase students' practical knowledge and abilities in the field of accounting. Coursework covers financial statement reporting and disclosures, taxes, investments, working capital management, cost of capital, and financial forecasting from a business perspective.

The certificate can be earned as a standalone credential, credits from which are transferable to Keller's Accounting concentration in the Master of Business Administration program or the Master of Accounting and Financial Management program.

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

- Demonstrate a comprehensive understanding of accounting theory and practice related to financial reporting and managerial decision-making.
- Communicate accounting issues and solutions clearly to individuals in the accounting profession as well as management and stakeholders in an organization.
- Measure outcomes using existing measurement criteria such as Generally Accepted Accounting Principles (GAAP), Other Common Basis of Accounting (OCBOA), Internal Revenue Service (IRS) regulations, International Financial Reporting Standards (IFRS) or other non-authoritative measurement tools.

Program Details
Credential: Graduate Certificate in Accounting
Minimum credit hours required for certificate completion: 18

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Finance	**12**

- ACCT500   Essentials of Accounting, Finance and Economics (3)
- ACCT503   Financial Accounting: Managerial Use and Analysis (3)
- ACCT505   Managerial Accounting (3)
- FIN510   Corporate Finance (3)

Course Area	Minimum Credit Hours
Intermediate Accounting	**6**

- ACCT550   Intermediate Accounting I (3)
- ACCT551   Intermediate Accounting II (3)

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Accounting program includes: Treasurers and Controllers (11-3031.01); Financial Managers, Branch or Department (11-3031.02); Accountants (13-2011.01); Auditors (13-2011.02); Financial

Analysts (13-2051.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/ga-ge*.*

For additional program information, visit keller.edu/ga*.*

Big Data and Analytics Graduate Certificate Program

Keller's Big Data and Analytics graduate certificate program is designed to help students analyze important data that ultimately drives strategic business decisions. Students can develop proficiency in the methods and technologies needed to gather, store and report on big data. Coursework explores topics such as business analytics, social network analysis, relational database management, data warehousing, data modeling and decision trees.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Business Intelligence and Analytics Management concentration in the Master of Business Administration program.

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

- Identify and evaluate, based on relative strengths and weaknesses, the appropriate analytical tools needed to solve multidimensional business problems
- Construct business analyses and translate the findings to a diverse audience of experts
- Explain the strategic implications of applying the techniques of business analytics to support the decision-making of senior level managers in their organization.

Program Details
Credential: Graduate Certificate in Big Data and Analytics
Minimum credit hours required for certificate completion: 18

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Mathematics	**6**

- ACCT500   Essentials of Accounting, Finance and Economics (3)
- MATH534   Applied Managerial Statistics (3)

Technology Management	**3**

- MIS540   Innovation Through Technology (3)

Business Intelligence & Analytics Management	**9**

- BIAM500   Applications of Business Analytics I (3)
- BIAM510   Applications of Business Analytics II (3)
- BIAM530   Developing and Managing Databases for Business Intelligence (3)

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Big Data & Analytics Management program include: Computer Occupations, all other; Business Intelligence Analysts (15-1199.08); General and Operations Managers (11-1021.00); Management Analysts (13-1111.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ ***by searching for the career title or SOC number.***

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/gbiam-ge.

For additional program information, visit keller.edu/gcpap*.*

CPA Preparation Graduate Certificate Program

Keller's CPA Preparation graduate certificate program is designed for students interested in preparing for the CPA exam by focusing on professional competency in accounting through completion of advancing accounting coursework. Coursework covers financial statement reporting and disclosures, taxes, investments, working capital management, cost of capital, and financial forecasting from a business perspective.

The certificate is designed as a standalone credential, some credits from which are transferable to the Master of Accounting and Financial Management program.

To support their goals, students interested in CPA preparation can focus their studies on either advanced accounting or professional leadership.

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

- Demonstrate a comprehensive understanding of advanced accounting theory and practice to pursue professional licensure.
- Communicate accounting issues and solutions clearly to individuals in the accounting profession as well as management and stakeholders in an organization.
- Measure outcomes using existing measurement criteria such as Generally Accepted Accounting Principles (GAAP), Other Common Basis of Accounting (OCBOA), Internal Revenue Service (IRS) regulations, International Financial Reporting Standards (IFRS) or other non-authoritative measurement tools.
- Apply accounting research regarding technical, tax and audit issues to managerial decision-making

Program Details
Credential: Graduate Certificate in CPA Preparation
Minimum credit hours required for certificate completion: 30

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting	**12**

- ACCT559   Advanced Financial Accounting and Reporting Issues (3)
- ACCT564   International Accounting and Multinational Enterprises (3)
- ACCT571   Accounting Information Systems (3)
- ACCT574   Forensic Accounting: Ethics and the Legal Environment (3)

CPA Exam Preparation	**9**

- ACCT591   CPA Exam Preparation: Auditing and Attestation (2)
- ACCT592   CPA Exam Preparation: Business Environment and Concepts (2)
- ACCT593   CPA Exam Preparation: Financial Accounting and Reporting (3)
- ACCT594   CPA Exam Preparation: Regulation (2)

Track – one is selected	**9**

Advanced Accounting

- ACCT560   Advanced Studies in Federal Taxes and Management Decisions (3)
- ACCT562   Auditing: An Operational and Internal Perspective Including Fraud Examination (3)
- ACCT573   Accounting Fraud Criminology and Ethics (3)

Professional Leadership

- FIN564   Management of Financial Institutions (3)
- HRM587   Managing Organizational Change (3)
- PROJ586   Project Management Systems (3)

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in CPA Preparation program includes: Treasurers and Controllers (11-3031.01); Financial Managers, Branch or Department (11-3031.02); Accountants (13-2011.01); Auditors (13-2011.02); Financial Analysts (13-2051.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/gcpap-ge*.*

For additional program information, visit keller.edu/gcpap*.*

Notes:

Students enrolling in the Graduate Certificate in CPA exam preparation program are expected to have knowledge of introductory accounting and finance courses, including ACCT504, ACCT505, ACCT550, ACCT551, ACCT553 and FIN515. Students may not self-register for courses requiring these courses as prerequisites; a student support advisor/academic advisor may register students for such courses

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills. Required prerequisite skills coursework may affect program length and cost (see Prerequisite Skills Requirements*).*

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

Entrepreneurship Graduate Certificate Program

Keller's Entrepreneurship graduate certificate program helps students launch a business or build a team by providing fundamental knowledge. Coursework explores idea generation, opportunity assessment, market research, segmentation, raising capital and equity financing.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Entrepreneurship concentration in the Master of Business Administration program.

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

- Demonstrate the entrepreneurial process from idea generation to business formation.
- Analyze various corporate structures to differentiate the factors new ventures use to successfully compete, and evaluate the resources required to operate the business.
- Evaluate the options an entrepreneur has to meet the ultimate goal of return on investment and other financial goals for generating financial capital.
- Apply entrepreneurial skills to generate an idea, develop a concept, articulate a business solution and secure financial support for implementation.

Program Details
Credential: Graduate Certificate in Entrepreneurship
Minimum credit hours required for certificate completion: 18

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Leadership	**9**

- ACCT500   Essentials of Accounting, Finance and Economics (3)
- INTL500   Global Perspectives for International Business (3)
- MGMT591 Leadership and Organizational Behavior (3)

Entrepreneurship	**9**

- ENTR510   Entrepreneurship and New Ventures (3)
- ENTR530   Venture Finance and Due Diligence (3)
- ENTR550   Entrepreneurial Marketing (3)

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Entrepreneurship program include: General and Operations Managers (11-1021.00); Sales Managers (11-2022.00); Administrative Services Managers (11-3011.00) [2010} and Administrative Services Managers (11-3012.00) [2018]; Industrial Production Managers (11-3051.00); Transportation Managers (11-3071.00); Storage and Distribution Managers (11-3071.02); Social and Community Service Managers (11-9151.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Investment Fund Managers (11-9199.03); Supply Chain Managers (11-9199.04); Loss Prevention Managers (11-9199.08); Wind Energy Operations Managers (11-9199.09); Wind Energy Project Managers (11-

9199.10); Cost Estimators (13-1051.00); Management Analysts (13-1111.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/ge-ge.

For additional program information, visit keller.edu/ge.

Global Supply Chain Management Graduate Certificate Program

Keller's Global Supply Chain Management graduate certificate program helps students gain the knowledge needed to create and maintain lean and efficient operations systems in diverse, international environments. Coursework covers topics such as logistics, operations research, and supply chain efficiency.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Global Supply Chain Management concentration in the Master of Business Administration program.

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

- Evaluate and select an appropriate supply chain transportation strategy based upon factors such as product characteristics, cost, packaging and speed of delivery.
- Demonstrate the benefits of key design features including supply chain member collaboration, synchronization and operational transparency to help mitigate supply chain dysfunction.
- Assess the probability and impact of potential supply chain risks and develop appropriate risk mitigation strategies.

Program Details
Credential: Graduate Certificate in Global Supply Chain Management
Minimum credit hours required for certificate completion: 18

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Leadership	**9**

- ACCT500   Essentials of Accounting, Finance and Economics (3)
- INTL500   Global Perspectives for International Business (3)
- MGMT591 Leadership and Organizational Behavior (3)

Global Supply Chain Management	**9**

- GSCM520 Foundations in Global Supply Chain Management (3)
- GSCM530 Global Supply Chain Resource Planning & Management (3)
- GSCM540 Relationship Management, Procurement & Sourcing Strategy (3)

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Global Supply Chain Management program include: Purchasing Managers (11-3061.00); Cost Estimators (13-1051.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Supply Chain Managers (11-9199.04); Loss Prevention Managers (11-9199.08). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/ggscm-ge*.*

For additional program information, visit keller.edu/ggscm*.*

Health Services Management Graduate Certificate Program

Keller's Health Services Management graduate certificate program helps students prepare for a professional role in the health services industry. Coursework addresses key topics such as healthcare systems administration, patient rights and responsibilities, healthcare policy and healthcare finance.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Health Services Management concentration in the Master of Business Administration program or the Healthcare Management emphasis in the Master of Public Administration program.

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

- Explain how decisions impact stakeholders by applying an understanding of how and why decisions are made along the healthcare continuum.
- Apply an understanding of the overall US healthcare model and the history of legislation and available public/private programs to issues in the contemporary healthcare field. Also, apply an understanding of the US model as compared to other models around the globe.
- Analyze the legal and ethical aspects of healthcare as it has evolved over time in order to determine the moral responsibilities of healthcare workers and how today's legal system affects the types of care provided to the patient.
- Assess the value of available health plans and explain the value-proposition of different types of health plans (public and private) to patients. Synthesize the business perspective of healthcare relative to the consumer perspective of healthcare and how each affects the other.

Program Details
Credential: Graduate Certificate in Health Services Management
Minimum credit hours required for certificate completion: 18

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Leadership	**6**
• ACCT500 Essentials of Accounting, Finance and Economics (3)	
• MGMT591 Leadership and Organizational Behavior (3)	
Technology Management	**3**
• MIS540 Innovation Through Technology (3)	
Health Services Management	**9**
• HSM541 Health Service Systems (3)	
• HSM542 Health Rights and Responsibilities (3)	
• HSM543 Health Services Finance (3)	

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Health

Services Management program include: Medical and Health Services Managers (11-9111.00); General and Operations Managers (11-1021.00); Administrative Services Managers (11-3011.00) [2010] and Administrative Services Managers (11-3012.00) [2018]; Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/ghsm-ge*.*

For additional program information, visit keller.edu/ghsm*.*

Human Resource Management Graduate Certificate Program

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

The certificate can be earned as a standalone credential, credits from which may be transferrable to Keller's Human Resource Management concentration in the Business Administration and Human Resource Management master's degree programs.

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

- Analyze and demonstrate an ability to implement and oversee middle to senior level Human Resource Management (HRM) functions, including change management, employment regulatory concerns, and employee legal matters.
- Synthesize the role of HR management and contribute to the progression and achievement of an organization's strategic plan through partnership.
- Create metrics to analyze organizational performance and inform improvement initiatives, and strategically design objectives resulting in the efficient use of technology, human capital, organizational culture, leadership, workforce planning, and talent management.

Program Details
Credential: Graduate Certificate in Human Resource Management
Minimum credit hours required for certificate completion: 18

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Accounting and Leadership	**6**
• ACCT500 Essentials of Accounting, Finance and Economics (3)	
• MGMT591 Leadership and Organizational Behavior (3)	
Human Resource Management	**12**
• HRM530 Human Resource and Technology (3)	
• HRM587 Managing Organizational Change (3)	
• HRM591 Strategic Human Resource Management (3)	
• HRM593 Employment Law (3)	

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Human Resource Management program include: Human Resources Specialist (13-1071.00); Business Teachers, Postsecondary (25-1011.00); Compensation and Benefits Manager (11-3111.00); Human Resources Managers (11-3121.00); Training and Development Managers (11-3131.00); Compensation, Benefits, and Job Analysis Specialists (13-1141.00); Training and Development Specialists (13-1151.00). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these

careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/ghrm-ge.

For additional program information, visit keller.edu/ghrm.

Information Security Graduate Certificate Program

Keller's Information Security graduate certificate program helps students develop technical knowledge in key areas of information security, including basic cryptography, intrusion detection and the legal issues surrounding data protection. Coursework also addresses industry standards and the inherent risks of computer networking.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Master of Network & Communications Management program.

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

- Assess opportunities to apply information security to an organization's protection, strategic and competitive benefit.
- Develop and manage information security projects, which include work breakdown structures (WBS), risk management assessment and planning, schedules, and/or budgets.
- Evaluate disaster recovery processes and propose procedures and guidelines to safeguard the organization's technology assets.

Program Details
Credential: Graduate Certificate in Information Security
Minimum credit hours required for certificate completion: 18

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Networking	**3**
• MIS589 Networking Concepts and Applications (3)	
Technology Management	**3**
• NETW583 Strategic Management of Technology (3)	
Information Security	**12**
• SEC571 Principles of Information Security and Privacy (3)	
• SEC572 Network Security (3)	
• SEC591 Disaster Recovery/Forensics and Security (3)	
• SEC592 IT Governance (3)	

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Information Security program include: Computer and Information Systems Managers (11-3021.00); Information Security Analyst (15-1122.00) [2010] and Information Security Analysts (15-1212.00) [2018]. Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/gis-ge*.*

For additional program information, visit keller.edu/gis*.*

Project Management Graduate Certificate Program

Keller's Project Management graduate certificate program helps students develop the knowledge and skills needed to create effective project plans that incorporate risk analysis, cost control and performance objectives. Coursework helps students understand how to plan, budget and control multi-project programs that may involve legal and ethical issues.

The certificate can be earned as a standalone credential, credits from which are transferrable to Keller's Project Management concentration in the Master in Business Administration program or the Master in the Project Management program.

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

- Synthesize best practices and processes such as initiation, planning, execution, monitoring, and control and closure on enterprise wide projects in a corporate environment.
- Integrate project management tools to ensure projects are completed on time, on budget, and within scope.
- Analyze organizational strategies, goals, and procurement techniques to ensure quality, cost, and schedule measures are satisfied.
- Apply various project management processes such as human resource management, communication management, and risk management to effectively manage projects.

Program Details
Credential: Graduate Certificate in Project Management
Minimum credit hours required for certificate completion: 18

Program Outline
Courses are shown with their designators (i.e., MGMT591), titles and credit hours.

Course Area	Minimum Credit Hours
Leadership and Quality	**6**

- MGMT591 Leadership and Organizational Behavior (3)
- GSCM588 Managing Quality (3)

Course Area	Minimum Credit Hours
Project Management	**12**

- PROJ586   Project Management Systems (3)
- PROJ587   Advanced Program Management (3)
- PROJ592   Project Cost and Schedule Control (3)
- PROJ595   Project Risk Management (3)

Employment positions determined to be in field, to calculate the graduate employment rates required by the state of California, for graduates of the Graduate Certificate in Project Management program include: Managers, all other (11-9199.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers 11-9199.02); Supply Chain Managers 11-9199.04); Loss Prevention Managers (11-9199.08); Wind Energy Operations Managers (11-9199.09-); Wind Energy Project Managers (11-9199.10). Please note, both the 2010 and 2018 versions of the Standard Occupational Classification (SOC) are reflected. More information

about these careers may be found at www.onetonline.org/crosswalk/ *by searching for the career title or SOC number.*

Important information about the educational debt, earnings and completion rates of students who attended this program can be found at keller.edu/gpm-ge.

For additional program information, visit keller.edu/gpm.

Course Descriptions

Keller's broad range of courses addressing today's business needs.

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

Courses are three semester-credit hours unless otherwise noted.

Course Designator and Number	Course Title	Course Description	Prerequisite
Accounting			
ACCT500	Essentials in Accounting, Finance and Economics	This course introduces core accounting, finance, and economic concepts and principles needed by managers. Accounting topics cover the basics of financial statements, transaction analysis and the accounting cycle. Finance topics include an introduction to the finance function, the role of the financial manager, time value of money concepts and basic financial statement analysis. Topics in economics include an introduction to economic resources, scarcity and systems with a focus on key business fundamentals, including supply and demand, forms of competition, profit maximization and basic macroeconomic concepts	None
ACCT503	Financial Accounting: Managerial Use and Analysis	This course focuses on core accounting concepts as well as tools needed by managers to create the key financial statements that reflect an organization's financial health. Financial analyses and statements are examined for management control, decision-making and reporting purposes.	ACCT500
ACCT504	Accounting and Finance: Managerial Use and Analysis	This course introduces core accounting and finance concepts, as well as tools used to summarize the accounting of business transactions into standardized statements. Students use these tools to diagnose and document an organization's fiscal health, as well as examine financial analyses and statements for management control, decision-making and reporting.	None
ACCT505	Managerial Accounting	Managerial Accounting focuses on developing, interpreting and applying accounting information for managerial decision-making. The course stresses using financial information within organizations for understanding and analyzing activities and operations. Students learn linkages between accounting information and management planning through cost analysis (including activity-based costing), operational and capital budgeting, and performance measurement.	ACCT503 or ACCT504
ACCT525	Current Issues in Accounting	This course addresses current issues in the field of accounting. Topics include ethics; harmonization of accounting and financial reporting methods; recent accounting pronouncements and the effect of these pronouncements on various entities; and current issues being addressed by the Federal Accounting Standards Advisory Board (FASAB), the Securities and Exchange Commission (SEC) and International Financial Reporting Standards (IFRS).	ACCT503 or ACCT504 or permission from the appropriate academic administrator
ACCT530	Accounting Ethics and Related Regulatory Issues	This course examines core values such as ethical reasoning; integrity; objectivity and independence; and processes for ethical decision-making. Current state, national and international regulatory developments are addressed. Case studies and analyses focus on concepts of professional responsibility and values, legal requirements and codes of professional conduct related to the accounting profession.	ACCT505
ACCT540	Professional Research for Accountants	This course examines professional research skills critical in the accounting profession. Students identify research problems and authoritative sources, develop search criteria, gather and evaluate data, and formulate conclusions using a real-world case study approach in the areas of financial accounting, tax and audit. Students prepare a written report of their research and findings, and present recommendations.	ACCT505
ACCT550	Intermediate Accounting I	This course deals with financial accounting practice and theory, including generally accepted accounting principles (GAAP); the conceptual framework; accounting information systems, including financial statement reporting and disclosures; the time value of money; cash controls; and accounting and reporting for cash, receivables, inventories and long-term assets.	ACCT505

Course Designator and Number	Course Title	Course Description	Prerequisite
ACCT551	Intermediate Accounting II	Intermediate Accounting II extends the coverage of ACCT550 to include investments; intangible assets; current and long-term liabilities; stockholders' equity; contributed capital and retained earnings; dilutive securities; and earnings per share.	ACCT550
ACCT552	Cost Accounting	Cost Accounting deals with measurement and control of business production activities and improvement of corporate profitability through cost management. Topics include job order and process cost systems; flexible budgets and standard costs; overhead applications; variance analysis; pricing decisions; and performance measurements and rewards. Topics are covered within the context of dramatic changes in production methods that will have a profound impact on the structure of cost measurement, control and management.	ACCT505
ACCT553	Federal Taxes and Management Decisions	This course deals with the need to recognize important tax consequences of common business transactions and how substantially different tax liabilities can result from nearly identical economic events. The course emphasizes practical results rather than technical compliance requirements to achieve those results.	ACCT505
ACCT555	External Auditing	External Auditing deals with accepted principles, practices and procedures used by public accountants for certification of financial statements. The major focus is on external audit services; auditor and management responsibilities; professional standards of external auditors; evidence and procedures used by external auditors; and audit reports.	ACCT505
ACCT556	Budgeting	Budgeting addresses managers' need to understand the goals, technical procedures and effects of budgeting. The course provides a comprehensive and integrated approach to budgeting – from the details of preparing the many schedules that compose a master budget to fundamental managerial issues affected by the profit planning and control process.	ACCT505
ACCT557	Intermediate Accounting III	Intermediate Accounting III extends the coverage of ACCT551 to include revenue recognition; accounting for income taxes; pensions and postretirement benefits; leases; accounting changes and error analysis; statement of cash flows; and disclosure issues.	ACCT551
ACCT559	Advanced Financial Accounting and Reporting Issues	This course covers financial accounting practice and theory in relation to consolidations; foreign currency transactions and financial statement translations; and partnership accounting, including formation, maintenance, reorganizations and liquidations.	ACCT505
ACCT560	Advanced Studies in Federal Taxes and Management Decisions	This course expands the foundation of tax topics for non-tax accounting and financial professionals. The course furthers the coverage, and examines the complexity, of corporate and partnership taxation, as well as introduces topics such as estates and gifts, fiduciary accounting, tax-exempt entities, and qualified and nonqualified plans.	ACCT553
ACCT562	Auditing: An Operational and Internal Perspective Including Fraud Examination	This course examines why increased complexity in organizations requires management to establish means of monitoring control systems. Coursework examines the audit process using criteria and controls to evaluate causes and effects of – and conditions for – operational, performance and fraud audits. Emphasis is placed on standards, objectives, principles and procedures involved in reviewing the reliability and integrity of information; compliance with policies, plans, procedures, laws and regulations (including the Sarbanes-Oxley Act of 2002); means of safeguarding assets; appraising economical and efficient use of resources; and reviewing achievement of established objectives and goals (including accounting ethics) for operations and programs.	ACCT505
ACCT563	Advanced Managerial Accounting Issues	This course focuses on analysis and problem-solving skills used in planning and controlling organizations. Managerial tools and concepts such as target and activity-based costing; activity-based management; strategy and management accounting; measuring and managing quality costs and capacity; and emerging managerial accounting issues are explored.	ACCT505
ACCT564	International Accounting and Multinational Enterprises	Topics in this course are studied in the context of multinational enterprises and from a strategic perspective. Topics include accounting for foreign currency transactions, translation of foreign financial statements, transfer pricing, comparative accounting standards, taxation, and multinational systems and control.	ACCT505
ACCT567	Governmental and Not-for-Profit	This course introduces core concepts and tools of accounting and financial reporting for managers of governmental and nonprofit organizations. Topics	ACCT503 or ACCT504 or

Course Designator and Number	Course Title	Course Description	Prerequisite
	Accounting	include transaction analysis, financial statement analysis and interpretation, compliance issues, and operational and cash budgeting. In addition, the impact of standards such as those promulgated by the Governmental Accounting Standards Board (GASB) and the Federal Accounting Standards Advisory Board (FASAB) are investigated and evaluated.	permission from the appropriate academic administrator
ACCT571	Accounting Information Systems	This course addresses computerized accounting information systems, focusing on reporting objectives, management needs, transaction trails, documentation, security, internal controls, and integration of accounting systems in software evaluation and selection. Systems analysis techniques are discussed. Coursework also prepares students interested in pursuing the Certified Fraud Examiner (CFE) credential.	ACCT503 or ACCT504
ACCT573	Accounting Fraud Criminology and Ethics	This course examines the nature of occupational fraud and how it is committed, and introduces actions to detect it and procedures to deter it. The course also covers how allegations of fraud should be investigated to meet requirements of civil and/or criminal court procedures. Also examined are ethics and governance in business as fraud-prevention tools. Coursework prepares students interested in earning the Certified Fraud Examiner (CFE) credential, examining tools and techniques for gathering evidence and information during fraud examinations.	ACCT503 or ACCT504
ACCT574	Forensic Accounting: Ethics and the Legal Environment	This course focuses on conducting fraud examinations, and includes discussion of procedures used in forensic accounting examinations and reasons behind using these procedures. In addition, coursework addresses how allegations of fraud should be investigated to meet requirements of civil and/or criminal court procedures. Also covered are detection, investigation and prevention of specific types of fraud. Coursework focuses on preparing students interested in earning the Certified Fraud Examiner (CFE) credential, examining criminology and ethics.	ACCT503 or ACCT504
ACCT591	CPA Exam Preparation: Auditing and Attestation	This course covers auditing procedures, auditing standards generally accepted in the United States (GAAS) and other standards related to attestation engagements. Also covered are skills needed to apply that knowledge in auditing and other attestation engagements. The auditing and attestation section of the CPA exam tests knowledge in the context of five broad engagement tasks. (The course is two semester-credit hours and is graded on a satisfactory/unsatisfactory basis.)	ACCT551
ACCT592	CPA Exam Preparation: Business Environment and Concepts	This course prepares students to pass the business environment and concepts section of the CPA exam. Coursework focuses on business structure; economic concepts essential to understanding an entity's operation, business and industry; financial management; information technology; and planning and measurement. Students become familiar with underlying business reasons for – and accounting implications of – transactions, and gain skills needed to apply that knowledge in financial statement audit and attestation engagements, as well as perform other functions affecting the public interest. (The course is two semester-credit hours and is graded on a satisfactory/unsatisfactory basis.)	ACCT551
ACCT593	CPA Exam Preparation: Financial Accounting and Reporting	This course prepares students to pass the financial accounting and reporting section of the CPA exam. Coursework covers accounting principles generally accepted in the United States (GAAP) that affect business enterprises, not-for-profit organizations and government entities. Also addressed are skills needed to apply such knowledge, as well as financial accounting concepts and standards. (The course is graded on a satisfactory/unsatisfactory basis.)	ACCT551
ACCT594	CPA Exam Preparation: Regulation	This course prepares students to pass the regulation section of the CPA exam. Topics include federal taxation, ethics, professional and legal responsibilities, and business law, as well as skills needed to apply that knowledge. Topics address CPAs' professional and legal responsibilities, and legal implications of business transactions, particularly as they relate to accounting and auditing. Coursework focuses on federal and widely adopted uniform state laws, as well as principles of – and procedures for – federal income, estate and gift taxation. (The course is two semester-credit hours and is graded on a satisfactory/unsatisfactory basis.)	ACCT551
ACCT601	Accounting Capstone	Students in this culminating course integrate knowledge and skills learned throughout the MSAC program. Students apply what they have learned to challenges faced by accountants balancing the needs of customers, shareholders, employees and other stakeholders within ethical and legal considerations.	Successful completion of all other program core and MSAC focus courses, and permission

Course Designator and Number	Course Title	Course Description	Prerequisite
			from the appropriate academic administrator
ACCT605	MAFM Capstone	This culminating course provides MAFM students with the opportunity to integrate knowledge and skills learned throughout the program and is intended to be taken as the last course other than the exam-preparation courses. Students integrate strategic planning, critical thinking and communication skills relating to both treasury and accounting responsibilities from the perspective of a chief financial officer	Successful completion of all other required MAFM program courses (except exam-preparation courses) and permission from the appropriate academic administrator
Business Intelligence and Analytics Management			
BIAM500	Applications of Business Analytics I	This course focuses on the role of business intelligence in facilitating implementation of business process changes. Constructing data-based models and examining their impact on major business functions are emphasized. Students use software tools to assess strengths and weaknesses of various models. The course also addresses handling large data sets, and analyzing text and network data.	None
BIAM510	Applications of Business Analytics II	Building on concepts presented in BIAM500, this course examines how to appropriately use business analytics tools. Topics include data warehousing, accessing data sources, customer profiling, customer churn and social network analysis. Understanding how business analytics fits into business processes is emphasized.	BIAM500; and MATH533 or MATH534
BIAM530	Developing and Managing Databases for Business Intelligence	This course addresses designing relational databases and building large database applications, including tables, queries, forms, reports and macros. Also addressed are implementing basic database security, backup and recovery procedures, the role of normalization and meeting business requirements. Data warehousing, implementation of data mining tools, data modeling and decision trees are also examined. Case studies are used throughout the course.	None
BIAM540	Internet Analytics Strategies	Based on analysis of an organization's mission and goals for its web presence, students explore strategies for implementing Internet analytics tools to evaluate the effectiveness of the organization's web presence, including its web and social media sites. Key performance indicators are examined. Students gain familiarity with several Internet analytics tools and data sources such as web logs, big data and social media.	None
BIAM560	Predictive Analytics	Students in this course examine exploratory data, and cluster and association analyses, with current and historical facts to make predictions. Also covered are logistic regression, text analytics and decision trees. Managerial issues of how to select models for specific business problems are examined.	BIAM510
BIAM570	Modeling for Decision-Making	This course introduces basic concepts of mathematical approaches to organizational decision-making and model development for formal decisions. Topics include model building, linear and nonlinear optimization, simulation, time series analysis, network models and decision analysis.	BIAM510
Economics			
ECON545	Business Economics	Business Economics provides a basic understanding of managerial economics and the impact of the economic environment on business decision-making. The course develops micro- and macroeconomic topics, with particular emphasis on marginal analysis, and supply and demand considerations.	MGMT501 or permission from the appropriate academic administrator
Entrepreneurship			
ENTR510	Entrepreneurship and New Ventures	This course provides an overview of entrepreneurship in the context of new ventures. Coursework examines identifying and assessing opportunities, as well as forming and managing a new venture through maturity and exit. Topics include the entrepreneurship process; idea generation; opportunity assessment and selection; business plan creation; differentiation; new venture equity financing; due diligence; management team characteristics; growth management; and liquidity and exit mechanisms.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
ENTR530	Venture Finance and Due Diligence	This course examines the process of positioning and selling a new venture to equity sources, including making internal preparations; identifying and communicating with venture firms; and evaluating and negotiating investment offers. Processes investors use to assess and determine opportunities and entrepreneurs in which they will invest are also examined.	ENTR510
ENTR550	Entrepreneurial Marketing	This course covers the critical role of marketing in the success of a new venture. Coursework addresses opportunity screening, assessment and selection; market research, analysis, valuation and sizing; the value proposition and distinctive competence; segmentation, targeting and positioning; pricing; channels; sales management; communications; hiring; raising capital; and creating marketing plans to address various audiences.	ENTR510
ENTR570	Startup and New Venture Planning	This applications-based course addresses in-depth planning for executing a start-up venture. Students work through the entrepreneurial process – from research, planning and opportunity assessment; to team and company formation; to business model creation; to entrepreneurial finance and equity financing; to company development; and to exit planning. Students also prepare a business plan and deliver an investor pitch.	ENTR530
Finance			
FIN510	Corporate Finance	This course focuses on financial concepts and tools needed for effective business planning. Topics discussed from a practitioner viewpoint include financial statement analysis, time value of money concepts, securities valuation, working capital management, cost of capital, financial forecasting, external sources of capital, capital structure and company valuation.	ACCT503 or ACCT504
FIN515	Managerial Finance	Managerial Finance teaches students financial concepts and tools needed for effective business planning. Topics, discussed from a practitioner viewpoint, include formation of interest rates, income taxes, working capital management, cost of capital, financial forecasting, external sources of capital, capital structure, company valuation and bankruptcy.	ACCT505
FIN516	Advanced Managerial Finance	This course addresses risk, return and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure with the Modigliani-Miller models. The course provides a comprehensive view of financial management with insight into securities analysis, mergers/acquisitions and financial/futures options.	FIN510 or FIN515
FIN560	Securities Analysis	Securities Analysis develops analytical skills for personal or business investment activities. Security selection based on technical and fundamental analyses is stressed. Techniques for analyzing risk and return are covered for specific investment opportunities. Modern and traditional portfolio management techniques are discussed.	FIN510 or FIN515
FIN561	Mergers and Acquisitions	This course addresses corporate recombinations and resource allocation. Topics include advanced capital budgeting techniques and valuation methods. Strategies, tactics and rationale for mergers, acquisitions, leveraged buyouts and restructuring are discussed.	FIN510 or FIN515
FIN564	Management of Financial Institutions	This course focuses on managing commercial banks and other financial institutions, and on the interaction of participants in money and capital markets. Management of lending is a major topic, and funds acquisition, capital management, portfolio management and issues relating to risk are discussed.	FIN510 or FIN515
FIN565	International Finance	International Finance examines, in detail, international financial flows and balance of payment considerations. Corporate exposure to international currency fluctuations (including foreign exchange rates and markets), and methods of hedging risks in international transactions, are addressed.	FIN510 or FIN515
FIN567	Options and Financial Futures Markets	This course develops students' ability to use current concepts, tools and strategies available in financial markets to enhance or protect investments. Topics include put and call buying; covered call writing; put hedging; futures speculation and hedging; and arbitrage. Also discussed are methods of valuation, and the function and purpose of the marketplace.	FIN510 or FIN515
FIN575	Advanced Financial Statement Analysis	This course emphasizes fundamental techniques of financial statement analysis. Building on core accounting and investment concepts, coursework addresses analysis (including ratio analysis) and interpretation of financial accounting information such as that presented in balance sheets, income statements and statements of cash flows. Coursework also examines accounting information in investment and credit decisions.	ACCT503 or ACCT504
FIN580	Personal Financial	This course addresses personal cash flow management, goal setting, creating and maintaining annual cash budgets, investments, taxation, insurance, and	ACCT503 or ACCT504

Course Designator and Number	Course Title	Course Description	Prerequisite
	Planning	retirement and estate planning. The course helps students achieve satisfaction and success in their personal financial futures. Topics are presented from a practitioner point of view.	
FIN590	Real Estate Finance	This course introduces and develops tools used in forecasting, measuring and analyzing returns from real estate operations. These tools are also used in real estate valuation for funding and sale purposes. With profit maximization the goal, students examine financial leverage and the consequence of income tax, as well as their influences. The inherent risk of real estate and its reduction through modern portfolio theory is discussed. Students apply course concepts using real-world problems.	FIN510 or FIN515
Global Supply Chain Management			
GSCM520	Foundations in Global Supply Chain Management	This course focuses on core concepts and techniques required for directing and controlling processes that convert resources into goods and services. Coursework emphasizes integrating all aspects of the supply chain so that the quantity of goods being produced or acquired is accurate, and both time- and cost-efficient.	None
GSCM530	Global Supply Chain Resource Planning and Management	This course examines concepts and methods of directing and controlling processes that result in optimal supply chain efficiency. Demand management and forecasting; master production scheduling; material requirements and capacity resource planning; the Theory of Constraints; distribution requirements planning; and inventory management are emphasized.	GSCM520
GSCM540	Relationship Management, Procurement and Sourcing Strategy	This course provides an overview of sourcing relationships, including their strategy and implementation. Coursework examines the role of supply management across a global, upstream corporate value chain consisting of suppliers and outsourcers. Topics include make versus buy versus partner decisions; supplier evaluation, selection, assessment and quality assurance; the sourcing/procurement and partnering processes; relationship management; and purchasing ethics.	GSCM520
GSCM550	Logistics, Distribution and Warehousing	This course examines physical supply and distribution systems critical to efficient integrated supply chains. Coursework addresses analytical and managerial methods applied to key components of facility location and materials management; logistics; distribution; transportation; warehousing; channel selection; logistics information systems; metrics and assessments; total cost analytics; and freight management.	GSCM520
GSCM560	Supply Chain Management Decision Support Tools and Applications	This course emphasizes analyzing supply chain information. Coursework examines supply chain design and integration; constraint, inventory and advanced demand management; and risk pooling. Prerequisite:	GSCM520
GSCM588	Managing Quality	This course focuses on implementation, cost and management of the quality function in manufacturing as well as service industries. Coursework addresses quality concepts and tools, as well as knowledge required for their application in quality planning, improvement and control in both parent organizations and supplier relationships.	None
Health Services Management			
HSM541	Health Service Systems	This course surveys the major components and organizational interrelationships of the U.S. healthcare delivery system across the continuum of care. Coursework emphasizes personnel, institutions, delivery systems, policy and payment mechanisms. Variables of access, cost and quality are introduced, and delivery of healthcare within those variables is outlined.	None
HSM542	Health Rights and Responsibilities	This course examines the growing importance of legal and ethical matters in healthcare from the manager's perspective. Topics include legal aspects of the corporation, and physician/patient, institution/patient and institution/physician relationships. Ethical issues related to individual life-cycle stages, health services institutions, third-party payers and public policy initiatives are also discussed.	None
HSM543	Health Services Finance	This course provides an understanding of the unique features of healthcare finance, including payment sources and reimbursement arrangements, as well as of emerging trends within the healthcare industry that impact the financial decision-making process of various healthcare industries. Covered are financial planning, operating revenue, working capital, resource allocation, financial analysis and the future of healthcare. Special emphasis is given to managing inpatient and outpatient costs and ratios, capitated payment systems, the resource-based relative value system (RBRVS), the prospective	None

Course Designator and Number	Course Title	Course Description	Prerequisite
		payment system (PPS), the impact of mergers, compliance issues and joint venture activities.	
HSM544	Health Policy and Economics	This course focuses on the relationship between healthcare economics and public policy, and assists students in developing an understanding of the public policy formulation and implementation process, as well as awareness of critical issues in American health policy. Students are exposed to healthcare economics issues of supply and demand, technology, healthcare labor, equity and efficiency, and application of economic analysis to the public policy development process.	None
HSM546	Managed Care	Managed Care examines evolution and development of managed care approaches to delivering and financing health services in the United States. Fundamental concepts of insurance and risk management are reviewed, as are forces that have driven growth of managed healthcare. Types of managed care organizations and operational models are outlined. Perspectives of consumers, providers, purchasers and insurers of healthcare are discussed. Recent trends and issues affecting evolution of health insurance and managed care are considered, as are relevant legislative and regulatory standards shaping these industries.	None
Human Resource Management			
HRM530	Human Resources and Technology	This course surveys current trends and best practices in use of technology in the human resources field. Topics include strategic use of human resources information systems, web-based human resources and other technological applications used in various functional areas of human resources.	HRM591 or previous human resources experience
HRM584	Managing International Human Resources	This course examines strategy and tactics that make up the global human resources management field. The course provides a broad overview of how global human resources functions differ from those of domestic human resources, helps students develop an understanding of how global human resources strategy is crafted and shows how such strategy is put into effect. Particular emphasis is placed on staffing, compensation, training, performance management, labor relations, communication and regulatory compliance within the global business environment.	None
HRM586	Labor Relations	Labor Relations focuses on the interaction of management and labor in the corporation. The course discusses the history of the American labor movement, federal and state labor laws, collective bargaining, mediation and work stoppage. Contract administration and interpretation, and the relationship between management rights and employee discipline are discussed.	None
HRM587	Managing Organizational Change	This course addresses concepts and techniques required to successfully implement change across an organization. Coursework focuses on identifying an organization's vision as well as opportunities that can align the vision with the organization's structures, processes, culture and orientation to the environment. Also addressed are opportunities for, and problems in, managing human dynamics in organizations, including intervention techniques, models, principles and values that indicate how to take charge of planned change efforts in order to achieve success.	None
HRM591	Strategic Human Resource Management	This course surveys contemporary principles and practices for human capital management as a corporate strategic asset. Subject matter focuses on the changing nature of work in a dynamic global economy that requires flexible staffing, new approaches to workforce planning and talent management. Other topics covered include decentralized and virtual work environments, diversity, legal requirements, compliance as well as the ethics of managing human capital for competitive advantage.	None
HRM592	Training and Development	This course surveys training, and employee and organizational development techniques organizations use to build group and individual skills while tying anticipated results to improvements in organizational effectiveness. Topics related to creating such a development strategy include conducting needs analyses, linking identified needs to business objectives, developing an implementation plan, implementing the plan using a variety of modalities and best practices, and assessing results. These aspects are covered for both individual and group enhancement.	None
HRM593	Employment Law	Employment Law provides a comprehensive analysis of federal and state laws as they affect the human resource function, including equal employment opportunity, wage/overtime payment, employment agreements and other restrictions on management's rights. Emphasis is placed on applying employment laws to develop programs that enable organizations to be	None

Course Designator and Number	Course Title	Course Description	Prerequisite
		proactive in meeting both company and workforce needs, with an eye to resolving workplace disputes, preventing litigation, and implementing and administering personnel policies and practices in compliance with applicable law.	
HRM594	Strategic Staffing	This course develops a strategic framework for providing corporations with the human resources needed to achieve corporate goals. The course focuses on policies and procedures for short- and long-range human resource planning, recruiting and selection. Rightsizing, employee separations and retention are also included.	None
HRM595	Negotiation Skills	This course introduces general business negotiation techniques, strategies and tactics. Strategies focus on approaches to negotiation situations; tactics focus on moves effectuated during negotiations. In addition to developing and enhancing students' negotiating proficiency, the course emphasizes processes and methods of conflict resolution. Topics include preparing for negotiations; distributive and integrative bargaining; resolution of impasse; ethics; the roles of power, personality and dispute resolution processes; and communication processes. Students use developed skills in the classroom, electronically and through telephonic negotiation situations.	None
HRM598	Compensation	Compensation focuses on how organizations use pay systems as strategic tools for improving organizational effectiveness. Major systems of the design of pay, paying for performance, and administering and applying pay systems are appraised and assessed.	None
HRM599	Benefits	This course examines, in-depth, employee benefits including legally required benefits (social security, worker compensation and unemployment compensation), as well as voluntary programs (health, disability, life, retirement, time-off, educational, work/life and others). The strategic importance of using employee benefits as part of the total compensation package is emphasized. In addition, financial, actuarial, administrative and legal implications of benefit plans are discussed.	None
HRM601	Human Resources Capstone	Students in this culminating course, intended to be taken as the last course, complete a comprehensive written plan for a company's human resource function. In preparing the plan, students review and integrate concepts and skills developed in other human resource courses. In addition to preparing the written plan, students make an oral presentation to the professor, the class and, when feasible, to a panel of human resource professionals.	Successful completion of all other required MHRM program courses, and permission from the appropriate academic administrator

Information Systems Management

Course Designator and Number	Course Title	Course Description	Prerequisite
MIS525	Essentials of Information Systems and Programming	This course introduces students to the logical structure of business computer programs, as well as to applications and management issues involved with corporate information systems. It also provides a foundation for programming in a business-oriented language. Students concentrate on developing programming logic to solve business problems. Design tools such as flowcharts and pseudocode are introduced and used as a foundation for developing programs. MISM students may not take this course for program credit. The course may be taken as an elective in all programs other than MISM.	None
MIS535	Managerial Applications of Information Technology	This course introduces structures, applications and management of corporate information systems. Coursework investigates how technology is changing the way we conduct communication, make decisions, manage people and improve business processes, as well as how it adds value to business. Students access the Internet to gather and use information, and analyze business decisions using decision support tools.	None
MIS540	Innovation Through Technology	This course explores the critical role of technology and innovation in reshaping the management and operation functions of contemporary organizations. Focusing on how organizations use technology to reinvent business processes and increase competitiveness in an increasingly virtual and interdependent world, the course addresses emerging organizational forms; competitive advantages; strategic initiatives; managing innovation projects; enterprise systems; the use of data for supporting decision making; global supply chains and business processes. Social and ethical issues are explored in the context of how technology is used to drive business innovation.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
MIS561	Database Administration and Management	This course covers database administration as a managerial discipline, addressing database administrative practices and procedures common for various types of businesses and technology. Important issues in daily operation and long-term planning of database administration are examined in-depth. Administration of Oracle database management systems is also introduced to enhance students' understanding of database administrators' tasks and responsibilities.	MIS582
MIS562	Database Programming and Applications	This course reviews the industry standard ANSI Structured Query Language (SQL), the core of the relational database and associated applications. Students examine the features and programming of SQL extensions supported by leading relational databases widely used in industry, such as Oracle and Microsoft SQL Server. They also learn to develop reports, forms and other types of database application components essential to carry out transactional and analytical operations that support modern business. Applications-oriented projects and cases enhance the learning experience.	MIS582
MIS563	Business Intelligence Systems	This course focuses on concepts needed for analyzing, designing and applying effective systems for meeting management's information needs for tactical short-term, and strategic long-term, planning and decision-making. The course covers various models of business intelligence and decision support systems, based largely on database design in support of data warehousing and data mining concepts. Topics include data modeling for the data warehouse and data mart, and application of OLAP and artificial intelligence concepts as applied to data mining.	MIS582
MIS564	Enterprise Data Management and Administration	This course focuses on data storage, security and reporting needs of an enterprise-level management information system. Also examined are management and administration of very large and/or distributed database architectures with large geographic topographies. Security issues surrounding management and administration of large distributed enterprise-level databases are presented, as are network and integration issues associated with such systems.	MIS582
MIS574	Visual Basic	This course teaches programming fundamentals as applied to the Visual Basic.NET programming language. Topics include the .NET framework, event-driven programming, graphical user interface design, and using object-linking and embedding to manipulate Windows applications. Students also learn object-oriented programming fundamentals, and web-based and Windows application design.	MIS505 or MIS525
MIS575	Advanced Visual Basic	Advanced Visual Basic, a continuation of Visual Basic (MIS574), focuses on advanced application design and development using the object-oriented features of Visual Basic.NET. Topics include the .NET framework, object-oriented programming, .NET database programming, .NET web programming, .NET web database programming, add-ins, collections and user controls.	MIS574
MIS577	Internet-Oriented Programming	This course focuses on Internet and web programming, one of the fastest growing areas of system development. Students apply Internet programming languages such as HTML, Dynamic HTML and JavaScript to develop their own websites. The course also examines Internet application tools and commercial web servers.	MIS505 or MIS525
MIS578	C++ Programming	C++ Programming introduces object-oriented programming concepts using the C++ language. Topics include the object-oriented paradigm, class hierarchies and inheritance, I/O functions, object arrays and string processing. Students complete a number of programming projects to gain applications-oriented experience with object-oriented technology.	One year of programming experience, or prior programming coursework, or MIS505, or MIS525
MIS579	Java Programming	This course focuses on using Java for business applications. Students apply Java programming tools to develop applications and applets that take advantage of web and Internet capabilities. The course examines object-oriented design and modeling, Java applications, applets, control structures, methods, user interfaces, graphics and e-commerce applications.	MIS505 or MIS525; and MIS577
MIS581	Systems Analysis, Planning and Control	This course introduces concepts and tools of systems development and implementation, and emphasizes using the life-cycle approach to effectively manage business information.

The course provides practice in each major phase of the life-cycle approach: planning, analysis, design, implementation and operation/support. Business re-engineering techniques and project management models are used. | MIS525 and MIS540; or permission from the appropriate academic administrator |

Course Designator and Number	Course Title	Course Description	Prerequisite
		Students apply concepts and tools learned in a term project.	
MIS582	Database Concepts	Database Concepts provides a detailed introduction to database concepts, components and management issues. The course covers data definition and modeling, database access and command languages, and design and implementation in the context of the relational model. Relative advantages and disadvantages of other database models are considered from a management standpoint. Coursework examines basic managerial issues for database publishing on the web, and for multi-user and enterprise database processing. The course requires a term project involving a commercial data-modeling package.	MIS525 and MIS540; or permission from the appropriate academic administrator
MIS589	Networking Concepts and Applications	This course focuses on design, development and operation of a data communications system and computer network, and emphasizes managing data distribution and access. The course includes essential elements of networks including hardware, software and interfaces. Students use a networking software tool to build and analyze network models.	None
MIS600	Information Systems Capstone	In this culminating course, MISM students integrate knowledge and skills learned throughout the program. It is intended to be taken as the last course. Students develop, design and present projects based on real-world situations. They plan and justify the project; meet performance, schedule and budget requirements; adjust for unplanned occurrences; and provide project reports.	Successful completion of all other required MISM program courses and permission from the appropriate academic administrator
International Business			
INTL500	Global Perspectives for International Business	This course presents international strategy, operations, supply chain management, marketing and finance concepts required for global commerce. Using case studies and best-practice examples from international corporations, students gain management perspective needed to understand the unique roles of culture, politics and economics in executing multinational business strategy.	None
Internship			
INTP580	Graduate Internship Seminar	In this course, the first in a two-course sequence, students examine experiential learning internship opportunities designed to complement skills and knowledge students learn throughout their program. To prepare for an internship with a professional organization, students attend seminar meetings and complete all requirements that may allow them to interview for – and potentially secure – an internship. No credit is awarded for the course. Students earn grades of A, B or F upon course completion; the final grade earned in this course is not used in GPA calculations.	Permission from the appropriate academic administrator
INTP585	Graduate Internship	In this course, the second in a two-course sequence, students supplement coursework with experiential learning in a professional organization. Using acquired knowledge and skills, students complete organizational initiatives and/or processes and provide effective solutions. During the eight-week onsite assignment, students acclimate to a real-world professional environment and culture, hone their communication and professional skills, gain valuable insight, and develop leadership skills through self-reflection and host-organization analysis and feedback. The course is strongly recommended for students without business/industry experience and for those seeking to change fields.	INTP580 and permission from the appropriate academic administrator
Management			
MGMT501	Organizational Structures and Business Processes	This course covers essential management and marketing concepts and principles needed by managers. The course also reviews the legal and ethical environment of business. Management topics include fundamental functions of management, key business functions and business policy in a dynamic global marketplace. Topics include marketing strategy fundamentals, organizations as customers, determining marketing communications and opportunities, as well as, topics within an ethical and legal framework.	None
MGMT520	Legal, Political and Ethical Dimensions of Business	This course introduces students to the legal, political and regulatory controls that define, promote and limit business practice opportunities. Fundamental interactions of law, politics, ethics and corporate social responsibility are emphasized. Topics include business and the legal system; foundations of	MGMT501 or permission from the appropriate academic

Course Designator and Number	Course Title	Course Description	Prerequisite
		business ethics; the constitution and business; regulatory and administrative agencies; regulation of private business conduct; the employer-employee relationship; formation and performance of contracts; ownership and control of business; antitrust, trade practices and consumer protection; land use and environmental protection; and the legal environment of international business.	administrator
MGMT525IE	Emerging Topics in Business, Culture and Technology	Melding culture and the arts, this course helps students become more strategic and critical thinkers, and master current practices in emerging topics. Students investigate emerging topics as well as their relationships to key economic, historic and social forces. Coursework addresses topics affecting business, culture and technology, and students use reflective practice and research methodology to apply insights to business situations.	Permission from the appropriate academic administrator
MGMT550	Managerial Communication	Managerial Communication emphasizes communication competencies that help ensure business success. Students learn how to write effective, persuasive and negative messages; conduct business research, analyze information, and write a business proposal or report; deliver an effective oral presentation with visual aids; and create corporate training materials. Also addressed are group dynamics, intercultural communication, media relations and ethics.	None
MGMT591	Leadership and Organizational Behavior	This course examines inter- and intrapersonal dynamics as they affect achievement of corporate goals. Topics include theories of organizational behavior concepts and applications, including motivation, group dynamics, organizational communication processes, leadership, power, authority, team building and organizational development. Managing change in a complex domestic and international environment is also emphasized. Students are provided with a solid foundation for examining organizational behavior in a systematic manner.	None
MGMT601	MBA Capstone	In this culminating course experience, MBA candidates integrate concepts and skills developed in previous coursework. Students research and develop a new business opportunity which requires synthesis of communications, analysis, marketing, operations, finance, human resources and leadership principles. Options for developing the business opportunity may include a case study, business plan, simulation, or an approved project for an existing company.	Successful completion of all other required MBA program courses, and permission from the appropriate academic administrator
Marketing			
MKTG525	Strategic Marketing	This course surveys contemporary principles and practices for marketing management as a corporate strategic asset. In a dynamic global marketplace requiring rapid response to consumer need and behavior, this course focuses on marketing strategies for creating customer-driven value in products and services. Topics include consumer research techniques; product positioning and differentiation; branding; customer segmentation; target marketing by demographics, psychographics and behavioral variables; and using both traditional and digital channels to reach niche or mass market audiences. Ethical implications of online behavioral tracking and targeting are explored in the context of the value chain.	MGMT501
MKTG550	Digital Marketing	This course examines the emergence of digital marketing as a contemporary business discipline as well as use of digital media as part of a comprehensive marketing plan. Topics include website and blog publishing; social media and email marketing; digital behavior tracking; and web analytics.	MKTG522 or MKTG525
MKTG570	Marketing Research	Marketing Research teaches students how to gather and analyze data to assist in making marketing decisions. The course addresses both quantitative and qualitative research techniques, including written questionnaires, telephone surveys, test marketing and focus groups. Emphasis is placed on examining how marketing research can help managers make better decisions regarding target markets, product features, positioning, pricing, advertising and new product introductions. Students are encouraged to consider ethical implications of specific marketing research activities.	MKTG522 or MKTG525
MKTG572	New Product Development	This course presents a framework for planning, implementing and evaluating new product introductions. The course addresses the new product development process – from idea generation to commercialization. Emphasis is placed on examining how organizations can manage resources to maximize the opportunity for successful new product introductions.	MKTG522 or MKTG525
MKTG575	Advertising	Advertising Management presents a structured approach to managing	MKTG522 or

Course Designator and Number	Course Title	Course Description	Prerequisite
	Management	advertising, sales promotion and public relations activities from a corporate perspective. Students are taught how to determine promotional objectives, select campaign themes, choose media, control advertising costs, design sales promotions and evaluate results. The course also addresses agency selection and management.	MKTG525
MKTG577	Sales Management	Sales Management teaches students how to design and implement a sales force strategy. The course presents techniques for identifying, recruiting and training sales personnel; monitoring and controlling sales efforts; and forecasting and budgeting sales performance. Issues such as territory decisions, compensation plans and motivation techniques are also discussed.	MKTG522 or MKTG525
MKTG578	Consumer Behavior	Students in this course examine basic concepts and research results from marketing and the social sciences to better understand customers and their needs. Coursework addresses the decision process of buyers, factors affecting purchasing decisions and customer satisfaction. Implications for marketing strategies (e.g., market segmentation, product design and promotion) are discussed. In addition, basic concepts of buyer behavior – including pre- and post-purchase attitudes and behavior patterns, as well as information processing relating to the functional areas of marketing – are included. Managerial applications to marketing are also emphasized.	MKTG522 or MKTG525
Mathematics			
MATH534	Applied Managerial Statistics	Applied Managerial Statistics stresses practical use of statistics in collecting, organizing, analyzing, interpreting and presenting data. Both descriptive and inferential techniques are covered.	None
Network and Communications Management			
NETW561	Wireless Technologies	This course provides an in-depth understanding of wireless technologies and their application within the organization. It addresses essentials of radio frequency, spectrum allocation and usage, and current regulation. Topics include first (1G) through fourth generation (4G) applications, including cellular, PCS and wireless local area network (WiFi); and the current and future state of voice, data and video communication. Students gain perspective on how wireless technologies fit into an overall wireless industry and market, as well as on current management challenges.	NETW589
NETW562	Wireless Devices and Applications	This course introduces an array of wireless devices, including laptops, PDAs, cellular telephones and "all-in-one" devices. Current applications of these devices, as well as potential future uses, are examined. Using such devices in both standalone and integrated network arenas is addressed, with specific focus on interoperability. Ways in which wireless devices are driving the evolution of business practices are also examined.	MIS589
NETW563	Wireless Networks	This course introduces tools needed to understand and implement wireless networks. Topics include installation and configuration of wireless hardware and software, radio frequency (RF) fundamentals, 802.11 network architecture, capacity planning, use of wireless broadcast and cellular systems, antennas and accessories, power management, wireless local area network security, wireless device network integration and troubleshooting.	MIS589
NETW564	Management of Wireless Systems	This course focuses on managing and operating wireless networks. Topics include QoS, resource management, outsourcing, training, financial considerations, and performance measurement and optimization. Also covered are system documentation and reports pertaining to RF network performance, IP management, network configuration, and system growth and capacity status. Students gain knowledge of charging and revenue assurance in a wireless network.	NETW589
NETW583	Strategic Management of Technology	This course addresses the need for managers to understand and manage technology needed to successfully compete in an increasingly sophisticated business environment. Topics include identifying technological competencies, the evolution of technology, designing and managing systems for technological innovation, integrating technology into the organization, sourcing technology and managing new product development.	None
NETW584	Telecommunications Law and Regulation	This course covers the legal and regulatory environment for telecommunications services. Coursework focuses on developing telecommunications law and policy as related to a variety of telecommunications technologies, including the broadcast spectrum of radio and television; cable and satellite; wireline and cellular telephone; and the Internet. Emphasized are the interconnected nature of media, as well as the policy rationale and techniques of government oversight.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
NETW585	Network Design and Management	This course focuses on technologies and processes used to design, optimize and manage networks. Topics include functions of network standards, protocols and architecture; network design and optimization processes; and network management. Topics also include network design requirements for support of high bandwidth multimedia applications, wireless local area connections and security strategies. Students use a networking software tool to build and simulate network models.	Three years' telecommunications experience or an undergraduate telecommunications education, or NETW505
NETW589	Wireless Communication Systems	This course provides an essential foundation in core wireless technologies. Topics provide managers with required knowledge of voice and data systems. The current wireless industry, its recent past and emerging systems are explored through real-world projects and practitioner-based case studies.	MIS589
NETW590	IP Telephony/VoIP	This course examines technologies that carry voice communications over an IP network, including digitization and packetization of voice streams. Coursework addresses VoIP standards and protocols such as SIP and H.323 that support creation of telephony systems using advanced VoIP technology applications. Fundamentals of VoIP such as QoS, traffic aggregation issues, bandwidth management and network assessment are also investigated.	MIS589
NETW600	Telecommunications Capstone	Students in this culminating course, intended to be taken as the last course, integrate knowledge and skills learned throughout the MNCM program. Students develop, design and present projects based on real-world situations. They plan and justify the project; meet performance, schedule and budget requirements; adjust for unplanned occurrences; and provide project reports.	Successful completion of all other required MNCM program courses and permission from the appropriate academic administrator

Project Management

Course Designator and Number	Course Title	Course Description	Prerequisite
PROJ584	Managing Software Development Projects	This course examines knowledge, strategies and techniques needed to manage software product development. The course helps students develop skills managers need to create – and successfully execute – plans for software development. Topics include software project development processes; software development standards; project planning, scheduling and control strategies; risk assessment and mitigation; team building and managing technical personnel.	MIS581 and PROJ586
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.	None
PROJ587	Advanced Program Management	This course examines how managers plan, budget, schedule and control multi-project programs within an organizational context. The importance of project teams and human resource management in the process is addressed. Topics include the role of projects in organizations; alternative organizational systems; program planning, budgeting, monitoring, control and management methodologies; team management and leadership; legal and ethical issues; conflict identification and resolution; and advanced applications of project management software.	PROJ586
PROJ592	Project Cost and Schedule Control	This course stresses the need for project managers to understand and apply advanced tools and techniques to developing and managing project financial plans. Topics include cost and benefit estimation; project financial analysis; budgeting; resource allocation; sensitivity analysis; project metrics; and project cost and schedule control using earned value management systems.	PROJ586
PROJ595	Project Risk Management	This course explores various ways to identify, analyze and mitigate the full range of project risks. Coursework also explores the six risk management processes outlined in the Project Management Body of Knowledge (PMBOK) Guide: risk management planning, risk identification, qualitative risk analysis, quantitative risk analysis, risk response planning, and risk monitoring and control. Using a practitioner approach, students learn risk management techniques by applying them to problems in case studies.	PROJ586

Course Designator and Number	Course Title	Course Description	Prerequisite
PROJ598	Contract and Procurement Management	This course examines processes through which goods and services are acquired in the project management environment. Topics include contract and procurement strategies; legal issues; contract pricing alternatives; technical, management and commercial requirements; RFP development; source selection; invitations to bid; bid evaluation; risk assessment; and contract negotiation and administration.	None
PROJ601	Project Management Capstone	Students in this culminating course, intended to be taken as the last course, integrate knowledge and skills learned throughout the MPM program. Students develop, design and present a project; plan and justify the project; meet performance, schedule and budget requirements; adjust for unplanned occurrences; and provide status reports.	Successful completion of all other required MPM program courses, and permission from the appropriate academic administrator
PROJ605	Advanced Project Management Practices and Professional Exam Review	This course examines current topics in the project management field and provides a comprehensive review of the Project Management Body of Knowledge (PMBOK). Topics may include global project management, leadership, virtual teams and project information systems. In addition, the PMBOK knowledge areas and process groups are covered in preparation for the Project Management Professional certification exam, administered by the Project Management Institute.	PROJ587
Public Administration			
PA581	Governmental Budgeting and Finance	This course provides thorough study and analysis of revenue and expenditure systems at all levels of government. Topics include alternative revenue sources, public budgeting processes, the appropriations process, capital budgeting and analysis, tax analysis and government debt financing. Tax expenditures, forecasting and budgeting, and finance software systems are addressed.	ACCT503 or ACCT567
PA582	Public Policy Formulation and Implementation	This course examines principles, mechanisms and tools through which governments make resource allocation decisions on social and economic programs. Topics include the policy process; establishing appropriate efficiency and equity objectives; rational, political and bureaucratic models of government decision-making; voting mechanisms; public choice; log rolling; cost-effectiveness and cost-benefit analysis; public-private partnerships; impact of special interest groups; ethics; and program implementation and evaluation.	None
PA584	Intergovernmental Management	This course provides a comparative study of issues involved in formulating and implementing government programs that impact multiple jurisdictions. Students investigate ways in which various levels of government relate to each other in matters of legality and responsibility, including issues of intergovernmental externalities and their resolution. Methods of resolving intergovernmental conflicts are explored and evaluated.	None
PA601	Public Administration Capstone	Students in this culminating course, intended to be taken as the last course, integrate knowledge and skills learned throughout the program. Students develop a project related to their area of emphasis within the MPA program.	Successful completion of all other required MPA program courses, and permission from the appropriate academic administrator
Security			
SEC571	Principles of Information Security and Privacy	This course provides a broad overview of security in information systems. Covered are various aspects of security in computing, including security threats and controls; basic cryptography and its applications; network intrusion detection and prevention; security administration and planning; anonymity and privacy; legal issues; protection; and ethics. Coursework also examines controls in information systems, and addresses security issues surrounding information systems and computer-generated data.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
SEC572	Network Security	This course addresses concepts and industry standards of computer networking, including the OSI Reference Model, TCP/IP and network routing concepts, as well as inherent risks in their use. Also addressed are digital cryptography principles and practices; major email security standards; and methods by which networks may be attacked. Students use a networking software tool to build a secure network, as well as prepare to assist in incident response and management activities in the event of a network breach.	MIS589, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond MIS589
SEC573	E-Business Security	This course covers issues involved in protecting an e-business from external threats while safeguarding customer privacy. Students examine external threats to a company's systems and learn how to react if systems and business goals conflict.	SEC571
SEC574	Database Security	This course provides an overview of security issues in database systems and shows how current and future commercial systems may be designed to ensure secrecy and confidentiality. Security models, basic security mechanisms and software, database security, intrusion detection and security models for next generation databases are covered.	A technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond MIS582
SEC575	Information Security Law and Ethics	This course, geared toward non-attorney managers and executives, provides a broad survey of federal and state laws and judicial systems governing and/or affecting information security. Coursework addresses the effects of cyber business regulation on information security, conducting business on the Internet, privacy laws, taxation, protection of intellectual property, electronic privacy, wiretapping and cybersquatting. In addition, students examine ethical issues, forensics and evidence of cyber crime.	None
SEC576	Risk Mitigation and Contingency Planning	This course identifies vulnerabilities and inherent risks of computer systems. It also introduces cost-effective risk analysis techniques for identifying and quantifying accidental and malicious threats to computer systems, and developing contingency and recovery plans. The qualitative risk analysis process, using techniques such as the practical application of risk analysis (PARA) and facilitated risk analysis process (FRAP), is covered.	A technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond PROJ586
SEC577	Cryptography and Security Mechanisms	This course introduces cryptography, focusing on information systems security issues, and mechanisms and devices to address these issues. Also examined are cryptosystems, algorithms and certificates. Students gain applications-oriented experience in developing and implementing several cryptography applications or algorithms. Access controls are presented as a collection of security mechanisms that work together to protect information system assets. Students also complete lab assignments and a term project.	SEC571, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond SEC571
SEC578	Practices for Administration of Physical and Operations Security	This course examines security management, management tools, and physical and operations security in an organization's environment. Security management addresses identifying information assets and developing, documenting and implementing policies, standards, procedures and guidelines for asset protection. Management tools such as data classification and risk assessment/analysis identify system vulnerabilities and implement controls. Physical and operations security addresses control mechanisms and protection techniques for facility, resource and overall system operation.	SEC571, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond SEC571
SEC579	Security in Systems Architecture and Applications	This course addresses concepts, principles, structures and standards used to design, monitor and secure operating systems, equipment, networks, databases, applications and controls that enforce various levels of availability, integrity and confidentiality. Coursework also focuses on security concepts that apply to application software development, addressing the software	SEC571, or a technical undergraduate degree and/or associated

Course Designator and Number	Course Title	Course Description	Prerequisite
		design and development environment and explaining software's critical role in providing information system security.	professional experience with preparation equivalent to or beyond SEC571
SEC591	Disaster Recovery/Forensics and Security	This course focuses on preserving and recovering business operations in the event of outages, disasters or workforce interruptions. Measures and technologies used for forensics, as well as computer crime and security investigation, are addressed.	MIS589 and SEC571, or a technical undergraduate degree and/or associated professional experience with preparation equivalent to or beyond MIS589 and SEC571
SEC592	IT Governance	This course introduces principles of information technology governance, focusing on IT control objectives (COBIT) and related internal controls. Coursework explores best practices for managing IT processes; meeting multiple needs of enterprise management by bridging gaps between business risks; technical issues; control needs; and performance measurement requirements. Students explore IT industry standards, and develop governance skills relating to creating and maintaining corporate information systems policy.	SEC571

Fundamental Skills for Education Success

A solid foundation is critical to success in any graduate-level program. To help students who could benefit from skills enhancement as they return to the classroom, Keller offers fundamental skills courses that help foster long-term program and career success.

Students in the following courses earn grades of A, B or F upon course completion. The final grade earned in the course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. Required prerequisite skills coursework may affect program length and cost.

Course Designator and Number	Course Title	Course Description	Prerequisite
ENGL510	Foundations of Professional Communication	This course helps improve students' ability to communicate effectively in professional environments by enhancing their understanding of ways in which language is used to accomplish various purposes and shape readers' responses in business situations. Building on an understanding of audience, purpose and the writing process, students learn to create effective messages for a variety of business contexts. Topics include business letters, memos and short reports; message organization and design; strategies for oral presentations; and grammar, punctuation and style. Students also explore the influences of technology, ethics and the global workplace on effective communication. This course may not be applied to elective course requirements in any program.	None
MATH500	Foundations of Managerial Mathematics	This course prepares students in quantitative skills useful to managers. The course covers selected algebra topics, mathematics for finance and descriptive statistics. This course may not be applied to elective course requirements in any program.	None
MIS505	Essentials of Information Systems and Programming	This prerequisite skills course, specific to the MISM program, introduces students to the logical structure of business computer programs, as well as to applications and management issues involved with corporate information systems. It also provides a foundation for programming in a business-oriented language. Students concentrate on developing programming logic to solve business problems. Design tools such as flowcharts and pseudocode are introduced and used as a foundation for developing programs. Students who successfully complete this course may not also receive credit for MIS525. This course may not be applied to elective course requirements in any program.	None
NETW505	Essentials of Telecommunications	This prerequisite skills course, specific to the MNCM program, introduces the dynamic field of telecommunications. Coursework addresses fundamentals of telecommunications and introduces current technologies including IP telephony, mobile communications, the web, and local and wide area networks. Students use computer software to complete practical lab assignments. This course may not be applied to elective course requirements in any program.	None

Admission Requirements

General Admission Requirements

To be admitted to DeVry University's Keller Graduate School of Management, applicants must hold a baccalaureate degree from a University-recognized post-secondary institution. Such institutions include:

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

International applicants must hold a degree recognized as equivalent to a U.S. baccalaureate degree. Applicants who hold a University-recognized professional degree may also be eligible for admission.

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

Applicants who meet baccalaureate degree requirements and whose undergraduate cumulative grade point average (CGPA) is 2.50 or higher (on a 4.00 scale) are eligible for admission. Applicants who earned a grade of B or better in both college algebra and English composition need not complete the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE) or Keller-administered placement testing.

Applicants who meet baccalaureate degree requirements and whose undergraduate CGPA is below 2.50 must achieve acceptable scores on the GMAT, GRE or Keller-administered admission test to be eligible for admission. The Keller-administered test may be completed, by appointment, wherever the University's graduate programs are offered or through the University's Assessment Center. GMAT and GRE test scores are valid up to five years from the date of the exams.

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

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

Students attending a New Jersey or New York location must present proof of immunization against certain diseases as required by state law. Applicants should contact the Student Services Office for further information.

Additional Admission Requirements for Applicants to the Master of Science Degree Program in Accounting

To be admitted to the MSAC program, applicants must provide evidence of one of the following:

- A bachelor's degree or higher in accounting
- A bachelor's degree or higher with a specialization in accounting or finance
- Having passed all parts of the CPA exam
- A CPA license

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

Enrollment with nonmatriculated status is limited to course attempts totaling nine semester-credit hours; further restrictions may be imposed if students are not making adequate progress. Nonmatriculated students seeking to pursue a program of study must submit a written request to the program administrator; meet all admission, financial and academic requirements for the intended program; and submit a matriculated student application before permission to pursue the program of study is granted.

Nonmatriculated students are not eligible for career services, federal or state financial aid, or benefits through the U.S. Department of Veterans Affairs.

Other requirements may apply for nonmatriculated students seeking admission to the Master of Science degree program in Accounting.

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

Selected programs have additional program-related prerequisite skills requirements, which are noted in the program descriptions and in *Graduation Requirements by Program.* Prerequisite skills courses must be completed in addition to standard program requirements and may affect program length and cost.

All prerequisite skills courses must be completed with grades of B (3.00) or better in order for students to continue in their programs. Prerequisite skills courses may not be applied to elective course requirements.

Students with prerequisite skills needs must begin their required prerequisite skills coursework in their first session of enrollment and must continue to enroll in at least one required prerequisite skills course each session of attendance until all skills requirements have been satisfied. Those who have not met these requirements may not be able to self-register for courses until all skills

requirements have been satisfied. Permission to enroll in many standard courses is dependent on successful completion of prerequisite skills coursework.

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

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

Prerequisite skills courses are unlikely to transfer to other institutions.

Quantitative Skills Proficiency
Applicants whose demonstrated proficiency indicates their quantitative skills meet only minimum University standards must successfully complete Foundations of Managerial Mathematics (MATH500) with a grade of B (3.00) or better before they may enroll in most courses at the 500 level or above. However, students enrolled in MATH500 who do not require Foundations of Professional Communication (ENGL510) may also enroll in one of the following: HRM587, HRM591, HRM592, HRM594, MGMT501, MGMT520, MGMT591 or SEC571.

Verbal Skills Proficiency
Applicants whose demonstrated proficiency indicates their verbal skills meet only minimum University standards must successfully complete Foundations of Professional Communication (ENGL510) with a grade of B (3.00) or better before they may enroll in most courses at the 500 level or above. However, students enrolled in ENGL510 who do not require MATH500 may also enroll in one of the following: ACCT500, ACCT503, ECON545, GSCM588, MATH534, MIS525, MIS540, MIS589 or PROJ586.

Take Advantage of Keller's Streamlined Admission Process
Keller's streamlined admission procedure keeps your educational aspirations moving forward. Just complete these steps and you'll be on your way. A person seeking admission must:

- **Complete the Application** – Complete and submit an application for admission. It's a simple process that doesn't require any preparation.
- **Submit Proof of Graduation** – Submit proof of graduation during the admission process. Acceptable documents include "Issued to Student" transcripts and copies of diplomas.
- **Interview With Keller** – Complete a personal interview with an admissions advisor/representative at a Keller location near your home or office. Students who wish to complete their first course online are encouraged to participate in an Internet-based orientation session.
- **Review Assessment Options** – You may not be required to complete any testing to be admitted. If your undergraduate grade point average was at least 2.50, based on a 4.00 scale, and you earned a grade of B or better in both college algebra and English composition, you can begin your program without testing. If testing is required, you can provide GMAT or GRE scores, or take the Keller-administered admission test, which can generally be completed at the time of the interview at no charge.
- **Provide Transcripts** – Submit unofficial academic transcripts from the college or university where the baccalaureate or advanced degree was earned prior to the admission decision. Documentation requirements and deadlines for students requiring an I-20 are found in *Additional Admission Requirements for International Applicants*.

Applicants should send their materials to:

DeVry University
Graduate Admissions Department
1200 E. Diehl Rd.
Naperville, IL 60563

Qualified applicants will be notified in writing of their acceptance within one week of completing all application procedures. They'll then be notified of any prerequisite skills coursework that may be required before they may enroll in most program courses. Required prerequisite skills coursework may affect program length and cost. A $30 application fee is also required. See *Application Fee/Cancellation Policy* for further information.

Admission of Post-Baccalaureate-Degree Holders
Applicants with post-baccalaureate degrees, or the international equivalents, from University-recognized institutions may be granted admission to pursue additional degrees or to complete additional coursework. Such applicants must complete an application, interview with an admissions advisor/representative and provide official documentation of their degrees; however, they are not required to submit GMAT or GRE scores, or to complete a Keller-administered admission test.

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

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

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

Information Systems Management, and Network & Communications Management program students may have higher requirements for certain courses. Students are responsible for checking hardware/software requirements before registering for technical courses.

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

While PCs are available for student use at most onsite locations, access is limited.

Students should also note that onsite information centers are designated quiet areas and are not intended to be used for group work.

Calculator Competency
A number of courses require students to competently use a hand-held financial/statistical calculator. The Texas Instruments TI-83/84 calculator is recommended.

Additional Admission Requirements for International Applicants
Note: International applicants should obtain academic advising prior to enrolling to ensure they can retain nonimmigrant status while enrolled at DeVry University.

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

- Provide certified copies of acceptable documents demonstrating the required level of prior education. Such documents may include high school transcripts, leaving certificates, scores on approved examinations or college transcripts (see *Specially Recruited International Applicants*). Foreign diplomas and supporting foreign transcripts not written in English must be translated into English by a certified translator and may require review by one of the following approved educational credentials evaluation agencies at the applicant's expense*:
  - A current member of the National Association of Credential Evaluation Services (NACES)
  - AACRAO International Education Services (formerly AACRAO's Foreign Educational Credential Service)
  - Educated Choices, LLC
  - Foreign Credentials Service of America
  - Institute of Foreign Credential Services
  - A current member of the Association of International Credentials Evaluators (AICE)
- Meet requirements outlined in *English-Language-Proficiency Admission Requirement*, if applicable.
- Meet all other University admission requirements. International applicants must submit appropriate GMAT or GRE scores, if necessary; transcripts of prior college coursework; or acceptable documentation of prior mathematics and overall educational performance deemed appropriate for placement into the intended program. DeVry-administered online math and verbal placement tests are available to international applicants.

Applicants should check with their consulate or embassy for other pertinent requirements.

The University is also authorized to accept and enroll international applicants who wish to transfer to Keller from other U.S. institutions. In addition to providing the items listed above, transfer applicants must notify the current institution of their intent to transfer. DeVry University will communicate with the current institution and process immigration forms required to complete the transfer.

* The University may require an applicant's foreign credentials to be evaluated by a specific agency. In the event an applicant has already submitted a credentials evaluation from another agency and Keller determines an additional evaluation is required, the University will pay for the additional evaluation.

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

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

Primary Program of Enrollment
A student's first program of study is considered the primary program unless the student requests a program change (see *Program Transfers*).

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

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

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

- English is identified as the official/native language of the country in which the applicants completed all of their secondary education, or post-secondary, advanced or professional degree, as designated in the CIA's *The World Factbook*, at www.cia.gov/library/publications/the-world-factbook.
- English is not the official/native language of the country in which the applicants completed their secondary or post-secondary education; however, English was the principal language of instruction at their institution*.

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

- Submission of a U.S. high school diploma (completed in English) or GED® certificate (completed in English).
- Submission of a high school diploma, or post-secondary degree or higher, earned at an institution at which the language of instruction was English*.
- Submission of a post-secondary transcript verifying completion of 30 semester-credit hours of baccalaureate-level courses (excluding remedial and developmental courses) with at least a C (70 percent) average from an institution at which the language of instruction was English*.

- Submission of an earned Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL or 79 on the Internet-based TOEFL**.
- Submission of an overall band score of at least 6.0 on the International English Language Testing System (IELTS) exam.
- Submission of an overall score of at least 4.5 on the International Test of English Proficiency (iTEP) Academic-Plus exam**.
- Submission of an overall score of at least 58 on the Pearson Test of English (PTE) Academic.
- Submission of an overall score of at least B2 on the Oxford Tutorial College Certificate (Oxford TCC).
- Successful completion of an approved external Intensive English Program.
- Submission of documents demonstrating successful completion of a DeVry-recognized advanced-level English as a Second Language (ESL) course.
- Completion of *either* of the following, with a grade of B (80 percent) or higher, from a DeVry-recognized post-secondary institution or community college:
  - The equivalent of DeVry's freshman English composition course.
  - Two or more baccalaureate-level English writing or composition courses.
- Documents verifying at least two years' service in the U.S. military.
- Having attained an acceptable score on a DeVry-administered English-language-proficiency exam[†].

*   Students who submit a transcript from a post-secondary institution (or higher) at which English was the primary language of instruction may submit a letter from the institution's registrar indicating the language of instruction at the institution was English.

** Applicants not requiring an I-20 who do not meet the minimum score requirement may be admitted. If admitted, such applicants must attempt ENGL510 during their first session of enrollment and successfully complete the course by the end of their second session of enrollment.

[†]   International applicants requiring an I-20 may not take DeVry-administered ESL tests.

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

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

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

Student Services

Student Satisfaction

In addition to offering high-quality educational programs, the University is committed to providing the finest administrative service to working adult students. This commitment extends to all aspects of the educational experience and is based on a philosophy of total student satisfaction.

While each location operates independently, it's part of a nationwide system supported by a core of academic and operations specialists. Together these professionals provide curricula relevant to today's business world and student services that make the educational process flow smoothly.

Although onsite students generally complete courses at one or two locations, they can benefit from the University's multiple sites across the United States – should relocating be necessary – as well as take advantage of online course offerings. And as the business world becomes more complex, students have the unique opportunity to continue their education without interruption and be assured of receiving consistent, high-quality education from an academic system recognized nationwide.

In addition to offering these more general services, we work diligently to:

- Enable onsite students to register in the few minutes before the first class meeting or in advance, either in person, by mail or online.
- Enable online students to register beginning week three of the prior session.
- Staff each location well into the evening so all administrative procedures can be accomplished on the night of class or by telephone.
- Include supplementary readings with text materials so students can select the most convenient time and place for study.

Supporting students throughout their academic journey is a team of colleagues, including Student Central leaders, Student Support Advisors (SSAs) and faculty, who can direct students to online and on-campus resources.

SSAs offer academic and financial advising, and are also available to discuss career plans, professional services and extra-curricular activities. Students can find their assigned SSAs within the Student Finance tab on their Student Portal at my.devry.edu. Contact information for a student's assigned SSA is also listed, including the email address and phone number for the SSA. While each student has an assigned advisor, any SSA within Student Central may assist the student.

Course Schedules

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

We offer six eight-week sessions annually. This enables new students to start their programs any time of year and allows continuing students to take a session off, if needed, to accommodate their schedules (see *Student-Centric Period*). All Keller courses – whether delivered onsite or online – are taught within the eight-week-session model. Online courses have the added benefit of allowing students to complete required coursework at the most convenient time, and place, for them.

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

Two overlapping calendar cycles designate months corresponding to the University's summer, fall and spring semesters. At the time students matriculate, they are assigned an SCP designator code of Cycle 1 or Cycle 2. The chart below outlines how months of the year correspond to a student's spring, summer and fall semesters, based on the assigned SCP cycle.

Student-Centric-Period Cycles

Semester	Cycle 1 Sessions	Cycle 2 Sessions
Spring	January, March	March, May
Summer	May, July	July, September
Fall	September, November	November, January

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

Course Delivery Formats
Courses are delivered in two formats, "blended" and "all-online." Both formats are designed to achieve the same student outcomes and are academic equivalents. Course availability may be subject to enrollment minimums.

Blended Onsite Learning
The blended format enhances education and corresponds to the dominant reality of the workplace, where onsite and online interaction are combined to accomplish organizational objectives. Students meet with faculty face-to-face onsite for three-and-one-half hours per week and participate in professor-guided online activities. Onsite activities include interactive lectures and discussions, plus demonstrations of problems and concepts.

Course outcomes are supported by combining weekly onsite activities with relevant online guidance and feedback from faculty and fellow students throughout the week. Course syllabi note both onsite and online time commitments.

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

Dynamic Online Learning
Students in courses delivered entirely online must have the same dedicated effort as those in classroom-based courses. However, they are expected to assume a greater level of personal responsibility for their learning. Online activities may include direct interaction with faculty and other students (e.g., online discussion, group projects and case studies) as well as activities students complete independently, with subsequent interaction with faculty (e.g., quizzes and research assignments).

The all-online format integrates today's high-tech capabilities with the University's proven methodology. Typical online learning technologies include:

- The online site, http://devryu.net, accessible 24 hours a day and offering course syllabi and assignments, the virtual library and other web-based resources
- Electronic textbooks and interactive course materials
- Study notes or "professor lectures" on the website for student review

Student academic performance for online courses is assessed via thorough evaluation of contributions to team/group activities; participation in threaded discussions; and performance on individual exercises, projects, papers and case studies. Professors build complete portfolios reflecting student mastery of course outcomes by assessing performance on individual assignments, quizzes and exams.

Specific Provisions for Online Students
Many of the courses offered by DeVry University and its Keller Graduate School of Management are offered in a purely online format. The university's admissions requirements form the basis for our standard of acceptance. For all programs, regardless of modality, the university observes student success measures that are holistic and support overall student completion. When a student is accepted and registers for a course, DeVry University grants them access to preview the course shell two weeks prior to the scheduled start date of the course. Prior to beginning courses, students are required to attend an online New Student Orientation session for a thorough introduction to their course shell, the online functionality, and to the general requirements of online courses at DeVry. Course and program outcomes are provided in the course syllabi, and program outcomes are included in the academic catalog.

Commuter-Friendly Locations
For students choosing to attend classes onsite, the University offers the convenience of campus locations in major metropolitan areas nationwide. Students can attend classes at the site that's most convenient or that best meets their course needs. Additionally, coursework transfers easily among all Keller locations. Students can also complete courses online should relocation be necessary.

Supportive Learning Environment
Through our computer-based instructional provider, students and faculty have unlimited access to web-based short courses of professional or personal interest. Courses are self-paced, tutorial in nature and range from two to 10 hours in length.

In addition, THE HUB 2.0 is designed to enhance students' online learning experience. Containing a wealth of student resources, THE HUB helps students easily:

- Access the online library
- Connect with faculty and classmates using blogs and forums
- Find all University-related contact information
- Enhance written communication skills via the Writing Source
- View more than 1,500 educational videos
- Add program resources, a personal biography, avatars and more

Academic Advising
Academic advising is designed to support students' efforts to successfully complete their programs and to help them avoid the need to repeat coursework. Students who have questions about program requirements or administrative rules, or whose GPAs or other academic results indicate

standards of academic progress requirements may not be met, are strongly encouraged to seek academic advising as soon as possible.

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

Students may be required to participate in formal academic advising if:
- They are repeating a course due to failure to achieve an adequate grade
- The academic administrator determines that a formal intervention might be beneficial to the student

Advising may result in a written plan for improvement and follow-up that is agreed upon by the student and the advisor.

Library
The library of DeVry University and its Keller Graduate School of Management supports the educational goals and instructional needs of our students. Students can access library materials digitally via their personal devices, 24/7, from the library website at http://library.devry.edu/. Resources include periodical and research databases, e-books, full-text journal articles and information from academic and trade publications. Students may also visit one of our on-site Learning Commons, located at 24 campuses across the country. The Learning Commons is an open space where students can collaborate, study or conduct their online research.

Our professional librarians are available to help students access library resources, search for information, and provide direction for their research questions. We offer a variety of connection options; students can contact our librarians by live chat, by email or by calling a dedicated 800 number. To learn more, visit http://library.devry.edu/ask-a-librarian.html.

Career Services
Students and alumni are entitled to career services to help them enter business or industry. The Career Services department, through self-directed career-planning appointments, helps students and graduates acquire professional development skills that will serve them throughout their careers. Areas addressed include assessing career goals; developing résumés; increasing marketability; building networking and interviewing techniques; and improving salary negotiation skills. Additional assistance is provided through local and national job postings, which identify currently available career opportunities. While employment cannot be guaranteed, Career Services will continue to work with students after graduation.

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

Student Records
All materials submitted in support of students' applications, including transcripts from other institutions, letters of reference and related documents, become the property of DeVry University. During a student's enrollment, DeVry maintains records that include admission and attendance information, academic transcripts and other relevant data. Student academic records are maintained in accordance with DeVry's academic document retention schedule after the student is

no longer enrolled. Students may review the content of their files by notifying the registrar in writing.

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

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

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

Email: documentrequest@devry.edu
Fax: 630.689.4003 (Attn: Document Request)
Mail: DeVry University
Attn: Document Request
1200 E. Diehl Rd.
Naperville, IL 60563

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

Academic Instruction and Faculty Office Hours
Each session, instruction ends at 11:59 pm MT on Saturday of week eight. No instruction occurs on holidays or during breaks. Online instruction, professor feedback and student-student interaction in the virtual classroom are continuous processes during each session. Faculty office hours are scheduled at the discretion of each faculty member. Faculty telephone numbers and email addresses are included on course syllabi, which indicate when and how students can contact professors. More specific information is available from each location.

ASPIRE Student Assistance Program
ASPIRE is a student assistance program designed to help students overcome obstacles and achieve success both in and outside of the classroom. Provided at no additional charge, ASPIRE includes a wide range of support services, such as legal and financial counseling, housing referrals, and resources related to living arrangements, childcare and more, to help manage 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 Housing
The ASPIRE student assistance program can help students with their housing needs. Students who need assistance locating housing or who have problems related to living arrangements should contact an ASPIRE specialist by calling 888.470.1531, texting 858.224.2094, emailing info@myASPIREonline.com or visiting www.myaspireonline.com.

Academic Policies

Residency Requirement – All Students
The residency requirement defines the minimum number of credit hours students must successfully complete at Keller. Transfer credit and course waivers are not applicable to the residency requirement.

Residency Requirement – Degree-Seeking Students

Residency Requirement by Degree Program		
Program	Total Program Credit Hours	Semester-Credit Hours that Must be Successfully Completed at Keller
Accounting	30	24
Accounting & Financial Management	39	24
Business Administration	39	24
Human Resource Management	39	24
Information Systems Management	45	27
Network & Communications Management	45	27
Project Management	39	24
Public Administration	39	24

State variations in residency requirements are included in the table below.

State	Residency Requirement	Applicability
California	80%	Master's Programs
Missouri	75%	Master's Programs
Texas	36 credit hours	MAFM program only

Residency Requirement – Graduate-Certificate-Seeking Students
Students must successfully complete 50% of the graduate certificate's credit hours at Keller.

Multiple Degree Programs
Students are required to declare a primary program. A student's first program of study is considered the primary program unless the student requests a program change. Students wishing to pursue additional degrees in any of the University's master's degree programs must inform their student support advisor or academic advisor, in writing, of their intent. They must also seek academic advising from their advisor regarding a course of study that supports each degree. While students may enroll in courses applicable to a second degree prior to completing the primary degree, they should focus on completing their primary degree.

Those opting to pursue multiple degrees must meet all course requirements for each degree as well as a minimum of 18 semester-credit hours beyond those required for the prior degree.

Students are awarded their degrees at the end of the session in which they satisfactorily met all graduation requirements.

Alumni who already hold a DeVry University graduate degree have the opportunity to pursue additional graduate-level coursework at an alumni tuition rate. See *Alumni Tuition Benefit*.

Multiple Certificate Programs
Students may pursue more than one graduate certificate. Students wishing to enroll in courses for an additional certificate should contact their student support advisor.

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

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

Enrollment Status
Enrollment status is determined separately for each semester and is based on all courses in which the student was enrolled during the two sessions comprising the student's semester/student-centric period. Enrollment status is determined as of the first scheduled class in the student's earliest session (first day of the earliest session for online students). Enrollment status is not affected by the date of application or interview. Students taking six or more credit hours in a semester are full-time students. Those taking four to five credit hours in a semester are three-quarter-time students. Those taking three credit hours in a semester are half-time students. Those taking three credit hours in a semester are half-time students. Those taking fewer than three credit hours in a semester are considered enrolled less than half time. Students enrolled in courses that do not carry credit hours are also considered enrolled less than half time. Students who change their enrollment status also change their financial aid status, which may impact eligibility for financial aid.

Note: F-1 students are required by the Department of Homeland Security (DHS) to maintain a full course of study in their program. Any exception to this requirement must be approved and updated in the student's Student and Exchange Visitor Information System (SEVIS) record prior to a change in enrollment (see the Student Handbook for more information). Graduate F-1 students must maintain at least six credit hours per semester and must enroll in at least one onsite course each eight-week session to maintain a full course of study.

Governing Rules
Students are generally governed by graduation requirements in effect at the time of initial enrollment, provided their enrollment has been continuous. Students who change programs are governed by graduation requirements of the new program in effect at the time of the program change. Curriculum changes may occur, as DeVry reserves the right to change graduation requirements and to revise, add or delete courses. Consequently, curriculum changes may affect current and returning students. Program or policy changes that affect students who are already enrolled are announced at least 90 days prior to the effective date of the change.

Continuous enrollment requires no instance of more than six consecutive sessions out of school. For each interruption of continuous enrollment, students must apply for readmission and are

governed by graduation requirements and academic rules and policies in effect at the time of readmission.

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

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

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

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

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

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

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

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

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

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

For more information, please see the [Federal Return of Funds Policy](#) section.

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

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

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

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

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

Retention and Review of Final Exams
Final exams are not returned to students; however, they are retained one session for student review. Onsite students who wish to review their final exams should contact their chief location administrator. Online students may contact their academic advisor to make arrangements to view their final exams at a local DeVry University location. Students unable to visit in person should contact their academic advisor to make alternate arrangements.

Credit for Previous College Coursework, Transfers to Other Institutions, Course Waivers and Course Substitutions
Degree requirements may be satisfied by up to 15 semester-credit hours of transfer credit in a particular degree program. Students pursuing a graduate certificate may apply transfer credit for up to 50% of the certificate's credit hours. Students attending a California location may receive transfer credit for up to 20% of the degree program's credit hours.

Students seeking multiple degrees must satisfy the semester-credit-hour residency requirements outlined in *Multiple Degree Programs*. Students seeking multiple certificates must satisfy residency requirements outlined in *Multiple Certificate Programs*.

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

Students enrolled in the MSAC program are subject to a 24-semester-credit-hour residency requirement that includes a maximum of six semester-credit hours that may be transferred. Transfer credit cannot be applied to ACCT525.

Credit for Previous College Coursework
To receive transfer credit, the following criteria must be met:

- The course or courses taken were for graduate credit while the student was enrolled as a graduate student
- The course or courses taken are equivalent to a Keller course in content, level and credit hours
- The grade or grades earned were B or better
- The course or courses were completed within the ten years preceding initial enrollment at the University

Courses taken on a pass/fail basis may not be transferred. Transfer credit reduces the number of courses students must take, and correspondingly reduces students' costs. This credit does not affect grade point average calculations. Students pursuing graduate certificates may transfer a maximum of 50% of the graduate certificate's credit hours to their certificate's total credit hour requirements. Transfer credit is not granted for CPA exam preparation courses.

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

Students must complete a Request for Transfer Credit form and submit it to the admissions advisor (admissions representative in Florida, Massachusetts, Minnesota, Nebraska and online), or student support advisor or academic advisor, with all required materials when applying to receive transfer credit.

Students should check with their admissions representative/student support advisor/academic advisor for more detailed information.

Articulation agreements facilitate ease of transferring credits among institutions. DeVry University maintains articulation agreements with many colleges and universities, as well as with entities such as the military.

Credit for Professional Certifications and Training
The University awards transfer credit, as appropriate, based on recommendations of the American Council on Education College Credit Recommendation Service, which evaluates workforce and military training programs to determine their comparability to college-level learning. To earn credit, students must earn the minimum ACE-recommended score or higher. Additional information on workforce and military training recommendations is available via the National Guide to College Credit for Workforce Training and the ACE Military Guide Online, respectively.

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

Transfer Credit – Veterans

Students using veterans benefits are required to submit official transcripts of all previous education and training to DeVry University. DeVry University maintains a written record of previous undergraduate and graduate education completed by veterans and all persons eligible for veterans benefits. A copy of official transcripts used to evaluate transfer credit is maintained in students' permanent records. This record, required for either program admission or transfer-credit review, clearly indicates when appropriate transfer credit has been given. Credit for up to 15 semester-credit hours may be transferred into a DeVry University graduate program. Students attending a California location may receive transfer credit for up to 20% of the degree program's credit hours. Veterans enrolled in a DeVry University course for which credit has already been earned at a University-recognized institution cannot include that course in the total hours reported to the U.S. Department of Veterans Affairs. It is students' responsibility to be aware of prior credit eligible for transfer.

Transfers to Other Institutions

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

Course Waivers

Students may be eligible for course waivers based on their body of knowledge or as evaluated on a course-by-course basis. The award of waivers is limited to nine semester-credit hours for MBA, MAFM (Finance emphasis), MHRM, MPA and MPM program students, 12 semester-credit hours for MISM and MNCM program students and 18 semester-credit hours for MAFM students in the CPA emphasis (excluding Texas MAFM students) regardless of the number of degrees attempted or completed. Students pursuing graduate certificates may also be eligible for up to nine semester-credit hours of waivers depending on the certificate selected. Waivers are not applicable to capstone courses.

Students who receive waiver credit in their program of study do not need to take these courses or substitute courses.

Students in the MSAC degree program and the Project Management graduate certificate are not eligible for waivers.

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

Note: Application of course waivers varies by state. Students enrolled in a degree program awarded by a New York location and residents of Oregon attending online are not eligible for course waivers based on undergraduate coursework; however, such students are eligible for course waivers based on graduate/professional degrees or CPA certifications. Students attending a California location may be awarded waivers for no more than 6 credit hours. Students attending a Missouri location may be awarded waivers for no more than 25% of the program's credit hours. Students with degrees from outside the U.S. must have their courses evaluated individually and do not qualify for waivers based on a body of knowledge.

Course Waivers Based on Body of Knowledge
Students with a University-recognized undergraduate degree in a business discipline may be eligible for three course waivers for the MBA, MHRM, MPA and MPM programs. Students with a University-recognized undergraduate degree in a technology discipline may be eligible for four course waivers for the MISM and MNCM programs. Students in the MAFM program and those with a bachelor's degree in a non-applicable discipline should refer to *Course Waivers Based on Course-by-Course Evaluations.* Students pursuing a graduate certificate or those who have completed a graduate or professional degree may also be eligible for course waivers based on a body of knowledge

To qualify, students must have completed their qualifying degree within 10 years of their date of application to Keller and graduated with a cumulative grade point average of 3.00 or higher.

Course Waivers Based on Course-by-Course Evaluations
Students with a University-recognized undergraduate degree in a discipline that does not apply directly to the graduate certificate or master's degree program selected may be eligible for waivers as evaluated on a course-by-course basis. To qualify, students must have completed an undergraduate degree, as well as completed the courses to be considered for a waiver, within 10 years of the date of application for the graduate program. In addition, students must have received a minimum grade of B (3.00) in each course presented for waiver consideration.

Students who hold CPA certification or who have passed applicable parts of the CPA exam may be granted waivers as appropriate for ACCT591, ACCT592, ACCT593 and ACCT594 in the MAFM program. These waivers may be granted in addition to waivers based on course-by-course evaluation. Therefore, MAFM students may be eligible for up to 18 semester-credit hours of waivers. Students enrolled in the MAFM program at a Texas location must complete 36 credit hours at Keller, which limits course waiver applicability.

Course Substitutions
Students with extensive academic or professional experience may substitute a course by submitting a request to a student support advisor. Documentation showing expertise in the specific discipline is required and may include, but is not limited to, relevant academic transcripts, a detailed job description, or evidence of an appropriate license or certification. The number of course substitutions a student may receive is determined by the academic administrator who reviews the request.

Substitutions do not reduce the number of courses students must take; therefore, a substituted course is replaced with an additional elective. Electives may be selected from courses listed under *Course Descriptions*, provided all prerequisites are met. No 600-level course may be substituted.

Elective/Alternate Courses
DeVry University offers a variety of graduate-level elective/alternate courses that supports each program's outcomes and graduation requirements. In consultation with faculty and program administrators, students may select these courses, as shown in this and other DeVry University catalogs, as replacements for recommended courses provided prerequisite requirements and credit hour minimums within each course area are satisfied. See *Degree Programs*. Restrictions on financial aid for these courses may apply. See *Financial Aid Applicability to Elective/Alternate Courses*.

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

All students intending to transfer from one program and/or Keller location to another must:

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

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

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

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

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

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

Students considering a transfer within the DeVry University system should be aware that hardware, software and other differences exist among courses and labs system-wide. Specific transfer requirements are available from transfer coordinators.

Grades, Progress and Registration

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

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

Grades and Designators
Keller uses the grading system outlined below. Designators indicate academic action rather than grades and are not included when computing academic averages. Grades are available at the end of each session. Final grades are based on the percentage equivalent in the chart below and are not rounded to the next higher letter grade. Term, semester and cumulative grade point averages (GPAs) are calculated at the end of the session. Academic honors and academic progress evaluations – including academic standing – are calculated at the completion of each student's semester/student-centric period.

GPAs are calculated using grades from graduate-level courses taken at DeVry University only. Grades from transferred courses are not included in GPA calculations.

Grades and designators are assigned as follows:

Grading System		
Letter Grade	**Percentage Equivalent**	**GPA Value**
A	100% to 93.0%	4.00
A-	<93.0% to 90.0%	3.70
B+	<90.0% to 87.0%	3.30
B	<87.0% to 83.0%	3.00
B-	<83.0% to 80.0%	2.70
C+	<80.0% to 77.0%	2.30
C	<77.0% to 73.0%	2.00
C-	<73.0% to 70.0%	1.70
D+	<70.0% to 67.0%	1.30
D	<67.0% to 63.0%	1.00
D-	<63.0% to 60.0%	0.70
F	<60.0% to 0.0%	0.00

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

Academic Designators	
Designator	**Description**
AU	Audit
I	Incomplete
IP	In Progress
S	Satisfactory
U	Unsatisfactory
W	Withdrawal

Designators of S and U are not used in GPA calculations.

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

Non-GPA Credit

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

- Prerequisite skills courses
- Courses graded on a Satisfactory/Unsatisfactory basis
- Zero-credit-hour courses
- Audited courses

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

Failures

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

Audits

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

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

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

Incompletes

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

Designators of I are counted in attempted hours but are not counted in any GPA computations. If remaining coursework has not been completed by the end of week four of the next session, I designators automatically become grades of F or designators of U, unless written approval granting an extension has been obtained from the chief location administrator/academic advisor.

When an I is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA is then recalculated for that session, resulting in different term, semester and cumulative GPAs.

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

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

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

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

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

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

See *Withdrawals – Financial* for financial policies regarding withdrawals.

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

The student or designated officer in the student's chain of command must notify the student's student academic support advisor/academic advisor or registrar of a deployment situation that would require special consideration. For additional information, contact a student support/academic advisor. A brief overview of the DeVry University Military Deployment policy is available at www.devry.edu/d/military-deployment-policy.pdf.

Grade Point System and GPAs
GPAs are computed by dividing total grade points by total credit hours for which letter grades A through F are received. For each course, grade points are calculated by multiplying course credit hours by the grade index points corresponding to the grade earned.

Three GPAs are maintained on student records:

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

All GPAs exclude grades earned in prerequisite skills courses.

Grade Changes
Grade changes – such as converting Incompletes to final grades, and changes resulting from student appeals and retroactive grade changes – affect the most recently calculated academic standing. In addition:

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

Grade Appeals
Students who want to appeal their grade from a specific course must contact their professor by Sunday of week four of the session immediately following the session in which they took the course. If issues remain unresolved after reviewing the grade with the professor, students may appeal the grade by submitting a request to the appropriate academic administrator, or to their student support advisor/academic advisor for routing. The academic administrator will review the appeal and make a decision on the outcome which can result in a final grade that may increase, decrease or stay the same.

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

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

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

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

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

If a course is repeated, the highest grade earned is used for computing the CGPA. Withdrawal from a course being repeated does not affect the CGPA.

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

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

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

Program for Assistance in Special Situations
In keeping with our long tradition of serving working adults and determination to see students succeed, we offer a support program called PASS – Program for Assistance in Special Situations. PASS allows students to retake one course (either an already completed course or a course from which they withdrew) at no additional cost.

PASS may be applied to a single Keller course only, regardless of the number of credit hours awarded for the course. PASS is not available when enrolling for credit in a course that was previously audited, or for which the student previously received transfer credit. More information is available from any chief location administrator.

Academic and Professional Conduct
Students have a responsibility to maintain both the academic and professional integrity of the University, and to meet the highest standards of academic and professional conduct. Students are expected to do their own work on exams, class preparation and assignments, and to conduct themselves professionally when interacting with fellow students, faculty and staff. Students must also make equitable contributions to both the quality and quantity of work performed on group projects.

Academic and/or professional misconduct is subject to disciplinary action, including being placed on financial aid probation (academic probation), failing a graded course component, failing a course or being suspended or permanently expelled. Student academic misconduct includes, but is not limited to:

- Exams/quizzes – using unauthorized notes, looking at classmates' test papers or providing others with answers during exams/quizzes (including online exams/quizzes)
- Course assignments/projects – collaborating with others on assignments intended to be completed independently or submitting another student's work as one's own
- Research reports – plagiarizing (using others' ideas, words, expressions or findings without acknowledging the source)
- Online coursework – submitting work or threaded discussions under false pretenses or not in conformance with professor or DeVry authorship policies

Professional misconduct includes, but is not limited to, displaying disruptive behavior; using offensive language during class participation or in electronic communication to faculty, staff and/or other students; bribing or threatening faculty, staff and/or other students; falsifying student records; attempting to improperly influence professors or University officials; and willfully or recklessly transferring computer viruses.

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

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

Standards of Academic Progress
Students must demonstrate satisfactory academic progress toward completing their academic programs by meeting the University's established standards of academic progress in each of five specific measurable areas:

- Grade point averages
- Successful completion of required prerequisite skills coursework
- Course repeats
- Maximum coursework allowed
- Pace of progress toward graduation, including withdrawal from all courses

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

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

Grade Point Averages
To remain in good academic standing, a student must maintain a CGPA of 2.50–3.00 or higher. A student is required to maintain certain established CGPA increments (i.e., 2.50–3.00) based on the

number of credit hours attempted as shown in the table below.

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

If at the end of the semester the CGPA is below the required increment, the student is placed on financial aid warning (academic warning) for one semester. All references to CGPA requirements refer to this progressive scale. To graduate, a student must earn a 3.00 CGPA.

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

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

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

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

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

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

must follow a predetermined academic plan.

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

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

a) At the end of a financial aid warning (academic warning) semester, the student returns to good standing if *all* of the following occurred:

- The student's CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
- The student passed all prerequisite skills courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- The student did not exceed the maximum coursework allowance.
- The student met pace of progress standards, including completion of at least one course during the semester.

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

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

a) At the end of a probationary semester, the student returns to good standing if *all* of the following occurred:

- The student's CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
- The student passed all prerequisite skills courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- The student did not exceed the maximum coursework allowance.
- The student met pace of progress standards, including completion of at least one course during the semester.

b) At the end of the probationary semester, a student who does not return to good standing remains on financial aid probation (academic probation) for one additional semester according to the predetermined academic plan if *all* of the following occurred during the semester:

- The student's CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course; or the CGPA was less than the required increment (i.e., 2.50–3.00) and the SGPA was at least 3.00.
- The student passed all courses attempted.

- The student did not exceed the maximum coursework allowance; or the student exceeded the maximum coursework allowance, and the semester pace was at least 67 percent.
- The student maintained the required pace of progress; or the student did not maintain the required pace of progress, and the semester pace was at least 67 percent.
- The student completed at least one course.

At the end of the additional probationary semester, the student returns to good standing if *all* of the following occurred:

- The student's CGPA was at least the required increment (i.e., 2.50–3.00) or the student had never completed a GPA course.
- The student passed all prerequisite skills courses attempted during the semester.
- The student passed all courses attempted a second or subsequent time.
- The student did not exceed the maximum coursework allowance.
- The student met pace of progress standards, including completion of at least one course during the semester.

Otherwise, the student is dismissed.

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

Academic Appeal
Students who have been dismissed for failing to meet standards of academic progress may appeal the dismissal by submitting an Academic Dismissal Appeal form to the appropriate academic administrator prior to the established deadline. A student who is dismissed for failure to pass the third attempt of a course may not appeal to request a fourth or subsequent course attempt. Students should contact a student support advisor for more information. Students may appeal their academic standing a total of four times in their current degree program. Those with approval to change programs have their total number of appeals reset to zero.

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

Students must submit an academic appeal no later than Tuesday of week two of the session following their semester/student-centric period for which the student is being evaluated for academic progress. However, students who do not submit an appeal within four days of the date of the dismissal notification will be dropped from courses in the session following the semester being evaluated for academic progress as well as any future sessions for which the student is registered. Therefore, students are strongly encouraged to submit an appeal within four days of the date of the dismissal notification. Students who submit an appeal after being dropped from courses may not be able to reregister, which can result in at least one-session of interrupted studies.

A student informed of the dismissal after beginning the session immediately following the dismissal may remain enrolled while the appeal is processed by the appropriate academic administrator, as long as the student submits the appeal within four days of the date of dismissal notification. A student continuing in a course or courses while the appeal is processed and whose appeal is subsequently denied may not continue and is administratively dropped from class or classes. A

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

If an appeal is not submitted within six sessions after dismissal, the student must request readmission through standard admission procedures as well as submit an appeal to the appropriate academic administrator. The total number of appeals is reset to zero for students whose appeals associated with readmission are approved.

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

Academic Program Transfer During Financial Aid Warning (Academic Warning)/Financial Aid Probation (Academic Probation)/Dismissal
Students transferring to a different academic program maintain their current academic standing.

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

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

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

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

Students are placed on academic warning for failure to meet minimum CGPA, pace of progress toward graduation and other minimum requirements outlined in *Standards of Academic Progress*. Students on academic warning are eligible to receive veterans education benefits for their academic warning semester. If at the end of the academic warning semester such students do not return to good standing, they are dismissed and have their enrollment certifications terminated for unsatisfactory progress. Students who are dismissed for failing to meet standards of academic progress may appeal. Students may not continue their studies unless the appeal is approved.

Those with approved appeals are placed on financial aid probation (academic probation) and must follow a predetermined academic plan, see *Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation)*. Students who do not successfully appeal their dismissals are dismissed and have their enrollment certifications terminated for unsatisfactory progress. The VA is notified of such dismissals.

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

Time Limitations
Students are allowed up to five years from the date of initial enrollment to complete their degree requirements. Under certain circumstances, the time limit may be extended upon petition to the chief location administrator/academic advisor.

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

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

A person seeking readmission must:

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

Resumption of Study
Students who resume after an interruption of studies should note that course availability may vary by session. Because program requirements may change periodically, an academic administrator will assess resuming students' academic records to determine whether an alternate plan of study is required. Alternate plans may result in additional coursework requirements and financial obligations. Students with an outstanding balance on their DeVry student account are not permitted to resume.

Registration
Registration is the process of enrolling in and paying for a course. Onsite students may register in person prior to the first class meeting of each session; however, they are strongly encouraged to register earlier in person, online at http://my.keller.edu, by mail or via email. Online students may register online or may contact their academic advisor to complete the registration process. Student Central colleagues may register students prior to the start of the session and through Week 1.

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

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

Students should note that registration for online capstone courses closes Friday of week seven of the prior session. In addition, registration for online exam preparation courses (ACCT591– ACCT594) closes two weeks prior to the course start date.

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

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

Students who need registration assistance should contact a student support advisor or academic advisor.

Enrollment in Capstone Courses
Each Keller master's degree program culminates in a capstone course in which students draw on knowledge and experience gained in their program. To benefit fully from the capstone course, students must successfully complete all core courses prior to taking the capstone. Therefore, students generally enroll in their capstone course in their final session.

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

Course Schedules
Six weeks before each session begins, schedules of course offerings are posted at http://my.keller.edu. Also provided are annual schedules indicating proposed course offerings at each location and in the nearby geographic area for the upcoming sessions. Courses not appearing on an annual schedule may be offered at students' request provided demand is sufficient and a qualified professor is available. In some cases, students may be required to take courses online. Students are strongly encouraged to register for two sessions at a time.

Students should note that to accurately reflect current course material, course titles change periodically, though course code numbers (e.g., MGMT530) remain the same. Although a course with a given code number may be retaken, credit for a course with that code number can be granted only once.

Students are encouraged to seek academic advising regarding their program, courses or schedules.

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

Class Hours
Students with onsite class schedules attend class one weekday evening or on Saturday. Evening classes meet 6 pm to 9:30 pm or 6:30 pm to 10 pm. Saturday classes meet either 8:30 am to noon, 9 am to 12:30 pm, or 1 pm to 4:30 pm. In addition, students are required to participate in professor-guided online activities. Course syllabi for students attending onsite show both onsite and online time commitments.

Online courses are accessible 24 hours a day, seven days a week, during the eight-week session.

Course Cancellation
Every effort is made to deliver all courses included on the published course schedule. However, occasionally a course is cancelled because of insufficient enrollment or other unforeseen circumstances.

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

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

Pursuit of Specializations
Students must declare all specializations (concentrations and emphases) they intend to pursue. Students who wish to change or add a specialization may request to do so at any time; however, they are encouraged to submit a request for such as soon as possible. In general, requests received by Sunday of the first week of the session are effective that session. Specialization changes/additions are not applicable to sessions already completed. Successful completion of specializations is noted on transcripts of students who declare such. Specializations are not shown on diplomas. All declared specializations must be completed prior to degree conferral.

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

A course required for one concentration/emphasis may be applied to course requirements for multiple concentrations/emphases provided the course is required for each subsequent concentration/emphasis. The maximum number of times students may apply credits earned in a course to multiple concentrations/emphases is based on the program of enrollment and the corresponding specialization limit shown below.

Corresponding Program and Specialization Limits	
Program(s)	**Specialization Limit(s)**
Accounting & Financial Management	1
Business Administration	3

Information Systems Management	2
Network & Communications Management	2
Public Administration	2

General Graduation Requirements
In addition to fulfilling the residency and course requirements for their specific programs, all students must:

- Achieve a cumulative grade point average of 3.00 or higher.
- Successfully complete all required prerequisite skills courses with grades of B (3.00) or better. Required prerequisite skills coursework may affect program length and cost.
- Ensure that the registrar receives an official transcript validating completion of a baccalaureate degree from a University-recognized post-secondary institution.

Graduation is not permitted if students have missing grades or if the best recorded grade for a required course is F, or the designator is I, U or W. Grade changes are not permitted after the degree has been awarded. Certain exceptions apply; contact a student support advisor for more information.

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

Graduation with distinction is awarded to students completing their degree programs with cumulative GPAs of 3.70 or higher.

Graduation Requirements – Students Pursuing Multiple Degree Programs
Students opting to pursue multiple degrees must meet all course requirements for each degree as well as the semester-credit-hour residency requirement outlined in *Multiple Degree Programs.*

University Suspension or Expulsion
Code of conduct violations can result in university suspension and expulsion.

Students suspended for a defined period of time are eligible to graduate once their suspension has been lifted and all graduation requirements have been fulfilled. Those expelled from the University are not eligible to graduate.

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

Commencement Ceremonies

Graduation ceremonies are generally held at the end of the spring and fall semesters. Dates vary by location. Students may participate in a ceremony prior to satisfying all graduation requirements as long as they have no more than two sessions remaining in their graduate degree.

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

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

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

Financial Information

Student Costs, Payment Options and Financial Assistance

Tuition
A $30 application must accompany the application. Tuition is noted in the *tuition charts*.

Tuition rates shown are applicable to students enrolling through the University's during the November 2018 through May 2019 sessions, rates are subject to change.

Students must complete registration and make payment arrangements no later than the end of week one of the session. Tuition and appropriate fees must be submitted by the beginning of the session in which they intend to complete the course. Textbooks must be purchased from the online bookstore. Credit cards are accepted.

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

Tuition Deposit for F-1 Applicants
A refundable tuition deposit equivalent to the cost for six semester-credit hours charged at the current standard tuition rate is required from initial F-1 applicants entering their first semester. The deposit is due after the applicant's F-1 visa has been approved by the U.S. consulate or embassy abroad and prior to the applicant's entry into the United States. The tuition deposit is applied to tuition charged for the student's first semester and refunded if the applicant subsequently cancels enrollment.

DeVry University's Keller Graduate School of Management
Tuition, Fees and Expenses: Master's Degree Programs, Effective November 2018 Session through May 2019 Session

The standard tuition rates shown below are applicable to students enrolling in sessions beginning November 2018 through May 2019. Information on tuition rates for military students as well as for alumni is contained in the Tuition Benefit Programs section of DeVry University's Keller Graduate School of Management academic catalog.

Master's Degree Program[1]	Total Required Credit Hours	Number of Standard Three-Semester-Credit-Hour Courses	Tuition per Standard Three-Semester-Credit-Hour Course	Number of Required Exam Prep Credit Hours	Number of Required Exam Prep Courses	Tuition per Credit Hour for Required Exam Prep Courses	Textbook and Materials Expense[2]	STRF[3]	Course Resource and LMS Fees[4]	Total Program Cost[5]
Accounting	30	10	$2,298	N/A	N/A	N/A	$300	$0	$900	$24,210
Accounting & Financial Management – CPA Exam Preparation Emphasis	39	10	$2,298	9	4	$590	$300	$0	$900	$29,520
Accounting & Financial Management – Finance Emphasis	39	13	$2,298	N/A	N/A	N/A	$390	$0	$1,050	$31,344
Business Administration	39	13	$2,298	N/A	N/A	N/A	$390	$0	$1,050	$31,344
Business Administration – Graduate Certificate or Concentration	48	16	$2,298	N/A	N/A	N/A	$480	$0	$1,200	$38,478
Business Administration – Project Management	57	19	$2,298	N/A	N/A	N/A	$570	$0	$1,350	$45,612
Human Resource Management	39	13	$2,298	N/A	N/A	N/A	$390	$0	$1,050	$31,344
Information Systems Management	45	15	$2,298	N/A	N/A	N/A	$450	$0	$1,150	$36,100
Network & Communications Management	45	15	$2,298	N/A	N/A	N/A	$450	$0	$1,150	$36,100
Project Management	39	13	$2,298	N/A	N/A	N/A	$390	$0	$1,050	$31,344
Public Administration	39	13	$2,298	N/A	N/A	N/A	$390	$0	$1,050	$31,344

[1] Availability varies by location.

[2] At average estimated per-course expense for textbooks and materials of $30; average estimated per-course expense does not apply to exam prep courses, the per-credit-hour cost for which includes textbook and materials expense

[3] The Student Tuition Recovery Fund (STRF) is a non-refundable California state-imposed assessment. DeVry University will collect the fee students and remit the annual fee on behalf of California residents who enroll at DeVry University. At this time, the fee is $0.

[4] Course resource fees estimated at $50 per course and one-time per enrollment Learning Management System (LMS) access fee of $400.

[5] At current tuition rates and credit hours shown; includes $30 application fee, average estimated course resource fee, learning management system access fee and average estimated textbook and materials expense; total program cost lower for students fulfilling graduation requirements through credit hours earned in exam-prep course(s).

Rev. 9/10/18

Tuition, Fees and Expenses:
Graduate Certificate Programs, Effective November 2018 Session through May 2019 Session

The standard tuition rates shown below applicable to students enrolling in sessions beginning November 2018 through May 2019. Information below reflects standard tuition rates. Information on tuition rates for military students as well as for alumni is contained in the Tuition Benefit Programs section of DeVry University's Keller Graduate School of Management academic catalog.

Graduate Certificate Degree Program[1]	Total Required Credit Hours	Number of Standard Three-Semester-Credit-Hour Courses	Tuition per Standard Three-Semester-Credit-Hour Course	Number of Required Exam Prep Credit Hours	Number of Required Exam Prep Courses	Tuition per Credit Hour for Required Exam Prep Courses	Textbook and Materials Expense[2]	STRF[3]	Course Resource and LMS Fees[4]	Total Program Cost[5]
Accounting	18	6	$2,298	N/A	N/A	N/A	$180	$0	$700	$14,698
Big Data & Analytics	18	6	$2,298	N/A	N/A	N/A	$180	$0	$700	$14,698
CPA Preparation	30	7	$2,298	9	4	$590	$210	$0	$750	$22,386
Entrepreneurship	18	6	$2,298	N/A	N/A	N/A	$180	$0	$700	$14,698
Global Supply Chain Management	18	6	$2,298	N/A	N/A	N/A	$180	$0	$700	$14,698
Health Services Management	18	6	$2,298	N/A	N/A	N/A	$180	$0	$700	$14,698
Human Resource Management	18	6	$2,298	N/A	N/A	N/A	$180	$0	$700	$14,698
Information Security	18	6	$2,298	N/A	N/A	N/A	$180	$0	$700	$14,698
Project Management	18	6	$2,298	N/A	N/A	N/A	$180	$0	$700	$14,698

[1] Availability varies by location.
[2] At average estimated per-course expense for textbooks and materials of $30; average estimated per-course expense does not apply to exam prep courses, the per-credit-hour cost for which includes textbook and materials expense.
[3] The Student Tuition Recovery Fund (STRF) is a non-refundable California state-imposed assessment. DeVry University will collect the fee students and remit the annual fee on behalf of California residents who enroll at DeVry University. At this time, the fee is $0.
[4] Course resource fees estimated at $50 per course and one-time per enrollment Learning Management System (LMS) access fee of $400.
[5] At current tuition rates and credit hours shown; includes $30 application fee, average estimated course resource fee, learning management system access fee and average estimated textbook and materials expense; total program cost lower for students fulfilling graduation requirements through credit hours earned in exam-prep course(s).

Rev. 9/10/18

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

Course Resource
A fee of $50 per course is charged to cover expenses associated with tutorials, simulations, study guides, electronic book hosting and access to online library technologies.

Electronic Book
Students enrolled in courses in which an electronic textbook is used are charged $30 for the e-book. Students enrolled in a course using multiple electronic textbooks are charged only one $30 fee.

Learning Management System
New and readmitted students are subject to a one-time per enrollment Learning Management System (LMS) access fee of $400. The LMS is a virtual classroom environment designed to elevate the DeVry learning experience. Whether courses are taken online or on-campus, students can easily access course materials, complete assignments and collaborate with faculty and classmates.

Official Transcript Request
An electronic, final transcript is automatically sent to students at no charge upon graduation. Students and alumni are charged $5 for each electronic transcript and $7 for each paper transcript. Students must submit requests for official transcripts via the student portal.

Student Tuition Recovery Fund
The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the stale-imposed assessment for the Fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, 916.431.6959 or 888.370.7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out

plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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

Returned-Check
Because returned checks create administrative costs, a $10 fee is added to students' balances for each returned check. Students with three or more such occurrences must pay their tuition with either a money order or a cashier's check and are not eligible for subsequent tuition deferrals.

Textbooks and Supplies
Most courses require electronic versions of textbooks, though some courses require hard-copy textbooks. Costs for all textbooks are subject to change based on publishers' prices.

Use of the specified textbook(s) is integral to successful completion of a course. Students can purchase their textbooks (hardcopy or electronic) from an outside source but must purchase those specified by DeVry.

Students enrolled in courses using electronic textbooks but who decline the e-book provided by

DeVry can request a credit of $30 for the electronic book fee. Students must request such credit for each course by the end of week one of the session and can do so at https://bookstore.devry.edu. Students who order a print textbook, or otherwise print the electronic textbook, are not eligible for the $30 electronic book fee credit.

For students who want printed textbooks as well as electronic textbooks, black and white, soft-cover printed versions of certain electronic textbooks are available at an additional cost. These optional printed e-books are equivalent to textbooks. More information is available from the bookstore, at https://bookstore.devry.edu.

Transfer Fee for F-1 Students
Beginning from the time of issuance of the Form I-20, F-1 students seeking to transfer from Keller to another post-secondary institution are charged a $250 administrative fee. For certain students, Keller is responsible for overseeing the Student and Exchange Visitor Information System (SEVIS) record, which must be transferred when changing schools. Students seeking an internal location transfer at Keller are not subject to this fee.

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

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

Further information is available from a DeVry student support advisor. Delinquent payments may result is 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 Thursday of week five of the subsequent session. Any additional charges are due 22 days after the first billing statement has been generated.

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

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

Alumni Tuition Benefit
Recognizing the value of lifelong learning, the University offers alumni who already hold a bachelor's degree or higher from DeVry University, including the University's Keller Graduate School of Management, the opportunity to pursue most graduate-level coursework at a tuition savings of 20 percent off of the prevailing tuition rate.

Note: This tuition savings is available to new students who meet eligibility qualifications, subject to approval

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

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

Military Tuition Rate
Military personnel serving in any of the five branches of the U.S. Armed Forces (including guard and reserve personnel) and their spouses are eligible for DeVry University's military pricing of $575 per semester-credit hour. The per-semester-credit-hour charge for ACCT591–ACCT594 is $443. The application fee is waived for these individuals. Textbooks, course materials and other fees are charged at the standard rate. Additional information is available from admissions advisors/representatives.

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

Scholarship and grant availability is limited. Additional conditions may apply. Eligibility conditions are subject to change. Total amount of scholarship and grant money awarded may vary.

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

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

Basic Scholarship and Grant Eligibility

To qualify for a Keller scholarship or grant, students must have met Keller entrance requirements and applied for admission. They must also meet criteria outlined for each scholarship or grant award. Additional criteria may also need to be met.

General Scholarship and Grant Policies

- Recipients are responsible for all other education expenses.
- Recipients must be U.S. citizens, Canadian citizens or reside within the United States. International students studying on a visa are not eligible unless specified in specific award criteria.
- For students to be eligible for scholarships or grants, applications for such must be received prior to the start of classes. Award recipients who do not start in the intended term specified on their admissions application have one subsequent term to start classes and use the award. (Restrictions may apply.) Recipients who do not start within two terms have their award expired and must reapply for available offerings at the time of actual enrollment.
- Scholarship and grant recipients are expected to meet certain continuing eligibility criteria and progress in a timely manner toward completing their programs. To retain scholarship or grant eligibility, recipients must remain in good academic standing and meet additional conditions outlined in the terms and conditions document sent to award recipients.
- To qualify for scholarship or grant funds, students must maintain continuous enrollment on a session basis. A scholarship recipient's term begins at the start of his/her enrollment and continues for six consecutive sessions. Students must enroll in at least one course per session in four of the six sessions during their scholarship period.
- Recipients must acknowledge receipt of the terms and conditions document pertaining to their specific scholarship or grant award. Disbursement of funds may be withheld until receipt of this document is acknowledged in writing and returned by recipients.
- DeVry University and Keller Graduate School of Management alumni are not eligible for DeVry scholarships and grants.

Military Pricing

Military personnel serving in any of the five branches of the U.S. armed forces (including guard and reserve personnel) and their spouses are eligible for DeVry University's military pricing, noted in *Military Tuition Rate*. Textbook, course materials and fees are charged at the standard rate. Additional information is available from Keller admissions advisors/representatives.

Veterans Benefits

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

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

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

Students should refer to *Transfer Credit – Veterans* and *Standards of Academic Progress* for more information.

Financial Aid
Federal Direct Subsidized and Unsubsidized loan and Federal Direct PLUS loan money is available to students through the Federal Direct Loan Program. These loans are made by the U.S. Department of Education, rather than by banks or other financial institutions, and are insured by the federal government. For graduate students, Direct Unsubsidized loans first disbursed on or after July 1, 2018, have a fixed interest rate of 6.59 percent. These loans also have an origination fee that is subtracted from the value of each loan disbursement. For Federal Direct Loans first disbursed between October 1, 2018, and September 30, 2019, the origination fee is 1.062 percent. Additional information on interest rates and fees for Federal Direct Loans is available via http://studentaid.ed.gov/types/loans/interest-rates.

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

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

Students may not be eligible for Federal Direct Loans at the graduate level if they have exceeded undergraduate loan limits. Undergraduate Federal Direct Loan limits may not exceed $23,000 (subsidized) and should not exceed $57,500 (combined subsidized and unsubsidized). Satisfactory repayment of the over award must be made in order to regain eligibility.

Federal Direct Graduate PLUS Loan funds are also available to students through the U.S. Department of Education. To be considered for a Federal Direct PLUS Loan, students must be enrolled at least half time. These federal loans are not based on need and have a fixed interest rate of 7.595 percent for loans first disbursed on or after July 1, 2018. PLUS Loans have an origination fee that is subtracted from the value of each loan disbursement. For PLUS Loans first disbursed between October 1, 2018, and September 30, 2019, the origination fee is 4.248 percent. The federal government does not pay the interest during school attendance. Students have the option of paying the interest while completing their academic program or allowing it to accumulate and be added to their outstanding principal. A credit check will be completed to establish creditworthiness.

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

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

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

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

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

FAFSA® is a registered trademark of the U.S. Department of Education.

Eligibility for Financial Aid
To be eligible for federal financial aid a student must:

- Be enrolled as a degree- or certificate-seeking student.
- Provide an official transcript for University verification.
- Be a U.S. citizen or eligible noncitizen.
- Make satisfactory academic progress toward completing his or her program.
- Not be in default on a Federal Perkins/NDSL, Federal Direct, Federal Stafford/FFEL, Federal SLS, Income Contingent Loan or Federal PLUS Loan received at any institution.
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Math Access to Retain Talent (SMART) Grant, loan overpayment or State Student Incentive Grant (SSIG) received at any institution.
- Not have exceeded federal loan limits.
- Be registered for the selective service, if required (males born after December 31, 1959).

Students who do not complete coursework (i.e., withdraw during the term) may have their financial aid award reduced, based on federal financial aid regulations.

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

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

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

Loan Exit Counseling
Federal student aid regulations require that all borrowers complete loan exit counseling for their Federal Direct and/or Federal Perkins Loans. Students must complete loan exit counseling when they are graduating or leaving DeVry University. Loan exit counseling notifications are provided to all identified students via email.

Financial Delinquency
Students are responsible for all tuition, fees, costs of texts and costs associated with collecting on outstanding accounts. Students whose financial accounts are delinquent are not permitted to register for additional courses. Students whose accounts are, or have been, delinquent may be prohibited from participating in certain payment plan options.

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

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

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

Per federal financial aid regulations, financial aid awards may be reduced based on withdrawal dates. Tuition refunds are computed independently from financial aid award calculations and return of funds.

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

Application Fee/Cancellation Policy
Upon completion of the application process, a $30 application fee is due. Applicants may cancel their enrollment without penalty prior to midnight of the 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 or certificate from DeVry University or another DeVry institution.

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

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

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

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

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

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

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

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

If a student chooses to cancel their enrollment agreement or withdraw from classes they may do so at any time. However, after classes begin, students wanting to withdraw from a course must

formally request a course withdrawal in writing prior to Friday of week seven at 11:59pm MST.

Georgia Refund Policy
Students who have completed 50 percent or less of the session are entitled to a refund based on the proration of tuition and percentage of course completed at withdrawal, or as required by applicable state or federal laws and regulations, if more favor-able to the student.

Fees
Institutions that charge for fees, books and supplies that are in addition to tuition must refund any unused portion of the fees if a student withdraws before completing 50 percent of the period of enrollment except for:
- Items that were specially ordered for a particular student and cannot be used or sold to another student.
- Items that were returned in a condition that prevents them from being used by or sold to new students.
- Nonrefundable fees for goods and/or services provided by third-party vendors

Nevada Refund Policy
If the institution has substantially failed to furnish the program agreed upon in the enrollment agreement, the institution shall refund all money that the student has paid. If a student cancels their enrollment before the start of the program, the institution shall refund all money that the student has paid, minus 10 percent of the tuition or $100, whichever is less. If a student withdraws or is expelled after the start of the program and before the completion of more than 60 percent of the program, the institution shall refund the student a pro rata amount of the tuition minus 10 percent of the tuition or $100, whichever is less.

If a student withdraws or is expelled by the institution after completion of more than 60 percent of the term, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition.

If a refund is owed, the institution shall issue the refund within 15 calendar days after the date of cancellation by a student, date of termination by the institution or the last day of attendance.

Books, educational supplies or equipment for individual use are not included in the policy described above. A separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds on a case-by-case basis.

A period of a student's attendance must be measured from the first day of instruction through the student's last day of actual attendance, regardless of absences. The period of time for a program is the period set forth in the enrollment agreement. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and fees.

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

Oregon Refund Policy

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

Federal Return of Funds Policy

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

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

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

Students who do not attend during week eight and subsequently receive only grades of F and/or designators of U or W in all of the courses they enrolled in during the session are considered to have withdrawn from the institution. The accounts of these students will be evaluated at the end of the session to determine if a federal Title IV student financial aid refund calculation is required. If such a calculation is required, the last date of attendance in the course(s) will be used to determine the amount of federal aid that the student earned.

DeVry presumes students who receive a passing grade, or who earned a grade of F or designator of U, in one or more courses taken during the session completed the course and thus earned the grade(s)/designator(s) and will not be withdrawn (this applies when students were not withdrawn for any reason and attended week eight).

Return of funds is calculated as follows:

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

Return of funds occurs in the following order:

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

Regulatory Policies

Privacy Act
DeVry University complies with the Family Educational Rights and Privacy Act of 1974, as amended. This Act protects the privacy of students' educational records, establishes students' rights to inspect and review their academic records, and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings. DeVry's policy on releasing student-related information explains our procedures for complying with the Act's provisions. Copies of the policy are available in the student handbook.

Nondiscrimination Policy
DeVry 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 1 – can provide additional information about this policy and assistance with accommodation requests during the admission process or after enrollment.

Title IX Compliance
DeVry University's Title IX Coordinator is responsible for management of reports of sex and gender based discrimination including, but not limited, sexual misconduct affecting the campus community. Questions regarding the application of Title IX and compliance should be directed to the Title IX Coordinator. The Manager of Regulatory Affairs may also be contacted as secondary resource, if needed. Students who wish to make a report of sexual misconduct affecting the campus community should follow the student complaint procedures published in the student handbook.

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

Manager, Regulatory Affairs
Mark Szymanoski
DeVry University
Phone: 630.353.9924
Email: TitleIX@devry.edu

Individuals experiencing misconduct in violation of Title IX may also notify the U.S. Department of Education:

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

Customer Service: 800.421.3481
TDD: 877.521.2172
Email: OCR@ed.gov
Web: www.ed.gov/ocr
Regional Offices: www2.ed.gov/about/offices/list/ocr/addresses.html

Drug-Free Schools and Communities Act

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

Intellectual Property Rights

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

Student Conduct

All students are expected to observe DeVry University's Code of Conduct. Mature behavior and conduct consistent with the highest professional standards are expected of every student while on University property or engaging in University-related online activities. DeVry University reserves the right to suspend or permanently expel students who engage in unsatisfactory conduct such as dishonesty; failure to adhere to rules and regulations, including those stated in the Code of Conduct, and failure to exhibit proper online etiquette; destruction or theft of property; participation in activity that impinges on the rights of others; or possession or consumption of alcoholic beverages or illegal drugs at any time on University premises. A detailed listing of all student rights, privileges, and responsibilities can be found in the Student Handbook.

Note: A notation is applied to the transcripts of online students who reside in New York, and to students enrolled at New York locations, who are found responsible for certain code of conduct violations or who withdraw during certain code of conduct violation proceedings.

Plagiarism Prevention

As part of our commitment to academic integrity, DeVry University subscribes to an online plagiarism prevention system. Student work may be submitted to this system, which protects student privacy by assigning code numbers, not names, to all student work stored in its databases.

Tardiness and Missed Class Time – Site-Based Students

Students enrolled in blended and onsite courses (see *Course Delivery Formats*) are expected to be present at the beginning of, and throughout, each class meeting.

Excessive tardiness and/or early class departure may affect students' ability to master course material, and professors may consider time in class when computing students' grades.

This policy does not apply to students enrolled in online courses.

Rescinding Award Conferrals

DeVry University reserves the right to sanction a student or graduate with permanent expulsion from all DeVry institutions, including other DeVry University locations. DeVry also reserves the right

to rescind award conferrals if they were based on submission of documents that were forged, fraudulent, altered, obtained inappropriately, materially incomplete or otherwise deceptive, or if a student or graduate misused DeVry academic documents.

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

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

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

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

In compliance with state regulations for Arizona, Georgia, Illinois, Kansas, New Mexico, North Carolina, Tennessee, Texas and Virginia students with complaints not resolved by the above procedure may file complaints using the following information:

Arizona State Board for Private Postsecondary Education, 1740 W. Adams, 3rd Flr., Phoenix, AZ 85007, 602.542.5709, www.azppse.gov.

Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Ste. 220, Tucker, GA 30084, 770.414.3300, https://gnpec.georgia.gov/student-complaints.

Illinois Board of Higher Education through the online complaint system http://complaints.ibhe.org/ or by mail to 1 N. Old State Capitol Plaza, Ste. 333, Springfield, IL 62701-1377.

Kansas Board of Regents 1000 SW Jackson St., Ste. 520, Topeka, KS 66612, www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process.

New Mexico Higher Education Department, Private Postsecondary Schools Division, 2044 Galisteo St., Ste. 4, Santa Fe, NM 87505, 505.476.8400, www.hed.state.nm.us/institutions/complaints.aspx.

North Carolina Post-Secondary Education Complaints, c/o Student Complaints, University of North Carolina System Office, 910 Raleigh Road, Chapel Hill, NC 27515-2688, or email studentcomplaint@northcarolina.edu.

Any person claiming damage or loss as a result of any act or practice by this institution that may be a violation of the Title 49, Chapter 7, Part 20 or Rule Chapter 1540-01-02 may file a complaint with

the [Tennessee Higher Education Commission](), Division of Postsecondary State Authorization, Parkway Towers, Ste. 1900, Nashville 37243, 615.741.5293.

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

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

Students not satisfied with the final disposition of the complaint process may contact the state licensing authority, the University's accreditor or the state attorney general. A complete list of contact information for state licensing authorities and state attorney general offices is located at [www.keller.edu/studentconsumerinfo.html]().

Campus Crime and Security Act

DeVry University complies with the Campus Crime and Security Act of 1990 and publishes the required campus crime and security report on October 1 of each year. A copy of the crime and security report can be obtained from the U.S. Department of Education's Campus Safety and Security Data Analysis website at [http://ope.ed.gov/security]().

Should students be witnesses to or victims of a crime, they should immediately report the incident to the local law enforcement agency. Emergency numbers are located throughout the University.

Safety Information

The security of all members of the University community is a priority. Each year, DeVry publishes a report outlining security and safety information, as well as crime statistics for the University community. This report provides suggestions about crime prevention strategies as well as important policy information on emergency procedures, reporting of crimes and support services for victims of sexual assault. The report also contains information about DeVry University's policy on alcohol and other drugs, and informs students where to obtain a copy of the policy. This report is available from the chief location administrator or by calling 800.733.3879.

For students attending locations in New York, the Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

Academic Freedom

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

Nationwide Locations

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

Arizona
Glendale
6751 N. Sunset Blvd., Ste. 330, Glendale, AZ 85305
623.872.3240
Mesa
1201 S. Alma School Rd., Ste. 5450, Mesa, AZ 85210
480.827.1511
Phoenix
2149 W. Dunlap Ave., Phoenix, AZ 85021
602.749.7301

California
Folsom
950 Iron Point Rd., Folsom, CA 95630
855.577.1494
Inland Empire-Colton
1090 E. Washington St., Ste. H, Colton, CA 92324
909.514.1808
Long Beach
3880 Kilroy Airport Way, Long Beach, CA 90806
562.427.0861
Newark
8000 Jarvis Avenue, Ste. 220, Newark, CA 94560
510.574.1200
Pomona
901 Corporate Center Dr., Pomona, CA 91768
909.622.8866
San Diego
2655 Camino Del Rio North, Ste. 360, San Diego, CA 92108
619.683.2446
San Jose
2160 Lundy Ave., Ste. 250, San Jose, CA 95131
408.571.3760
Sherman Oaks
15301 Ventura Blvd., Bldg. D-100, Sherman Oaks, CA 91403
818.713.8111

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

Colorado
Westminster
1870 W. 122nd Ave., Westminster, CO 80234
303.280.7400

Florida Jacksonville
5200 Belfort Rd., Ste. 175, Jacksonville, FL 32256
904.367.4942
Miramar
2300 SW 145th Ave., Miramar, FL 33027
954.499.9775
Orlando
7352 Greenbriar Pkwy., Orlando, FL 32819
407.345.2800

Georgia Alpharetta
555 North Point Center East, Ste. 175, Alpharetta, GA 30022
770.619.3600
Atlanta Cobb/Galleria
100 Galleria Pkwy. SE, Ste. 100, Atlanta, GA 30339
770.916.3704
Decatur
1 West Court Square, Ste. 600, Decatur, GA 30030
404.270.2700
Gwinnett
3505 Koger Blvd., Ste. 100, Duluth, GA 30096
770.381.4400
Henry County
675 Southcrest Pkwy., Ste. 100, Stockbridge, GA 30281
678.284.4700

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

Note: For eligible employees of the UPS Illinois District, a limited number of classes is also offered at 104 S. Lombard Rd., Addison, IL 60101

Chicago
3300 N. Campbell Ave., Chicago, IL 60618
773.929.8500
Chicago Loop
225 W. Washington St., Ste. 100, Chicago, IL 60606
312.372.4900
Chicago O'Hare
8550 W. Bryn Mawr Ave., Ste. 450, Chicago, IL 60631
773.695.1000
Downers Grove
3005 Highland Pkwy., Ste. 100, Downers Grove, IL 60515
630.515.3000
Gurnee
1325 Tri-State Pkwy., Ste. 120, Gurnee, IL 60031
847.855.2649
Naperville

	2056 Westings Ave., Ste. 40, Naperville, IL 60563
	630.428.9086
	Tinley Park
	18624 W. Creek Dr., Tinley Park, IL 60477
	708.342.3300
Indiana	Merrillville
	8488 Georgia Street, Merrillville, IN 46410
	219.736.7440
Missouri	Kansas City
	1310 E. 104th St., Ste. 120, Kansas City, MO 64131
	816.943.7300

DeVry's Kansas City campus is located south of downtown Kansas City and offers nine spacious standard and computer classrooms; electronics and network labs; a comfortable learning commons area for study and tutoring; and a vending area. The campus serves undergraduate and graduate students seeking degree and certificate credentials.

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

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

New Jersey   North Brunswick
630 U.S. Hwy. One, North Brunswick, NJ 08902
732.729.3960
Paramus
35 Plaza, 81 E. State Rte. 4, 3rd Flr., Paramus, NJ 07652
201.556.2840

New York   Midtown Manhattan
DeVry College of New York
180 Madison Ave., Ste. 900 (Entrance on 34th St.)
New York, NY 10016
212.312.4300

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

A limited number of courses may also be offered at the Brooklyn Extension DeVry College of New York, 195 Montague Street, Brooklyn, NY 11201, 877.970.3900

North Carolina	Charlotte
	2015 Ayrsley Town Blvd., Ste. 109, Charlotte, NC 28273
	704.697.1020
	Nearby healthcare services are available at Carolinas HealthCare System Pineville, 10628 Park Road, Charlotte, NC, 28210, 704.667.1000
	Raleigh
	555 Fayetteville Street, Ste. 300, Raleigh, NC 27601
	919.463.1380
	Nearby healthcare services are available at WakeMed Raleigh Campus, 3000 New Bern Avenue, Raleigh, NC 27610, 919.350.8000
Ohio	Cincinnati
	8800 Governors Hill Dr., Ste. 100, Cincinnati, OH 45249
	513.583.5000
	Columbus
	1350 Alum Creek Dr., Columbus, OH 43209
	614.253.1525
	Seven Hills
	4141 Rockside Rd., Ste. 110, Seven Hills, OH 44131
	216.328.8754
Pennsylvania	Ft. Washington
	1015 Virginia Dr., Ste. 110, Ft. Washington, PA 19034
	215.591.5700
	Philadelphia
	1800 JFK Blvd., Ste. 200, Philadelphia, PA 19103
	215.568.2911
Tennessee	Nashville
	3343 Perimeter Hill Dr., Ste. 200, Nashville, TN 37211
	615.445.3456
Texas	Austin
	11044 Research Blvd., Ste. B-100, Austin, TX 78759
	512.231.2500
	Irving
	4800 Regent Blvd., Ste. 200, Irving, TX 75063
	972.929.6777
	San Antonio
	618 NW Loop 410, Ste. 202, San Antonio, TX 78216
	210.524.5400
Virginia	Arlington
	2450 Crystal Dr., Arlington, VA 22202
	703.414.4000
	South Hampton Roads
	1317 Executive Blvd., Ste. 130, Chesapeake, VA 23320
	757.382.5680

Online   Home Office and Online Administrative Office
1200 E. Diehl Rd.
Naperville, IL 60563
p. 800.231.0497 – Admissions
p. 877.496.9050 f. 877-453-3879 – Student Services
www.devry.edu

Leadership, Administrators & Full-Time Faculty

Learn about those who back all DeVry University programs and services – a solid core of professionals who bring their expertise to the University to enhance our value to students and the communities we serve.

DeVry University and its Keller Graduate School of Management Leadership

DeVry University Board of Trustees

Richard Rodriguez, JD
Board Chair
Chief Executive Officer
Acero Schools

James Bartholomew
Ex Officio Board Member
President
DeVry University

Barbara Higgins
Chief Customer Officer
Duke Energy Corporation

Grace Ng
Former Director of Portfolio Investments
The Dow Chemical Company

Michael Peel
Managing Partner
Peel Global Advisory, LLC

James Rosseau
Chief Executive Officer
The Corelink Solution

Mark Shriver
Chief Executive Officer
Save the Children Action Network

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

Advisor to the Board
Shantanu Bose, PhD
Provost and Vice President of Academic Excellence
DeVry University

DeVry University Executive Committee

James Bartholomew
President

Elise Awwad
Vice President, Enrollment Management

David Barnett
Vice President, Human Resources

Shantanu Bose, PhD
Vice President of Academic Excellence/Provost

F. Willis (Bill) Caruso, Jr.
General Counsel and Vice President Regulatory Affairs

Remberto Del Real
Chief Marketing Officer

John Lorenz
Chief Financial Officer

Eric Stortz
Vice President, Operations Services

Administrators and Full-Time Professors

To ensure that students gain the most relevant education, DeVry University and its Keller Graduate School of Management combines the expertise of seasoned education administrators and a nationwide faculty of dedicated professors. Together, these professionals focus squarely on making your academic experience valuable, meaningful and relevant to employers' needs.

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

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

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

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

Administrators

Executive Administrators

Region	States		
CENTRAL	**Colorado, Illinois, Indiana, Missouri, Oklahoma, Texas**	Group President	**Amy King** MBA, Benedictine University
		Group Dean of Academic Excellence	**Timothy Zorek** MBA, Marist College
		Group Director of Admissions	**Tanya Di Iulio** BA, Valparaiso University
		Group Director of Student Central	**Brendan Aubin** BSBA, University of Illinois
		Group Director of Finance and Infrastructure	**Eric Alvarez** MS, University of Central Florida
NORTHEAST	**New Jersey, New York, Ohio, Pennsylvania**	Group President	**Anthony A. Stanziani** MS, Mercy College
		Group Dean of Academic Excellence	**OPEN**
		Group Director of Admissions	**Chayse Slovinsk**i MBA, Keller Graduate School of Management
		Group Director of Student Central	**Quinn Fleming** BA, Brandeis University
		Group Director of Finance and Infrastructure	**OPEN**
SOUTHEAST	**Florida, Georgia, North Carolina, Tennessee, Virginia**	Group President	**Scarlett N. Howery** MBA, Keller Graduate School of Management
		Group Dean of Academic Excellence	**Sherry Mitchell** PhD, Washington State University
		Group Director of Admissions	**Neal Moses** MBA, University of Phoenix
		Group Director of Student Central	**Elizabeth Cook** MBA, Kaplan University
		Group Director of Finance and Infrastructure	**Francis Moore** MBA, Philadelphia University
WEST	**Arizona, California, Nevada**	Group President	**Ryan Sagers** MS, University of Utah
		Group Dean of Academic Excellence	**Tennille Zeiler** MS, PhD, California School of Professional Psychology
		Group Director of Admissions	**David Wood** MBA, Keller Graduate School of Management
		Group Director of Student Central	**Michael Chase** MBA, Keller Graduate School of Management
		Group Director of Finance and Infrastructure	**Vicki L. May** MBA, Keller Graduate School of Management

Local Administrators
Central Region

STATE	CAMPUS	LOCAL ADMINISTRATION
COLORADO	Westminster	**Nate Thomas** Center Dean MEd, Northeastern University
ILLINOIS	Addison	**Latonya Hughes** Assistant Dean of Academic Excellence MA, Webster University MBA, Keller Graduate School of Management EdD, Benedictine University
	Chicago	**Ruth Pineda** Center Dean BA, DePaul University **Daniel Fogarty** Assistant Dean of Academic Excellence MBA, University of Notre Dame PhD, University of Notre Dame
	Chicago Loop	**Andrew Beltz** Center Dean BA, Illinois State University
	Chicago O'Hare Gurnee	**Lewis Zanon** Center Dean MAFM, Keller Graduate School of Management
	Downers Grove Naperville	**Mary Wahlbeck** Center Dean MA, Lewis University
	Tinley Park	**Corey Ochall** Campus Dean MBA, Keller Graduate School of Management **Michael Dufresne** Assistant Dean of Academic Excellence MA, Northern Illinois University MEd, Northern Illinois University
INDIANA	Merriville	**Corey Ochall** Campus Dean MBA, Keller Graduate School of Management
MISSOURI	Kansas City	**Rohn Benbrook** Center Dean BS, California State University MBA, from Keller Graduate School
TEXAS	Austin	**Timothy Zorek** Group Dean of Academic Excellence MBA, Marist College
	Irving	**LaShundia Brooks** Center Dean MA, Webster University **Clark Swafford** Assistant Dean of Academic Excellence MS, Southern Methodist University EdD, Northeastern University
	San Antonio	**Grover McDaniel** Assistant Dean of Academic Excellence MA, University of Oklahoma PhD, Capella University

Northeast Region

STATE	CAMPUS	LOCAL ADMINISTRATION
NEW JERSEY	**North Brunswick**	**Steven Nelson** Campus Dean MBA, Indiana University MM, Indiana University
	Paramus	**Chad Maldonado** Center Dean MBA, Keller Graduate School of Management MHRM, Keller Graduate School of Management
NEW YORK	**Midtown Manhattan**	**Ewa Schmitz** Assistant Dean of Academic Excellence MA, Pedagogical University Zielona Gora DM, University of Phoenix
	Queens	**Anthony A. Stanziani** MS, Mercy College
OHIO	**Cincinnati**	**Jeunet A. Davenport** Campus Dean MA, University of Phoenix
	Columbus	**Lauren Murray** Center Dean MBA, Daniel Webster College **Cynthia A. Roberts** Assistant Dean of Academic Excellence MEd, University of Dayton MISM, Keller Graduate School of Management
	Seven Hills	**William Elliot** Center Dean Masters of Education, Baldwin Wallace University
PENNSYLVANIA	**Ft. Washington**	**Waleed Yousef** Center Dean Bachelor of Arts, Arcadia University
	Philadelphia	**Anthony A. Stanziani** MS, Mercy College

Southeast Region

STATE	CAMPUS	LOCAL ADMINISTRATION
FLORIDA	Jacksonville	**Charles Harbin** Center Dean BA, University of Cincinnati
	Miramar	**Sherry Mitchell** Group Dean of Academic Excellence PhD, Washington State University
	Orlando	**Abel Okagbare** Campus Dean MPA, Eastern Michigan University EdD, Northcentral University **Dusty Maddox** Assistant Dean of Academic Excellence MA, Texas Woman's University EdD, Nova Southeastern University
GEORGIA	Alpharetta	**Teresa Page** Center Dean MBA, Keller Graduate School of Management
	Atlanta Cobb/Galleria	**Dawn Moore** Center Dean MBA, Shorter University
	Decatur	**Virgil Mensah-Dartey** Assistant Dean of Academic Excellence MS, Cornell University PhD, Cornell University
	Gwinnett	**Teresa Page** Center Dean MBA, Keller Graduate School of Management
	Henry County	**Dawn Moore** Center Dean MBA, Shorter University
NORTH CAROLINA	Charlotte	**Regina Campbell** Campus Dean PhD, Regent University
	Raleigh	**Sherry Mitchell** Group Dean of Academic Excellence PhD, Washington State University
TENNESSEE	Nashville	**Tonia McDermott** Center Dean MBA, Western International University
VIRGINIA	Arlington	**Tonitta McNeal** Assistant Dean of Academic Excellence MS, Liberty University PhD, Colorado Technical University
	South Hampton Roads	**Sherry Mitchell** Group Dean of Academic Excellence PhD, Washington State University

West Region

STATE	CAMPUS	LOCAL ADMINISTRATION
ARIZONA	**Glendale**	**Thomas Pettit** Center Dean MBA, University of Phoenix
	Mesa **Phoenix**	**Erin Woods** Center Dean MBA, Keller Graduate School of Management
CALIFORNIA	**Pomona**	**Danielle Sperandeo** Center Dean MA Claremont Graduate University
	Folsom	**Alan Yanda** Center Dean MSEd, DeVry University
	Fresno	**Julian Lozano** Center Dean BS, University of Phoenix
	Inland Empire – Colton	**Tennille Zeiler** Group Dean of Academic Excellence MS, PhD, California School of Professional Psychology
	Long Beach	**Laura Knapp** Center Dean MBA, University of Southern California Mohamad Saouli Assistant Dean of Academic Excellence DPA, University of La Verne MBA, University of Redlands
	Newark	**Daniel Cardenas** Campus Dean MBA, Keller Graduate School of Management **Mofidi Mokhtar** Assistant Dean of Academic Excellence MS, Pittsburgh State University PhD, University of Arkansas
	San Diego	**Dina Soliman** Campus Dean MBA, Keller Graduate School of Management
	San Jose	**Rudolph Torres** Center Dean MBA, University of Phoenix
	Sherman Oaks	**Ali Malik** Center Dean MS, Kaplan University **Tiffany Tatum** Assistant Dean of Academic Excellence PsyD, Phillips Graduate University
NEVADA	**Henderson**	**Wendell Myers** Center Dean

National Deans of the Colleges and Program Directors

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

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

Full-Time Professors

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

Arlene B. Goodman
Associate Professor
MS, Long Island University
DBA, Argosy University

Roger S. Gulledge
Professor
MBA, Keller Graduate School of Management

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

Peter Newman
Professor
MBA, Pfeiffer University
PhD, Capella University

Veronica L. Schreiber
Senior Professor
MA, University of Arizona

Linda Wayerski
Assistant Professor - *Virtual*
MBA, Baker University
MHRM, Keller Graduate School of Management

Sean T. Wright
Professor
MBA, Babson College
MAFM, Keller Graduate School of Management
EdD, Northcentral University

CALIFORNIA

Mehdi Arjomandi
Professor
MS, California State University

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

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

Bashker Biswas
Professor
MBA, University of Wisconsin
PhD, Golden Gate University

Carmen M. Bradford
Professor
MBA, University of Phoenix
PhD, Alliant International University

Andrea Dominguez
Professor
MA, University of Arizona
PhD, University of California

Nitin N. Dvivedi
Professor
MBA, University of Phoenix
MS, The City College of The City University of New York

Gary Foster
Professor
MBA, The University of Utah

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

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

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

Andrea Henne
Professor - *Virtual*

MAEd, EdD, University of California

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

Stanley Hong
Professor
MAcc, University of Southern California

Kenneth Jones
Professor
MS, PhD University of California

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

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

Paul K. Kohara
Professor
MBA, San Francisco State University

Alex M. Leung
Senior Professor
MS, University of Colorado

James Lewis
Associate Professor
MTM, Keller Graduate School of Management

Michael W. Magro
Professor - *Virtual*
MIT, American InterContinental University
DPDS, University of Southern California

Michael G. Milford
Professor
MBA, University of Puget Sound

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

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

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

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

Carlos Perez
Associate Professor
MS, Florida State University

Cindy T. Phan
Senior Professor
MBA, West Coast University
MAFM, Keller Graduate School of Management
PhD, Alliant International University

James F. Powell
Professor
MBA, Pepperdine University

Robert Ramirez
Professor
MBA, University of Phoenix

Sharon L. Starcher
Professor
MA, Fresno Pacific University
DBA, Walden University

William Sullivan
Professor
MTM, Keller Graduate School of Management

Russell Walker
Senior Professor
MS, MBA, California State University
PhD, Northcentral University

Penn Wu
Professor
MBA, MISM, MPM, MNCM Keller Graduate
School of Management

PhD, Nova Southeastern University

COLORADO

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

Louis R. Freese
Professor
MA, Teachers College Columbia University

Andrew Hauk
Professor
MBA, Colorado Technical University
DM, Colorado Technical University

Charles W. Trinkel
Associate Professor
MA, University of Colorado

FLORIDA

Michael S. Bird
Senior Professor - *Virtual*
MBA, Nova Southeastern University
PhD, Capella University

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

Miguel A. Buleje
Assistant Professor - *Virtual*
MBA, Walden University
PhD, Nova Southeastern University

Edwin H. Hill
Professor
MS, University of Miami

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

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

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

Simon Obeid
Professor
MS, PhD, University of North Carolina

Jacqueline Saldana
Assistant Professor - *Virtual*
MBA, DM, University of Phoenix

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

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

Willie Wilborn
Senior Professor - *Virtual*
MBA, MHRM, Keller Graduate School of
Management
EdD, Walden University

GEORGIA

Lorenzo Bowman
Senior Professor
MS, JD, Georgia State University

Christine D. Halsey
Professor
MS, Southern Polytechnic State University

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

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

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

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

Glenn A. Palmer
Senior Professor
MSE, Baruch College
EdD, University of Georgia

Jalal Raissi
Senior Professor
MS, Southern Polytechnic State University
MS, Mercer University
PhD, Nova Southeastern University

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

Jack A. Sibrizzi
Professor
MBA, New York University

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

ILLINOIS

Issam Abu-Ghallous
Assistant Professor
MBA, Lewis University
PhD, The University of Southern Mississippi

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

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

William S. Dillon
Professor
JD, University of Illinois

Richard Dixon
Associate Professor
MTM, Keller Graduate School of Management

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

Len Grinstead
Associate Professor
MBA, Rockhurst University
MS, University of Wisconsin

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

Janell N. Harvey
Professor
MA, Purdue University
DBA, Argosy University

Teresa M. Hayes
Professor
MA, DePaul University

William D. Hayes
Senior Professor
MA, Governors State University
MSE, Illinois State University
EdD, Northern Illinois University

Saeed Jellouli
Professor
MS, PhD, Université Blaise Pascal

James Karagiannes
Professor
PhD, Illinois Institute of Technology

Michael C. Komos
Professor
MS, DePaul University
EdD, Northern Illinois University

Bert Lindstrom
Professor
MS, Roosevelt University
EdD, Argosy University

Nana Liu
Senior Professor
MS, University of Illinois at Chicago

Michael Morrison
Professor
MBA, Keller Graduate School of Management

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

Nicholas G. Powers
Senior Professor
MBA, Loyola University
DBA, Argosy University

Bonnie S. Rucks
Senior Professor
MBA, Campbell University

Robert A. Salitore
Professor
MS, Loyola University

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

Barbara J. Strauch
Senior Professor
MSEd, Purdue University

Michael D. Sugarman
Professor
MA, Case Western Reserve University

Natalie Waksmanski
Assistant Professor
PhD, The University of Akron

INDIANA

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

Toshko D. Tzvetkov
Assistant Professor
MS, University of Sofia

MISSOURI

Patrick B. Bauer
Senior Professor
MS, University of Missouri

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

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

NEW JERSEY

Eric Addeo
Senior Professor
MS, Newark College of Engineering at New Jersey Institute of Technology
PhD, Stevens Institute of Technology

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

Deborah Helman
Professor
PhD, University of Birmingham

Kim Lamana-Finn
Senior Professor
MS, Stevens Institute of Technology
PhD, Capella University

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

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

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

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

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

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

NEW YORK

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

Nader Daee
Professor
MBA, Wagner College

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

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

Wendy A. Finlay
Professor
MBA, DBA, University of Phoenix

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

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

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

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

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

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

Natalie M. Sommer
Professor
MS, Union College

Adnan Turkey
Senior Professor
PhD, University of Budapest

Manuel Eduardo Zevallos
Professor
MS, City College of New York

MBA, Keller Graduate School of Management
PhD, The City University of New York

NORTH CAROLINA

Angela R. Gillette
Professor - *Virtual*
MA, University of Texas at Austin

Dudley Marcum
Professor
PhD, University of Illinois

OHIO

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

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

Thomas Eveland
Professor
MBA, Keller Graduate School of Management
PhD, Ohio University

John Golzy
Professor - *Virtual*
MS, Ohio University

Kathrine Henson-Mack Tormos
Associate Professor
MS, PhD, University of Alabama

John M. Kavouras
Professor
MA, Cleveland State University

Laurence E. Lazofson
Professor
MAFM, Keller Graduate School of Management
MS, Air Force Institute of Technology

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

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

John F. McManamon
Professor
MEd, The Ohio State University

Joseph A. Phillips
Professor
MBA, Franklin University

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

PENNSYLVANIA

Jonathan A. Agresta
Professor
MEd, University of Massachusetts

John Callan
Professor
MSEd, Temple University

Michael W. Mullas
Senior Professor - *Virtual*
MS, Central Michigan University
PhD, University of Colorado

Jocelyn E. Russell
Professor
MA, Westminster Theological Seminary
MBA, University of Pennsylvania

James Schneider
Senior Professor
MA, California State Polytechnic Institute

Dasantila Sherifi
Professor - *Virtual*
MBA, Southern Illinois University
PhD, Walden University

Navaratnam Suganthan
Senior Professor

MSEE, Texas A&M University
EdD, Argosy University

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

TENNESSEE

Joel Bunkowske
Professor
MBA, Regis University
JD, Indiana University

James P. Hess
Professor
MBA, The University of Tennessee at
Chattanooga
PhD, Northcentral University

TEXAS

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

Stacey A. Donald
Associate Professor
MS, PhD, The University of Texas

Angela Garrett
Associate Professor
MBA, Keller Graduate School of Management

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

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

Robert F. Meadows
Senior Professor
MBA, University of Dallas

Shelley M. Novick
Senior Professor
MS, The University of Texas at Dallas
MA, The University of Nebraska-Lincoln

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

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

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

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

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

Julia Woodward
Professor
MBA, PhD, University of South Carolina

VIRGINIA

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

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

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

Supplemental Information as of January 14, 2019

Keller's 2018–2019 Academic Catalog, Volume XIV, is now in effect. Since this catalog's original publication, July 31, 2018, the following significant changes have been implemented. Additions/amendments incorporated since the most recent publication are noted in red and appear at the top of the table below. Because changes/updates can affect the catalog layout, entries in black in the table below may no longer correspond to the page numbers indicated.

Date Change Published	Page(s) on Which Change Appears	Change/Update
1/14/18	7	Information in Cycle 1 of the Academic Calendar was updated.
1/14/18	16	Within Approvals, information for Virginia was updated.
1/14/18	82	Information in English-Language-Proficiency Admission Requirement was updated.
1/14/18	84	Information in Student Satisfaction was updated.
1/14/18	86	Specific Provisions for Online Students was added.
1/14/18	87	Within Career Services, a note was added.
1/14/18	103	Within Requirements for Students Starting the Semester in Good Standing, information for Grade Point Averages was updated.
1/14/18	107-108	Information in Registration was updated.
1/14/18	108	Information in Self-Registration was updated.
1/14/18	127	Information in Student Conduct was updated.
12/13/18	2	Ownership information was updated.
12/13/18	89-90	Information in Governing Rules was updated.
12/13/18	122	Oregon Refund Policy information was added.
12/13/18	130	Information for the Decatur location was updated.
12/13/18	133	Information was updated for Home Office and Online Administration.
11/19/18	7	Information was updated in Cycle 2 of the Academic Calendar.
11/19/18	8	TechPath information was updated.
11/19/18	Multiple	The description of TechPath was updated in applicable programs throughout the catalog.
11/19/18	48	Information was updated in the notes section of the CPA Preparation Graduate Certificate Program.
11/19/18	66	Course Descriptions HRM570 and HRM575 were deleted.
11/19/18	Multiple	Within Course Descriptions and applicable programs the course name for PROJ605 has been updated.
11/19/18	92-93	Information in Credit for Previous College Coursework was updated.
11/19/18	120	Information in Financial Aid was updated.
11/19/18	126	Information in Title IX Compliance was updated.
11/19/18	128	Within Student Complaints, information was added for North Carolina.
11/19/18	131	The Elgin location was removed.
11/19/18	133	Information was updated for North Carolina locations.
11/19/18	133	Information for the South Hamptons Roads location was updated.
10/29/18	122	California Refund Policy information was added.
9/10/18	7	Information was updated in Cycle 1 of the Academic Calendar.
9/10/18	111	Within Financial Information, the Tuition section was updated.
9/10/18	112-113	Tuition charts were updated to reflect applicable sessions.

9/10/18	119	Information in the Financial Aid section was updated.
9/10/18	131	Information for the Merrillville, IN location was updated.