



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

*Original publication date: July 9, 2014
Current publication date: September 5, 2014*

DeVry
University

Academic Catalog 2014–2015

VOLUME VIII
GRADUATE EDUCATION
ONLINE AND ON CAMPUS

www.devry.edu

Supplemental Information as of September 5, 2014

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

Change List		
Date Change Published	Page(s) on Which Change Appears	Change/Update
9-5-14	49	Information in English-Language-Proficiency Admission Requirement has been updated.
9-5-14	51	Information in Course Waivers has been updated.
9-5-14	57	Information in Academic Appeal has been updated.
9-5-14	58	The section entitled Review of Administrative/Academic Rulings has been deleted.
9-5-14	60	Information in Tuition has been updated.
9-5-14	60	Within the Expenses section, information pertaining to finance charges has been deleted.
9-5-14	61	Information in Withdrawals – Financial has been updated.
9-5-14	62–63	Information in Financial Aid has been updated.
8-4-14	49	Information in English-Language-Proficiency Admission Requirement has been updated.
8-4-14	56–58	Within Standards of Academic Progress, the section on Effect of Incompletes has been deleted.



From the President



To succeed in today's global environment, experts continue to stress the growing need for professional development. Finding and retaining leaders whose technical expertise is complemented by critical interpersonal skills has never been more important.

of student and community service, and equally proud of the leading role we've played in North America's post-secondary education arena.

Today, more than 55,000 students like you are taking advantage of DeVry's career-oriented undergraduate and master's degree programs in technology, business, management and healthcare technology. And they're doing so on *their* terms, choosing the learning style they prefer and the pace best suited to *their* schedules and goals.

More than just incredibly flexible, DeVry is respected and recognized. DeVry University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools – the same organization that accredits many other prestigious public and private colleges and universities.

DeVry also offers the opportunity to tailor coursework to your career interests. Our graduate programs feature more elective course opportunities than many schools' so you can study what matters most to you, your career and your financial success.

In addition, our unique scheduling structure helps you balance work, life and graduate school. With our onsite and online courses – delivered in eight-week sessions that begin six times each year – you can effectively manage your progress toward a master's degree without compromising work or personal priorities.

At DeVry, we're committed to making your education convenient and accessible. Congratulations on taking charge of your career – and your future – by pursuing an advanced degree. I invite you to take a closer look and discover the many benefits of a DeVry University education.

Wishing you the best of success,

A handwritten signature in black ink, appearing to read "Robert Paul".

Robert Paul
President, DeVry University

Table of Contents

- 3 Academic Calendar**
- 4 Locations**
- 7 DeVry Online Delivery**
- 9 DeVry Leadership, Mission & Quality**
 - 10 DeVry Education Group Leadership
 - 11 DeVry University Leadership
 - 12 Mission, Accreditation & Approvals
- 15 Colleges & Programs of Study**
 - 16 College of Engineering & Information Sciences**
 - 17 Electrical Engineering
 - 18 College of Liberal Arts & Sciences, School of Education**
 - 19 Education
 - 21 Educational Technology
- 23 Course Descriptions**
- 30 Message from the Provost**
- 31 Administration & Faculty**
 - 31 Local Administration
 - 33 Full-Time Professors
- 45 General Student Information**
 - 46 Admission Requirements & Procedures
 - 50 Academic Policies & Graduation Requirements
 - 60 Tuition, Expenses & Financial Assistance
 - 65 Student Services
 - 67 Regulations

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

DeVry University, Inc. is a wholly owned subsidiary of DeVry Education Group, 3005 Highland Pkwy., Ste. 700, Downers Grove, IL 60515, 630.515.7700. DeVry University and its Keller Graduate School of Management operate as DeVry College of New York in New York and as DeVry Institute of Technology in Calgary, Alberta.

Program availability varies by location. DeVry reserves the right to change terms and conditions outlined in this catalog at any time without notice. Information is current at the time

of publication. Photographs in this catalog include those of DeVry sites system-wide. This catalog supersedes all previously published editions and is in effect until a subsequent catalog is published. Visit www.devry.edu/catalogs to access the most current version of this catalog. Information contained herein effective September 5, 2014.

©2014 DeVry Educational Development Corp. All rights reserved. Any trademarks used herein are owned by DeVry Educational Development Corp. or by their respective owners and may not be used without permission from such owners.

Academic Calendar

DeVry University delivers courses in a session format, with two eight-week sessions offered each semester. Months corresponding to DeVry's summer, fall and spring semesters are designated in two overlapping calendar cycles. Students are assigned either a Cycle 1 or a Cycle 2 calendar schedule (see [Student-Centric Period](#)) at the time they initially start courses.

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

Cycle 1		Cycle 2	
Cycle 1: 2014 Fall Semester		Cycle 2: 2014 Summer Semester	
September 2014 Session		July 2014 Session	
Monday, September 1	Session Begins, Labor Day Holiday	Monday–Sunday, June 30–July 6	Summer Break
Sunday, October 26	Session Ends	Monday, July 7	Session Begins
November 2014 Session		Sunday, August 31	
Monday, October 27	Session Begins	September 2014 Session	
Thursday–Friday, November 27–28	Thanksgiving Break	Monday, September 1	Session Begins, Labor Day Holiday
Sunday, December 21	Session Ends	Sunday, October 26	Session Ends
Monday–Sunday, December 22–January 4	Winter Break	Cycle 2: 2014 Fall Semester	
Cycle 1: 2015 Spring Semester		October 27, 2014 – March 1, 2015	
January 2015 Session		November 2014 Session	
Monday, January 5	Session Begins	Monday, October 27	Session Begins
Monday, January 19	Martin Luther King Jr. Day Holiday	Thursday–Friday, November 27–28	Thanksgiving Break
Sunday, March 1	Session Ends	Sunday, December 21	Session Ends
March 2015 Session		Monday–Sunday, December 22–January 4	Winter Break
Monday, March 2	Session Begins	January 2015 Session	
Friday, April 3	Spring Holiday	Monday, January 5	Session Begins
Sunday, April 26	Session Ends	Monday, January 19	Martin Luther King Jr. Day Holiday
Monday–Sunday, April 27–May 3	Spring Break	Sunday, March 1	Session Ends
Cycle 1: 2015 Summer Semester		Cycle 2: 2015 Spring Semester	
May 4, 2015 – August 30, 2015		March 2, 2015 – June 28, 2015	
May 2015 Session		March 2015 Session	
Monday, May 4	Session Begins	Monday, March 2	Session Begins
Monday, May 25	Memorial Day Holiday	Friday, April 3	Spring Holiday
Sunday, June 28	Session Ends	Sunday, April 26	Session Ends
July 2015 Session		Monday–Sunday, April 27–May 3	Spring Break
Monday–Sunday, June 29–July 5	Summer Break	May 2015 Session	
Monday, July 6	Session Begins	Monday, May 4	Session Begins
Sunday, August 30	Session Ends	Monday, May 25	Memorial Day Holiday

Locations

California

Alhambra

Unit 100, Bldg. A-11, 1st Flr.
1000 S. Fremont Ave., Alhambra, CA 91803
626.293.4300

www.devry.edu/universities/us-locations/california/alhambra-center.html

Anaheim

1900 S. State College Blvd., Ste. 150, Anaheim, CA 92806
714.935.3200
www.devry.edu/universities/us-locations/california/anaheim-center.html

Daly City

2001 Junipero Serra Blvd., Ste. 161, Daly City, CA 94014
650.991.3520
www.devry.edu/universities/us-locations/california/daly-city-center.html

Fremont

6600 Dumbarton Cr., Fremont, CA 94555
510.574.1200
www.devry.edu/universities/us-locations/california/fremont-campus.html

Inland Empire-Colton

1090 E. Washington St., Ste. H, Colton, CA 92324
909.514.1808
www.devry.edu/universities/us-locations/california/colton-center.html

Long Beach

3880 Kilroy Airport Way, Long Beach, CA 90806
562.427.0861
www.devry.edu/universities/us-locations/california/long-beach-campus.html

Oakland

505 14th St., Ste. 100, Oakland, CA 94612
510.267.1340
www.devry.edu/universities/us-locations/california/oakland-center.html

Oxnard

300 E. Esplanade Dr., Ste. 100, Oxnard, CA 93036
805.604.3350
www.devry.edu/universities/us-locations/california/oxnard-center.html

Palmdale

39115 Trade Center Dr., Ste. 100, Palmdale, CA 93551
661.224.2920
www.devry.edu/universities/us-locations/california/palmdale-center.html

Pomona

901 Corporate Center Dr., Pomona, CA 91768
909.622.8866
www.devry.edu/universities/us-locations/california/pomona-campus.html

Sacramento

2216 Kausen Dr., Ste. 1, Elk Grove, CA 95758
916.478.3801
www.devry.edu/universities/us-locations/california/sacramento-campus.html

San Diego

2655 Camino Del Rio N., Ste. 350, San Diego, CA 92108
619.683.2446
www.devry.edu/universities/us-locations/california/san-diego-campus.html

San Jose

2160 Lundy Ave., Ste. 250, San Jose, CA 95131
408.571.3760
www.devry.edu/universities/us-locations/california/san-jose-center.html

Sherman Oaks

15301 Ventura Blvd., Bldg. D-100, Sherman Oaks, CA 91403
818.713.8111
www.devry.edu/universities/us-locations/california/sherman-oaks-campus.html

Colorado

Colorado Springs

1175 Kelly Johnson Blvd., Colorado Springs, CO 80920
719.632.3000
www.devry.edu/universities/us-locations/colorado/colorado-springs-center.html

Denver South

6312 S. Fiddlers Green Cr., Ste. 150E
Greenwood Village, CO 80111
303.329.3000
www.devry.edu/universities/us-locations/colorado/denver-center.html

Westminster

1870 W. 122nd Ave., Westminster, CO 80234
303.280.7400
www.devry.edu/universities/us-locations/colorado/westminster-campus.html

Florida

Jacksonville

5200 Belfort Rd., Jacksonville, FL 32256
904.367.4942
www.devry.edu/universities/us-locations/florida/jacksonville-campus.html

Miramar

2300 SW 145th Ave., Miramar, FL 33027
 954.499.9775
www.devry.edu/universities/us-locations/florida/miramar-campus.html

Orlando

4000 Millenia Blvd., Orlando, FL 32839
 407.345.2800
www.devry.edu/universities/us-locations/florida/orlando-campus.html

Orlando North

1800 Pembrook Dr., Ste. 160, Orlando, FL 32810
 407.659.0900
www.devry.edu/universities/us-locations/florida/orlando-north-center.html

Illinois**Addison**

1221 N. Swift Rd., Addison, IL 60101
 630.953.1300
www.devry.edu/universities/us-locations/illinois/addison-campus.html

Chicago

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

Chicago Loop

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

Chicago O'Hare

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

Downers Grove

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

Elgin

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

Gurnee

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

Naperville

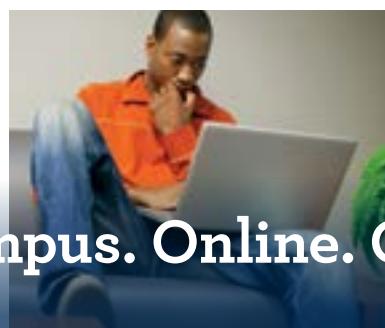
2056 Westings Ave., Ste. 40, Naperville, IL 60563
 630.428.9086
www.devry.edu/universities/us-locations/illinois/naperville-center.html

Tinley Park

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

Indiana**Indianapolis**

9100 Keystone Crossing, Ste. 100, Indianapolis, IN 46240
 317.581.8854
www.devry.edu/universities/us-locations/indiana/indianapolis-center.html



On Campus. Online. Or both.

Utah

Sandy

9350 S. 150 E., Ste. 420, Sandy, UT 84070

801.565.5110

www.devry.edu/universities/us-locations/utah/sandy-campus.html

DeVry's Sandy Campus, serving both graduate and undergraduate students, is situated at the Jordan Commons, just east of I-15 and at the corner of 9400 South and State Street. The 8,000-square-foot campus offers four spacious classrooms; two labs, including a fully wired computer lab; and a comfortable commons area.

Virginia

South Hampton Roads

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

757.382.5680

www.devry.edu/universities/us-locations/virginia/chesapeake-campus.html

Washington

Bellevue

600 108th Ave. NE, Ste. 150, Bellevue, WA 98004

425.455.2242

www.devry.edu/universities/us-locations/washington/seattle-center.html

Federal Way

3600 S. 344th Way, Federal Way, WA 98001

253.943.2800

www.devry.edu/universities/us-locations/washington/federal-way-campus.html

Lynnwood

19020 33rd Ave. W., Ste. 110, Lynnwood, WA 98036

425.672.6130

www.devry.edu/universities/us-locations/washington/lynwood-center.html

Wisconsin

Milwaukee

411 E. Wisconsin Ave., Ste. 300, Milwaukee, WI 53202

414.278.7677

www.devry.edu/universities/us-locations/wisconsin/milwaukee-campus.html

DeVry Online Delivery

Administrative Offices

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

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

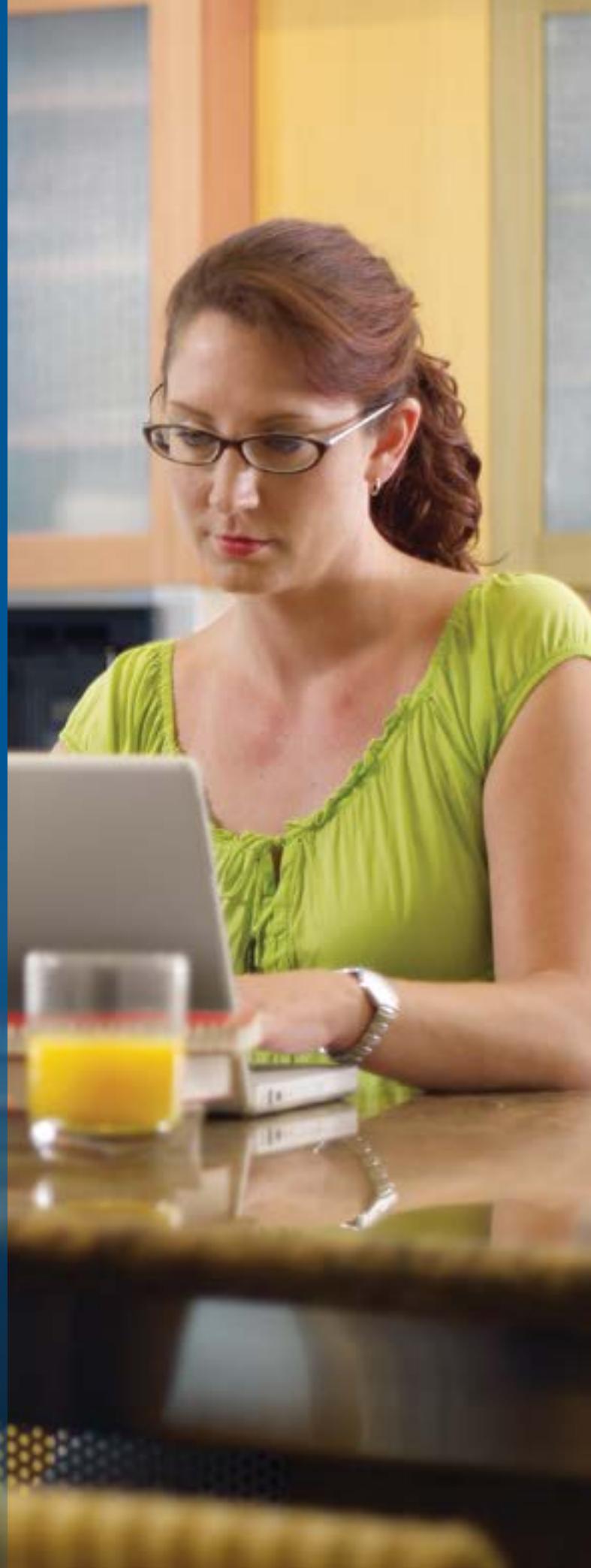
Integrating online capabilities with its proven educational methodologies, DeVry offers “anytime, anywhere” education to students who reside beyond the geographic reach of DeVry locations, whose schedules preclude onsite attendance or who want to take advantage of the tremendous flexibility afforded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

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

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

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

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



knowledge

SUCCESS





DeVry Leadership, Mission & Quality

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

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



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

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

DeVry Education Group Leadership

DeVry Education Group Board of Directors

Connie R. Curran, EdD, RN, FAAN

Board Chair
President
Curran & Associates

Christopher B. Begley

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

David S. Brown, Esq.

Attorney-at-Law (Retired)

Daniel M. Hamburger

President and Chief Executive Officer
DeVry Education Group

Lyle Logan

Executive Vice President
The Northern Trust Company

Alan G. Merten, PhD

President Emeritus and Distinguished
Service Professor
George Mason University

Fernando Ruiz

Vice President and Treasurer
The Dow Chemical Company

Ronald L. Taylor

Senior Advisor
DeVry Education Group

Lisa Wardell

Executive Vice President
and Chief Operating Officer
The RLJ Companies

DeVry Education Group Senior Leadership

Jeff Akens

President, Carrington College

Gregory S. Davis, JD

General Counsel

Eric P. Dirst

President, DeVry Online Services

Carlos A. Filgueiras

President, DeVry Brasil

Susan L. Groenwald, MSN

President, Chamberlain College
of Nursing

Daniel M. Hamburger

President and Chief Executive Officer

Donna N. Jennings

Senior Vice President, Human Resources

Chris Nash

Chief Information Officer

Robert Paul

President, DeVry University

Steven P. Riehs

President – K Through 12, Professional
and International Education
President, DeVry Medical International

John P. Roselli

President, Becker Professional
Education

Sharon Thomas Parrott

Senior Vice President, Government
and Regulatory Affairs
Chief Compliance Officer

Timothy J. Wiggins

Senior Vice President, Chief Financial
Officer and Treasurer

DeVry University Leadership

DeVry University Executive Committee

John Birmingham

Chief Marketing Officer

Lori Davis

Vice President, Human Resources

Kerry Kopera

Vice President, Finance

Donna M. Loraine, PhD

Provost/Vice President, Academic Affairs

Erika R. Orris

Vice President, Enrollment Management

Robert Paul

President

Madeleine Slutsky

Vice President, Career and Student Services

DeVry University Board of Trustees

Barbara Higgins

Senior Vice President, Customer Experience and Retention
Allstate Insurance Company

Alan G. Merten, PhD

President Emeritus and Distinguished Service Professor
George Mason University

Grace Ng

Business Development and Innovation Director
The Dow Chemical Company

Robert Paul

President
DeVry University

Richard L. Rodriguez, JD

Board Chair
Vice President and Business Development Director
Lend Lease

Newton Walpert

Vice President and General Manager
Hewlett-Packard Co.



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

Mission, Accreditation & Approvals

Mission and Purposes

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

DeVry University seeks to consistently achieve the following purposes:

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

Institutional Accreditation

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

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

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

Approvals

California: DeVry University is exempt from seeking approval to operate and offer educational programs from the California Bureau for Private Postsecondary Education in the Department of Consumer Affairs.

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

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

Georgia: DeVry is authorized to operate by the Georgia Nonpublic Postsecondary Education Commission, 2189 Northlake Pkwy., Tucker 30084, 770.414.3300.

Illinois: DeVry is authorized to operate and grant degrees by the Illinois Board of Higher Education, 431 E. Adams, Springfield 62701, 217.782.3442.

Indiana: DeVry is authorized by the Indiana Board for Proprietary Education, 101 W. Ohio St., Ste. 670, Indianapolis 46204, 317.464.4400, Ext. 138 and Ext. 141.

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

Michigan: DeVry University is authorized to operate and grant degrees in the state of Michigan under the laws of the Michigan Department of Energy, Labor & Economic Growth, 201 N. Washington Sq., 3rd Flr., Lansing 48913, 517.335.5858.

Minnesota: DeVry University is registered as a private institution with the Minnesota Office of Higher Education (1450 Energy Park Dr., Ste. 350, St. Paul 55108) 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.

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

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

Utah: As a regionally accredited institution, DeVry University is exempt from registration requirements according to the Utah Postsecondary Proprietary School Act. State of Utah Department of Commerce, 160 E. 300 South, Salt Lake City 84114.

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

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

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





Colleges & Programs of Study



College of **Engineering & Information Sciences**

- Electrical Engineering – Master's Degree



College of **Liberal Arts & Sciences, School of Education**

- Curriculum Leadership – Graduate Certificate
- Education – Master's Degree
- Educational Leadership – Graduate Certificate
- Educational Technology – Graduate Certificate
- Educational Technology – Master's Degree
- Educational Technology Leadership – Graduate Certificate
- Higher Education Leadership – Graduate Certificate

College of Engineering & Information Sciences

At the graduate level, DeVry University's College of Engineering & Information Sciences offers a master's degree program in Electrical Engineering focused on innovation and practical application to help students prepare for professional positions with greater responsibility and reward. Programs and courses include intensive lab assignments employing the latest equipment and technologies, are taught by professors with real-world experience, and provide individual and team-based learning experiences.

The following page provides details on the Electrical Engineering graduate degree program offered in the College of Engineering & Information Sciences. Information on bachelor's and associate degree programs offered in the College is available in other DeVry University academic catalogs, available via www.devry.edu/catalogs.

ENGINEERING & INFORMATION SCIENCES PROGRAMS

Master's degree

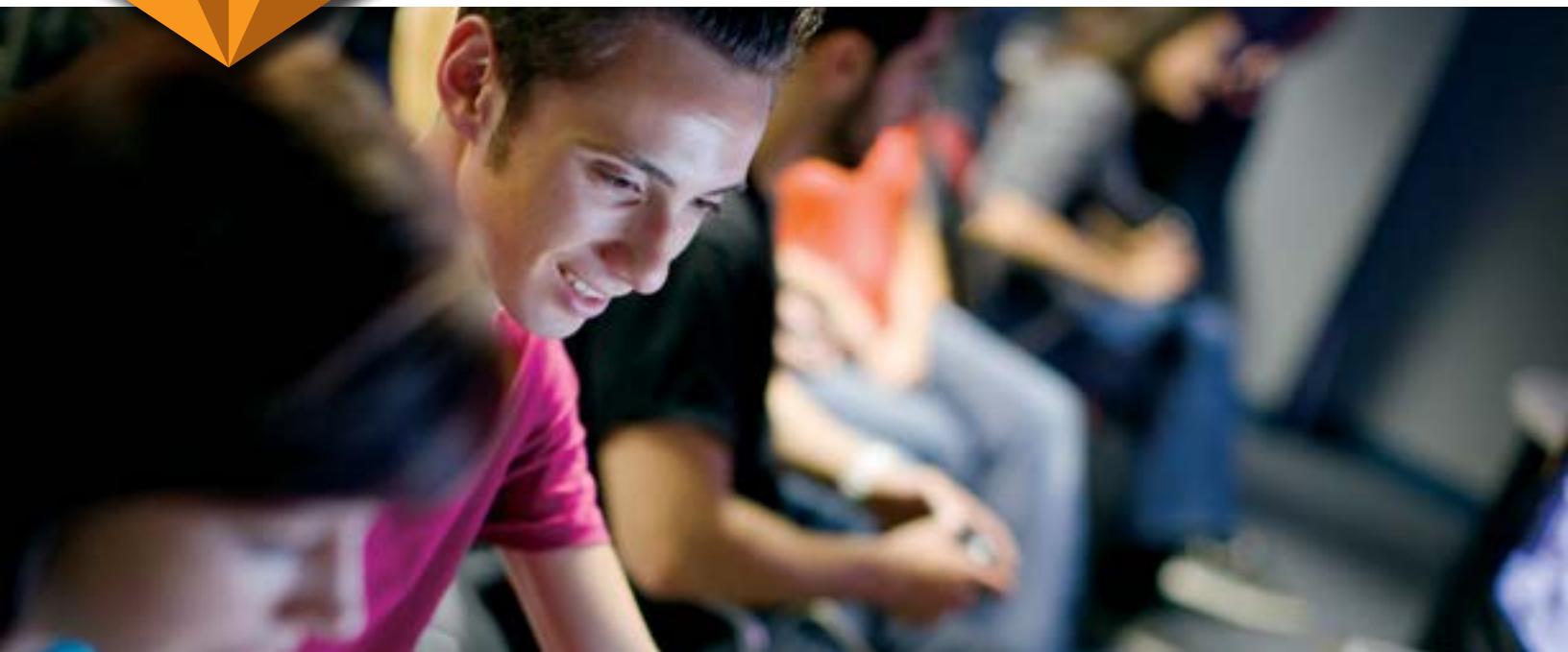
- Electrical Engineering

Bachelor's degree

- Biomedical Engineering Technology
- Computer Engineering Technology
- Computer Information Systems
- Electronics Engineering Technology
- Engineering Technology – Computers
- Engineering Technology – Electronics
- Game & Simulation Programming
- Network & Communications Management

Associate degree

- Electronics & Computer Technology
- Network Systems Administration



Master's Degree Program in Electrical Engineering

The Master of Science degree program in Electrical Engineering provides students with the skills needed to understand, design and develop new technologies and applications in the field. These skills allow graduates to make immediate contributions to their employers, satisfy personal and professional goals, and become leaders in industry.

The program, designed to meet the needs of working engineering professionals and taught from a practitioner's perspective, builds on students' prior knowledge through a combination of program core and focused concentration coursework.

Program Objectives

Program educational objectives are the accomplishments graduates are expected to achieve during the first few years of employment. MSEE program educational objectives include:

- Practicing the profession of engineering at a level beyond that of a baccalaureate graduate.
- Developing solutions to engineering problems in the context of technical, global, environmental and economic constraints.
- Providing technical and/or managerial leadership in the electrical engineering field.

Program Outcomes

Program outcomes are the skills and abilities students are expected to demonstrate at graduation. Program outcomes for the MSEE program are:

- Analyzing, designing and implementing solutions to complex engineering problems using applicable tools.
- Applying U.S. and international standards, including those for health and safety, to design solutions to ensure interoperability with other conforming products, processes and services in U.S. and international settings.
- Applying the [IEEE](#) Code of Ethics and other ethics guidelines to work in the engineering profession.
- Effectively communicating and resolving issues with both technical and nontechnical colleagues.
- Accessing and using information to enhance expertise and professional standing.

The MSEE program requires successful completion of 33 semester-credit hours, including credit hours earned in concentration-specific coursework. Total program length varies based on the number of courses taken per eight-week session. Courses are distributed as outlined below.

The MSEE program is offered online only. Selected coursework may be available onsite at some DeVry University locations.

For comprehensive consumer information, visit devry.edu/mee

Program Core Courses

all six required

- EE501 Probability and Statistics for Engineers
- EE502 Computer Communications Networks
- EE600 Core Assessment and Project Prospectus
- EE601 MSEE Project Development I
- EE602 MSEE Project Development II
- PROJ586 Project Management Systems

Computer Systems Concentration-Specific Courses

all three required

- EE560 Mathematical Methods for Computer Systems Engineering
- EE561 Computer Systems Organization
- EE562 Computer Architecture

Elective Courses

any two required

- EE563 Real-Time Systems
- EE564 Advanced Data Structures and Algorithms
- EE565 Distributed Systems
- EE566 Wireless Networks
- EE568 Multimedia Systems
- EE569 Local and Wide Area Networks

Breadth Elective Courses

any two required

- EE541 Introduction to Neural Networks
- EE551 Reliability Engineering
- EE586 Broadband Networks

Notes:

Advanced Engineering Mathematics I (MATH450G) and/or Advanced Engineering Mathematics II (MATH451G) must be completed successfully by students requiring additional mathematics preparation (see [Prerequisite Skills Requirements](#)).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see [Prerequisite Skills Requirements](#)).

To be admitted to the MSEE program, some applicants will be required to first complete coursework specified in an individual Bridge Plan. While completing these requirements, such applicants are enrolled as nonmatriculating DeVry University undergraduate students. To continue with their coursework, students must earn a grade of B (3.00) or better in each course by no later than the second attempt (see [Additional Admission Requirements for Electrical Engineering Program Applicants](#)).

College of Liberal Arts & Sciences, School of Education

At the graduate level, the School of Education within DeVry University's College of Liberal Arts & Sciences offers education-focused programs that enable full-time students as well as working professionals to enhance their career potential and value to employers.

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

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

L I B E R A L A R T S & S C I E N C E S P R O G R A M S

Master's degree

- Education
- Educational Technology

Graduate certificate

- Curriculum Leadership
- Educational Leadership
- Educational Technology
- Educational Technology Leadership
- Higher Education Leadership

Bachelor's degree

- Communications
- Justice Administration



Master's Degree Program in Education

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

Program Objectives

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

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

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

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

Program Core Courses

four required

all three required of all MSEd students

EDUC512 Educational Technology and Emerging Media
EDUC515 Educational Research
EDUC518 Educational Measurement and Assessment

required for students selecting the Curriculum Leadership, Educational Leadership or Educational Technology Leadership concentration

EDUC510 Contemporary Issues in Education

required for students selecting the Higher Education Leadership concentration

EDUC511 Issues in Higher Education

Program Alternates

six semester-credit hours required

Students may choose from the following courses or from concentration courses not applicable to the chosen concentration, provided prerequisites are met.

EDT590 Assistive Technology for Learning
EDUC573 Learning Theory and Psychology

See notes on page 20.

For comprehensive consumer information, visit devry.edu/me

EDUC574 Educational Organizational Behavior

HRM595 Negotiation Skills

MGMT570 Managing Conflict in the Workplace

PROJ586 Project Management Systems

SEC571 Principles of Information Security

Program Capstone – one option is selected

student support professional/academic advisor approval required for selection

Master's Project

both required

EDUC640 Educational Research Project I

EDUC641 Educational Research Project II

Master's Thesis

both required

EDUC670 Thesis Research

EDUC671 Thesis Writing

additional course option; student support professional/academic advisor approval required

EDUC680–

EDUC685 Thesis Writing Extension

Concentration – one option is selected

Curriculum Leadership

all four required

EDUC520 Curriculum Development I

EDUC521 Curriculum Development II

EDUC525 Educational Program Evaluation

EDUC530 Educational Leadership

Educational Leadership

all four required

EDUC525 Educational Program Evaluation

EDUC530 Educational Leadership

EDUC535 School Law and Policy Issues

EDUC537 School Finance

Educational Technology Leadership

all four required

EDUC530 Educational Leadership

EDUC541 Educational Technology Planning

EDUC543 Interactive Instructional Technology I

EDUC544 Interactive Instructional Technology II

Higher Education Leadership

all four required

EDUC531 Higher Education Leadership

EDUC550 Student Affairs in Higher Education

EDUC553 Financial Management in Higher Education

EDUC555 Faculty Development in Higher Education

Education, continued

General Graduate Certificate Requirements

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

Students are eligible to receive their certificate upon:

- Successfully completing coursework outlined for their certificate.
- Satisfying all course prerequisites.
- Achieving a minimum cumulative grade point average of 3.00.
- Resolving all financial obligations.

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

Graduate Certificate in Curriculum Leadership

all five required

EDUC515 Educational Research
 EDUC520 Curriculum Development I
 EDUC521 Curriculum Development II
 EDUC525 Educational Program Evaluation
 EDUC530 Educational Leadership

one required

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

For comprehensive consumer information, visit devry.edu/gcl

Notes:

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see [Prerequisite Skills Requirements](#)).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see [Prerequisite Skills Requirements](#)).

Course requirements may be satisfied through a maximum of six semester-credit hours of course exemptions (see [Course Exemptions](#)).

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

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

This program is not available to residents of Arkansas and Kentucky.

Graduate Certificate in Educational Leadership

all four required

EDUC510 Contemporary Issues in Education
 EDUC515 Educational Research
 EDUC525 Educational Program Evaluation
 EDUC530 Educational Leadership

one required

EDUC535 School Law and Policy Issues
 EDUC537 School Finance

one required

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

For comprehensive consumer information, visit devry.edu/gel

Graduate Certificate in Educational Technology Leadership

all five required

EDUC512 Educational Technology and Emerging Media
 EDUC530 Educational Leadership
 EDUC541 Educational Technology Planning
 EDUC543 Interactive Instructional Technology I
 EDUC544 Interactive Instructional Technology II

one required

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

For comprehensive consumer information, visit devry.edu/get

Graduate Certificate in Higher Education Leadership

all five required

EDUC511 Issues in Higher Education
 EDUC531 Higher Education Leadership
 EDUC550 Student Affairs in Higher Education
 EDUC553 Financial Management in Higher Education
 EDUC555 Faculty Development in Higher Education

one required

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

For comprehensive consumer information, visit devry.edu/ghel

Master's Degree Program in Educational Technology

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

Program Objectives

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

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

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

The MSET program is offered online only. Selected coursework may be available onsite at some DeVry University locations.

Program Core Courses

all 10 required

EDT505 Introduction to Educational Technology
 EDT520 Instructional Design for Educational Technology
 EDT530 Educational Software Selection and Use
 EDT535 Assessment and Evaluation for Technology Standards
 EDT542 Educational Technology Integration
 EDT550 Learning Communities and the Internet
 EDT560 Leadership Planning in Educational Technology
 EDT570 Emerging Educational Technology
 EDT590 Assistive Technology for Learning
 EDT600 Educational Technology Planning

Elective Courses

any two required

Students may choose any two for which the prerequisite(s) have been met.

EDT510 Mastering the Personal Computer
 EDT580 Introduction to Authoring Software
 HRM592 Training and Development
 MGMT591 Leadership and Organizational Behavior
 MIS535 Managerial Applications of Information Technology

Graduate Certificate in Educational Technology

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

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

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

Required Courses

all five required

EDT505 Introduction to Educational Technology
 EDT520 Instructional Design for Educational Technology
 EDT530 Educational Software Selection and Use
 EDT535 Assessment and Evaluation for Technology Standards
 EDT550 Learning Communities and the Internet

Elective Courses

any two required

EDT510 Mastering the Personal Computer
 EDT542 Educational Technology Integration
 EDT560 Leadership Planning in Educational Technology
 EDT570 Emerging Educational Technology
 EDT580 Introduction to Authoring Software
 EDT590 Assistive Technology for Learning

In addition, students must:

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

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

For comprehensive consumer information, visit devry.edu/get

Notes:

Computer Application Basics, EDT500, must be completed successfully by students requiring additional development of computer application skills (see [Prerequisite Skills Requirements](#)).

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see [Prerequisite Skills Requirements](#)).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see [Prerequisite Skills Requirements](#)).

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

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

This program is not available to residents of Kentucky.

For comprehensive consumer information, visit devry.edu/met



Course Descriptions

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

Some courses presented are part of other DeVry University master's degree programs and may be offered at some of the University's onsite locations. For a complete list of DeVry University locations, visit www.devry.edu.

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

Course descriptions are presented alphabetically, by course designator. Students without prerequisites for a course who believe they have compensating work or educational experience may complete a "Request to Waive Prerequisites" form, which is obtained from and submitted to the student support professional/academic advisor.

Courses are three semester-credit hours unless otherwise noted.

DeVry's diverse course offerings are specifically **designed and updated with students' career success in mind.**

EDUCATIONAL TECHNOLOGY

EDT500 Computer Application Basics

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

EDT505 Introduction to Educational Technology

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

EDT510 Mastering the Personal Computer

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

EDT520 Instructional Design for Educational Technology

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

EDT530 Educational Software Selection and Use

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

EDT535 Assessment and Evaluation for Technology Standards

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

EDT542 Educational Technology Integration

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

EDT550 Learning Communities and the Internet

This course explores the strategy and practical use of web pages to enhance learning communities. Coursework addresses platforms, tools and content available to teachers for effectively interacting with students, parents, colleagues and administrators. The potential and dangers of the Internet are examined as students develop competency in using browsers, search engines, and security and protection strategies and tools. An introduction to legal and ethical issues is included. Each student also develops a portal page for a community. *Prerequisite: EDT505*

EDT560 Leadership Planning in Educational Technology

Students in this course develop leadership and management skills to champion use of technology in their educational communities, composed of students, parents, colleagues and administrators. Case studies and practice exercises help students refine their skills in project management, cost-benefit analysis, training and mentoring, personal development and securing program funding. *Prerequisite: EDT550*

EDT570 Emerging Educational Technology

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

EDT580 Introduction to Authoring Software

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

EDT590 Assistive Technology for Learning

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

EDT600 Educational Technology Planning

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


EDUCATION
EDUC510 Contemporary Issues in Education

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

EDUC511 Issues in Higher Education

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

EDUC512 Educational Technology and Emerging Media

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

EDUC515 Educational Research

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

EDUC518 Educational Measurement and Assessment

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

EDUC520 Curriculum Development I

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

EDUC521 Curriculum Development II

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

EDUC525 Educational Program Evaluation

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

EDUC530 Educational Leadership

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

EDUC531 Higher Education Leadership

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

EDUC535 School Law and Policy Issues

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

EDUC537 School Finance

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

EDUC541 Educational Technology Planning

Students in this course apply basic planning principles as they consider equitable use of technology in schools based on teacher and administrator needs. Coursework addresses technology-facilitated educational approaches such as multimedia, data communications and eLearning; hardware and software evaluation and selection; and budgeting for technology. *Prerequisite: EDUC512*

EDUC543 Interactive Instructional Technology I

Students in this course apply instructional design principles to interactive, computer-facilitated methods, media and learning environments while considering learning efficacy of the technology. Systematic instructional design approach, systems theory, learning theories and communication theory provide a framework for course explorations. *Prerequisite: EDUC512*

EDUC544 Interactive Instructional Technology II

Students in this course, a continuation of EDUC543, prepare a position paper based on their exploration of various interactive instructional technologies. *Prerequisite: EDUC543*

EDUC550 Student Affairs in Higher Education

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

EDUC553 Financial Management in Higher Education

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

EDUC555 Faculty Development in Higher Education

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

EDUC573 Learning Theory and Psychology

This course focuses on how individuals learn and develop, as well as on how the classroom environment can support learning and build learning communities. In addition, coursework demonstrates how learning theory can be used to inform teaching practice. Teaching and learning processes that enhance students' motivation to learn are also discussed. *No prerequisite*

EDUC574 Educational Organizational Behavior

This course helps students develop educational leadership strengths through application of organizational behavior principles. Coursework highlights inter- and intrapersonal dynamics as they affect achievement of educational goals; tools used to systematically examine organizational behavior; and underlying theories. *No prerequisite*

EDUC640 Educational Research Project I

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

EDUC641 Educational Research Project II

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

EDUC670 Thesis Research

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

EDUC671 Thesis Writing

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

EDUC680-EDUC685 Thesis Writing Extension (1 credit hour each)

This course provides students with additional time to prepare thesis materials and consult their advisors during the writing process. Students who plan to take advantage of this additional course must contact their advisors. The course is graded on a Satisfactory/Unsatisfactory basis. *Prerequisite: EDUC671*

 **ELECTRICAL ENGINEERING**
EE501 Probability and Statistics for Engineers

This course covers statistics, probability theory and its engineering applications, random variables, distribution and density functions. *Prerequisite: admission to the MSEE program*

EE502 Computer Communications Networks

This course investigates network architectures, protocols, service interface, and local and wide area networks. Coursework also addresses data communication principles and techniques such as transmission, signaling, encoding, error detection and correction, data link control and multiplexing. *Prerequisite: admission to the MSEE program*

EE541 Introduction to Neural Networks

This course explores methods and techniques of artificial neural networks. Topics include modeling artificial neurons and their interconnections, as well as various learning and self-organizing processes. *Prerequisite: EE501*

EE551 Reliability Engineering

This course investigates concepts and techniques of reliability evaluation of electronic components, systems and engineering processes, including software reliability. *Prerequisite: EE501*

EE560 Mathematical Methods for Computer Systems Engineering

This course provides fundamental mathematical knowledge needed to design and analyze computer systems. Topics include probability and stochastic processes; finite state machines; Markov chains; set, queuing and graph theory; network performance analysis; synthesis of networks; optimal routing; and optimization methods. *Prerequisite: EE501*

EE561 Computer Systems Organization

This course provides an overview of computer organization and assembly language programming. Topics include stored program computers; linking and loading; assembly language programming, with emphasis on translating high-level language constructs; data representation and arithmetic algorithms; basics of logic design; and processor design, including data path, hardwired control and microprogrammed control. *Prerequisite: admission to the MSEE program*

EE562 Computer Architecture

This course focuses on instruction set design, processors, control units, memory hierarchies, pipelining and input/output systems. Quantitative analysis of design alternatives and evaluation of reliability, performance and cost are emphasized. *Prerequisite: EE561*

EE563 Real-Time Systems

This course explores design methodologies for embedded real-time systems. Topics include hardware technologies, throughput analysis, hardware/software tradeoffs, language issues arising in real-time systems, design of real-time kernels, context switching, memory allocation and scheduling, and real-time data structures. *Prerequisite: EE562*

EE564 Advanced Data Structures and Algorithms

This course focuses on data structures, operations performed on data and design of non-numeric algorithms that act on data structures. Other topics include advanced-level discussions on topics such as lists, stacks, queues, priority queues, trees, balanced trees, graphs and dictionaries. *Prerequisites: EE502 and EE561*

EE565 Distributed Systems

This course covers principles of designing distributed systems and developing a real system via an applications-based project. Topics include models of distributed systems; distributed transactions, file systems, algorithms, multimedia applications and real-time systems; infrastructures for building distributed systems; cryptography and distributed security; and systems and networking support for distributed multimedia systems. *Prerequisite: EE562*

EE566 Wireless Networks

This course examines the relationship between the Internet and wireless networks in terms of how each accommodates data and voice communications. Coursework addresses networking issues and aspects of wireless communication networks, as well as relevant physical issues. *Prerequisite: EE502*

EE568 Multimedia Systems

This course covers information theory and mathematics needed to analyze multimedia compression algorithms. Also addressed are video compression; motion estimation and compensation; modern image and video coding standards; and multimedia networks and communications. *Prerequisite: admission to the MSEE program*

EE569 Local and Wide Area Networks

This course examines local and wide area networks from a design perspective. Current and emerging standards and protocols, and performance analysis of various types of local area networks (LANs) and wide area networks (WANs), are addressed. Interconnection technologies such as frame relay, integrated services digital networks and LAN/WAN management are also addressed. *Prerequisite: EE502*

EE586 Broadband Networks

This course addresses architecture standards for future broadband networks, including synchronous optical network (SONET) and asynchronous transfer mode (ATM), as applied to design of high-speed local, campus and metropolitan area networks. Topics include implementation issues of transporting connectionless data packets, signaling and routing, congestion flow control and network management techniques. *Prerequisite: EE502*

EE600 Core Assessment and Project Prospectus

This course assesses students' knowledge of core MSEE course material and initiates development of an advanced-level project within an established concentration area. To initiate the project, students present a fully developed project prospectus with an initial project design and acquire approval of the project through faculty advisement. The course is one semester-credit hour; students earn grades of A, B or F upon course completion. *Corequisite: PROJ586; prerequisites: EE501, EE502, EE560, EE561, EE562, good academic standing and permission from the appropriate academic administrator*

EE601 MSEE Project Development I

With faculty guidance, students continue work on an advanced-level project related to their area of concentration. Upon course completion, students will have finalized, implemented and started to analyze their design. The course is one semester-credit hour; students earn grades of A, B or F upon course completion. *Prerequisites: EE600, good academic standing and permission from the appropriate academic administrator*

EE602 MSEE Project Development II

In this course, the third of a three-course capstone sequence, students finish an advanced-level project related to their area of concentration. The project is completed under approval and guidance of one or more faculty advisors. The course is one semester-credit hour; students earn grades of A, B or F upon course completion. *Prerequisites: EE601 and good academic standing*

 **ENGLISH****ENGL510 Foundations of Professional Communication**

This course helps improve students' ability to communicate effectively in professional environments by enhancing their understanding of ways in which language is used to accomplish various purposes and shape readers' responses in business situations. Building on an understanding of audience, purpose and the writing process, students learn to create effective messages for a variety of business contexts. Topics include business letters, memos and short reports; message organization and design; strategies for oral presentations; and grammar, punctuation and style. Students also explore the influences of technology, ethics and the global workplace on effective communication. Students earn grades of A, B or F upon course completion. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. This course may not be applied to elective course requirements in any program. *No prerequisite*

 **HUMAN RESOURCE MANAGEMENT****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. *No prerequisite*

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. *No prerequisite*

MATHEMATICS

MATH450G Advanced Engineering Mathematics I

This course, the first in a two-course sequence, addresses ordinary differential equations, the Laplace transform, and complex numbers and functions. Computer software tools are used to support concepts presented. The course is four semester-credit hours; students 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. This course may not be applied to elective course requirements in any program. *Prerequisite: acceptable test scores or prior coursework performance*

MATH451G Advanced Engineering Mathematics II

This course, the second in a two-course sequence, addresses linear algebra; vector differential and integral calculus; and Fourier series, Fourier integral and Fourier transform. Computer software tools are used to support concepts presented. The course is four semester-credit hours; students 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. This course may not be applied to elective course requirements in any program. *Prerequisite: MATH450G, or acceptable test scores or prior coursework performance*

MATH500 Foundations of Managerial Mathematics

This course prepares students in quantitative skills useful to managers. The course covers selected algebra topics, mathematics for finance and descriptive statistics. Students earn grades of A, B or F upon course completion. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. This course may not be applied to elective course requirements in any program. *No prerequisite*

GENERAL MANAGEMENT

MGMT570 Managing Conflict in the Workplace

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

MGMT591 Leadership and Organizational Behavior

This course examines inter- and intrapersonal dynamics as they affect achievement of corporate goals. Topics include theories of organizational behavior concepts and applications, including motivation, group dynamics, organizational communication processes, leadership, power, authority, team building and organizational development. Managing change in a complex domestic and international environment is also emphasized. Students are provided with a solid foundation for examining organizational behavior in a systematic manner. *No prerequisite*

INFORMATION SYSTEMS MANAGEMENT

MIS535 Managerial Applications of Information Technology

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

PROJECT MANAGEMENT

PROJ586 Project Management Systems

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

SECURITY

SEC571 Principles of Information Security and Privacy

This course provides a broad overview of security in information systems. Covered are various aspects of security in computing, including security threats and controls; basic cryptography and its applications; network intrusion detection and prevention; security administration and planning; anonymity and privacy; legal issues; protection; and ethics. Coursework also examines controls in information systems, and addresses security issues surrounding information systems and computer-generated data. *No prerequisite*



Message from the Provost



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

Our world continues to advance through the power of technology – transforming our workplaces, our homes and communities – and will continue to do so. Your decision to pursue a master's degree or graduate certificate is a positive step in gaining the knowledge and skills critical to growing professionally and personally, and to succeeding in this changing environment.

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

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

All the best,

A handwritten signature in black ink that reads "Donna M. Loraine".

Donna M. Loraine, PhD
Provost

Supporting you every step of the way are
administrators and professors **dedicated**
to helping you succeed.

ADMINISTRATION & FACULTY

To ensure that students gain the most relevant education, DeVry University combines the expertise of seasoned education administrators and a nationwide faculty of hundreds of dedicated full-time professors plus thousands of other faculty. Together, these professionals focus squarely on making your school experience valuable, meaningful and relevant to employers' needs.

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

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

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

A comprehensive list of employed visiting professors who teach onsite or online is available via www.devry.edu/d/onlinevisitingprof.pdf. A comprehensive list of independently contracted adjuncts who teach onsite or online is available via www.devry.edu/d/adjuncts.pdf.

Local Administration

CALIFORNIA

ALHAMBRA

Suzette Casillas

Center Dean
MBA Keller Graduate School of Management
MHRM Keller Graduate School of Management

ANAHEIM

Donald Andrews

Center Dean
MA Gonzaga University
MEd Gonzaga University
PhD Gonzaga University

DALY CITY

William Minnich

Center Dean
EdM State University of New York

FREMONT

Michael Cubbin

Metro President
MS Wayne State University

INLAND EMPIRE-COLTON

Tracy L. Johnson

Center Dean
MAM University of Redlands

LONG BEACH

Ivonna Edkins

Campus President – Long Beach
MBA University of Phoenix

OAKLAND

Ben Elias

Center Dean
MS San Jose State University

OXNARD

Renee Stapleton

Center Dean
MPM Keller Graduate School of Management

PALMDALE

Denise Campbell

Center Dean
MSEd University of Southern California
EdD University of Southern California

POMONA

Scott Sand

Metro President
PhD Capella University

SACRAMENTO

Mary Cole

Campus President
MS Case Western Reserve University
MAFM Keller Graduate School of Management

SAN DIEGO

Pamela Daly

Campus President
MA Liberty University

SAN JOSE

Nils Sedwick

Center Dean
MBA Santa Clara University

SHERMAN OAKS

Brian Porter

Campus President
MBA University of Phoenix

COLORADO

COLORADO SPRINGS

Judy Lesser

Center Dean
MA University of Colorado

DENVER SOUTH

Lynn Ward

Center Dean
MBA Regis University

WESTMINSTER

James Caldwell

Metro President
MS National-Louis University

FLORIDA**JACKSONVILLE**

Abel Okagbare
Campus Director
MPA Eastern Michigan University

MIRAMAR

Joshua Padron
Metro President
MBA University of Phoenix

ORLANDO

Steven E. Brooks
Metro President
MBA University of Phoenix

ORLANDO NORTH

Steven E. Brooks
Metro President and Interim
Center Dean
MBA University of Phoenix

ILLINOIS**ADDISON**

Susan Lerner Friedberg
Metro President
PhD Loyola University

CHICAGO

Candace Goodwin
Metro President
MBA DePaul University

CHICAGO LOOP

Piotr Lechowski
Campus President
MBA Keller Graduate School
of Management

CHICAGO O'HARE

Lewis Zanon
Center Dean
MAFM Keller Graduate School
of Management

DOWNERS GROVE

Rowena Klein-Robarts
Center Dean
MS University of Wisconsin

ELGIN

Timothy M. Florer
Center Dean
MBA Keller Graduate School
of Management

GURNEE

Lewis Zanon
Center Dean
MAFM Keller Graduate School
of Management

NAPERVILLE

Mary Wahlbeck
Center Dean
MA Lewis University

TINLEY PARK

Joe Onorio
Metro President
MSET DeVry University

INDIANA**INDIANAPOLIS**

Bill Coit
Campus Director
MA Webster University
MA Ball State University

UTAH**SANDY**

Michael J. Townsley
Campus Director
MBA University of Texas

VIRGINIA**SOUTH HAMPTON ROADS**

Ann Mickelson
Campus Dean
MS Capella University

WASHINGTON**BELLEVUE**

Maria Dezenberg
Metro President
EdS University of Alabama

FEDERAL WAY

Maria Dezenberg
Metro President
EdS University of Alabama

LYNNWOOD

Maria Dezenberg
Metro President
EdS University of Alabama

WISCONSIN**MILWAUKEE**

Jeunet A. Davenport
Campus Director
MA University of Phoenix

Full-Time Professors

ARIZONA

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

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

James Keith Barnard
Senior Professor
MA Arizona State University

Brenda S. Betz
Assistant Professor
MS University of Medicine and Dentistry of New Jersey

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

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

Marie T. Cahill
Senior Professor
MA Illinois State University

Robert L. Diehl
Senior Professor
MS Arizona State University

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

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

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

Nicole Graham
Associate Professor
MBA Keller Graduate School of Management

Roger S. Gulledge
Professor
MBA Keller Graduate School of Management

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

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

Chad Kennedy
Professor
MS Arizona State University
PsyD Arizona State University

Rajalakshmi Lauffer
Assistant Professor
PhD Arizona State University

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

Aaron Marmorstein
Associate Professor
PhD Oregon Health & Science University

Nancy J. Mote
Senior Professor
MA Arizona State University

Peter Newman
Associate Professor
MBA Pfeiffer University
PhD Capella University

Robert F. Norton
Associate Professor
MBA Grand Canyon University

Paul O'Leary
Assistant Professor
MS Rutgers University

Daniel L. Saine
Senior Professor
MS California State University

Veronica L. Schreiber
Senior Professor
MA University of Arizona

Miti Shah
Associate Professor
PhD Arizona State University

Maja M. Tatar
Associate Professor
MBA University of Phoenix

Jennifer J. Turley
Senior Professor
MA University of Tennessee

Sandhya Verma
Associate Professor
PhD Illinois Institute of Technology

Didem Yamak
Assistant Professor
PhD Arizona State University

PROFESSIONAL CONNECTIONS AND MEMBERSHIPS

To keep current with industry practices and developments, and provide highly relevant education, faculty and staff from throughout the University's five colleges are active in various professional organizations including:

- American Society for Quality
- American Society of Training and Development
- Association for Supervision and Curriculum Development
- Association of Information Technology Professionals
- American Society of Industrial Security
- Association for Business Communication
- Project Management Institute International
- American Management Association
- Academy of Management
- United States Association of Small Business and Entrepreneurship
- Sloan Consortium
- Society for Technical Communication
- National Council of Teachers of Mathematics
- National Council of Teachers of English
- Society for Human Resource Management
- American Institute of Certified Public Accountants
- Federation of Schools of Accountancy
- Institute of Managerial Accounting
- American Marketing Association
- National Black MBA Association
- American College of Healthcare Executives
- American Health Information Management Association
- 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

CALIFORNIA

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

Mehdi Arjomandi
Professor
MS California State University

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

Nabil Attalla
Associate Professor
MD Cairo University Egypt

Ahmed Azam
Senior Professor
MS California State University

Robert Beckenhauer
Associate Professor
MBA Pepperdine University
MS Syracuse University

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

Carmen M. Bradford
Assistant Professor
MBA University of Phoenix

Harrison R. Burris
Professor
MBA Fairleigh Dickinson University
MBAM Fairleigh Dickinson University
MS Pennsylvania State University

Shih E. Chng
Professor
MSE Purdue University

Richard J. Currie
Professor
MA University of Redlands
MS Pepperdine University

Michael C. Davis
Assistant Professor
MA National University

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

Thomas F. Donini
Professor
MEd Xavier University

Nitin N. Dvivedi
Associate Professor
MBA University of Phoenix
MS City College of New York

Gary Foster
Associate Professor
MBA University of Utah

Falayla Franck
Assistant Professor
MA San Diego State University

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

Justin Garcia
Associate Professor
MA California State University

Abhay Burjor Ghira
Senior Professor
MA Northwestern University

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

Paula C. Herring
Associate Professor
MBA University of Phoenix

Ronald F. Hierbaum
Professor
MBA DePaul University

Stanley Hong
Associate Professor
MAS University of Southern California

Sayed M. Jalali
Senior Professor
MS Claremont Graduate University
PhD Claremont Graduate University

Kenneth Jones
Professor
MS University of California
PhD University of California

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

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

Michael L. Kalka
Professor
MBA Keller Graduate School
of Management

**MNCM Keller Graduate School
of Management**
MPM Keller Graduate School
of Management

Jerry L. McFadden
Professor
MBA Pepperdine University

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

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

Paul K. Kohara
Professor
MBA San Francisco State University

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

Alex M. Leung
Senior Professor
MS University of Colorado

James Lewis
Associate Professor
MTM Keller Graduate School
of Management

Hong Lin
Professor
MS Zhejiang Sci-Tech University
PhD University of Alabama

Kan Liu
Professor
PhD The Ohio State University

Benny P. Lo
Professor
MS California State University

B. Cameron MacKenzie
Assistant Professor
PhD Temple University

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

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

Sheri McClure-Baker
Assistant Professor
MA California State University

Marian S. McDonald
Associate Professor
MBA National University

Kelly K. Menck
Assistant Professor
JD University of San Diego

Jose R. Michel
Associate Professor
MA California State University
EdD University of California

Michael G. Milford
Associate Professor
MBA University of Puget Sound

Shahriar Mirkarimi
Professor
MS Illinois Institute of Technology

Ramyar A. Moghaddam
Assistant Professor
MS Boston University

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

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

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

Kyle H. Muldrow
Professor
MS University of Illinois

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

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

Reed E. Pendleton
Professor
MS Santa Clara University

Ronald A. Perotti
Professor
MBA Holy Names University

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

Babak Piltan
Assistant Professor
MS California State University

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

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

Ali A. Rahbar Professor MS University of California PhD University of California	Theodore Tully Associate Professor MBA Keller Graduate School of Management	John W. Jenkins Jr. Associate Professor MISM Keller Graduate School of Management	David L. Gross Assistant Professor MS University of Central Florida
Robert L. Ramirez Associate Professor MBA University of Phoenix	Richard Villagomez Associate Professor MA California State University	Steven Monroe Assistant Professor MS University of Denver	Talal Haj Hamdo Professor MS Aix-Marseille Université
Syed Rashdee Professor MS University of Karachi	Russell Walker Senior Professor MBA California State University	Vannessa E. Moses Professor MBA Colorado Technical University	Antonio Hernandez-Barrera Professor MS Hiroshima University
Mark R. Rasiah Professor MBA University of California	MS California Institute of Technology PhD Northcentral University	MHRM Colorado Technical University PhD Colorado Technical University	Edwin H. Hill Professor MS University of Miami
Lawrence S. Robinson Associate Professor MFA Brigham Young University	Paul H. Wilson Professor MBA Pepperdine University	Edward Polak Assistant Professor MBA Colorado Technical University	Nabeel P. Khan Associate Professor MS University of Delaware
Gregory P. Ross Senior Professor MA San Diego State University	Penn Wu Professor MBA Keller Graduate School of Management	MS Colorado Technical University PhD Colorado Technical University	Nicolas Lebredo Professor MA The Ohio State University
Dean T. Scott Senior Professor MBA University of La Verne	MISM Keller Graduate School of Management PhD Polytechnic University	Charles W. Trinkel Associate Professor MA University of Colorado	MAFM Keller Graduate School of Management MBA Webster University
Javad S. Shakib Associate Professor MS University of Tehran	MNCM Keller Graduate School of Management MPM DeVry University	Jim Zapapas Assistant Professor MBA Regis University	PhD University of Central Florida
Kenneth H. Shindeling Professor MBA California State Polytechnic University	MPM DeVry University PhD Nova Southeastern University		
Sharon L. Starcher Associate Professor MA Fresno Pacific University	Edward P. Yee Associate Professor MPM Keller Graduate School of Management	FLORIDA	
Robert E. Stockdale Associate Professor MS Princeton University	Behnam Ziae Associate Professor MS Hacettepe University	Ruben Arias Associate Professor MS Stevens Institute of Technology	
Simon Sultana Associate Professor MBA Wayne State University	COLORADO	Elio L. Arteaga Associate Professor MFA Florida Atlantic University	
John Tang Associate Professor MS University of Virginia	Kelley A. Blair Associate Professor MISM Keller Graduate School of Management	Kathryn G. Barnes Associate Professor MS Hartford College for Women	
Charles Taylor Associate Professor MBA San Diego State University	Bruce J. Bunney Associate Professor MBA Keller Graduate School of Management	James R. Behrends Associate Professor MS American InterContinental University	
	Jay Egger Associate Professor MBA University of Phoenix	Mohamed E. Brihoum Senior Professor MS The Ohio State University	
	Tracy Elazier Assistant Professor MBA Benedictine University	Charles E. Davis Professor PhD Arizona State University	
	Louis R. Freese Professor MA Teachers College Columbia University	Jerry K. Durbeej Professor MA Florida Atlantic University	
		Raouf T. Ghattas Senior Professor MS University of Windsor	
			Simon Obeid Associate Professor MS University of North Carolina
			Louis Pearsall Professor MBA University of Rochester
			Mario J. Perez Professor MS Florida International University
			Murad Qahwash Professor MBA University of Central Florida
			MS University of Central Florida
			PhD University of Central Florida

Esther S. Rachelson Associate Professor MS University of Miami	GEORGIA	Khalil A. Khalif Associate Professor MS Clark Atlanta University	Raj I. Sampath Associate Professor MS Georgia State University
Arif Rafay Senior Professor MS University of New Brunswick	Anthony Alstrom Associate Professor MTM Keller Graduate School of Management	Mark A. King Professor MBA Keller Graduate School of Management	Jomy Samuel Assistant Professor MS University Roorkee PhD University of British Columbia
Colleen Robb Assistant Professor MBA Florida International University DBA Åbo Akademi University	Patrick K. Berry Professor MPA Georgia State University	Donna Levesque Associate Professor MHA University of Phoenix PhD Walden University	Raymond M. Sassine Senior Professor MS Bradley University MSE Bradley University PhD McGill University
Manuel Rodriguez Associate Professor MBA Keller Graduate School of Management	Zlatko Bogoevski Associate Professor MTM Keller Graduate School of Management	Charles W. Lively Assistant Professor MS Texas A&M University PhD Texas A&M University PhD Texas A&M University	Jack A. Sibrizzi Professor MBA New York University
Jacqueline Saldana Assistant Professor MBA University of Phoenix	Jennifer F. Bolden Associate Professor MBA Georgia College & State University MBA Georgia State University	Kin R. Marshall Professor MBA Keller Graduate School of Management PhD Walden University	Dawn N. Thomas Associate Professor MEd Georgia State University
Genevieve I. Sapijaszko Professor MBA University of Calgary MS University of Calgary	Lorenzo Bowman Senior Professor MS Georgia State University JD University of Georgia	Sandra L. McKee Senior Professor MA Winthrop College	Rosalyn O. Tucker Associate Professor MS Clark Atlanta University
Asma Sayed Assistant Professor MS Barry University MS Islamia University MD St. Matthew's University	Robert E. Burnside Professor MA Webster University	Thomas O. Milham Senior Professor MISM American Graduate School of International Management MNCM Keller Graduate School of Management	Ifeanyi I. Ugboaja Assistant Professor MBA University of Phoenix
Albert Soud Professor MS University of Central Florida	Tanya S. Cannon Professor MBA Keller Graduate School of Management	Claude R. Oakley Associate Professor MBA Mercer University MS University of West Indies PhD Colorado State University	Tom W. Wichter Senior Professor MBA Louisiana State University
Anthony B. Spivey Assistant Professor MS Troy University DBA Argosy University	Tiffanie S. DeLoach Associate Professor MHRM Lincoln University MS Lincoln University PhD Capella University	Glenn A. Palmer Professor EdD University of Georgia	James A. Williams Professor MBA Keller Graduate School of Management
David J. Sushil Assistant Professor MS University of Central Florida	Jeffrey A. Frakes Senior Professor MPA University of Cincinnati PhD University of Cincinnati PhD University of Cincinnati	Amy S. Pence Senior Professor MFA University of Arizona	Myron O. Wilson Associate Professor MS DePaul University
Jadir M. Vieira Professor MPM Keller Graduate School of Management MS Florida International University	Christine D. Halsey Professor MS Southern Polytechnic State University	Jalal Raissi Senior Professor MS Mercer University PhD Mercer University	Michelle L. Zath Senior Professor MA Indiana University-Purdue University
Eddie Wachter Professor MS Virginia Commonwealth University PhD Nova Southeastern University	Christopher Howard Professor MS Utah State University	Alpana V. Ramanathan Associate Professor MBA University of Mississippi	Richard C. Zath Professor MA Purdue University
Brent C. Ward Senior Professor MBA University of Western Ontario MPM Keller Graduate School of Management	Robert W. James Senior Professor MBA Georgia State University	James D. Ray Associate Professor MBA Keller Graduate School of Management MSA Central Michigan University	ILLINOIS
Shelly Wyatt Professor MLS Rollins College PhD University of Central Florida	Henry H. Jordan Senior Professor MA State University College of New York PhD Colorado State University	Bethrene Roepnack Professor MA Arizona State University PhD Arizona State University	Abdullah Alshboul Associate Professor MS Northeastern Illinois University DBA Argosy University
	Debra Kean Professor MS Valdosta State University		Josephine O. Anagbogu Senior Professor MS City University of New York
			Flavia Andrade Assistant Professor MBA Keller Graduate School of Management

Maria Antonopoulos Associate Professor MS Loyola University PhD University of Illinois	Safoora Fatima Professor MS Bradley University	Andrew Kim Professor MS Northwestern University	Daniel H. Nichols Senior Professor PhD Temple University
Paul D. Bierbauer Senior Professor MS Northern Illinois University	Usman Ghani Senior Professor MS Illinois Institute of Technology	Michael C. Komos Professor MBA DePaul University EdD Northern Illinois University	Hamid Noorani Professor MBA University of St. Thomas
Mary A. Bowman Assistant Professor MPA Roosevelt University	Kevin M. Greshock Senior Professor MPM Keller Graduate School of Management	Alan Krause Professor MBA University of Chicago	Thomas M. Notermann Professor MBA St. Xavier University PhD University of Wisconsin
Sheila Boysen-Rotelli Associate Professor MBA Northern Illinois University PhD Benedictine University	Daniel L. Grigoletti Professor MBA DePaul University	John M. Kyser Professor MBA University of Chicago	Abdulmagid Omar Senior Professor MS Case Western Reserve University PhD University of Missouri
Matthew Bruder Professor MD St. Matthew's University	William C. Gross Assistant Professor MS DePaul University	Charles Lay Senior Professor MBA University of Chicago	Robert A. Pandel Senior Professor MBAM Northwestern University
Lynn M. Burks Senior Professor MA Eastern Illinois University PhD Colorado State University	Robert P. Haluska Associate Professor MISM Keller Graduate School of Management MPM Keller Graduate School of Management	Edward C. Leipus Professor MBA Keller Graduate School of Management	Pepi Paramarti Associate Professor MS University of Phoenix
Denise C. Camin Professor MA Governors State University	Brandon Hamilton Professor MBA Keller Graduate School of Management DBA Argosy University	Nana Liu Senior Professor MS University of Illinois	John J. Pasierb Professor MS Western Michigan University
Lisa L. Campbell Associate Professor MHA Governors State University PhD Capella University	Karen Hanson Professor MA Olivet Nazarene University	Gary L. Luechtefeld Professor MISM Keller Graduate School of Management	Archie E. Patterson Professor MBA Indiana University
Shu-Jen Chen Professor MS National Taipei University of Technology MS University of Wisconsin	Barbara Sparks Harris Senior Professor MS University of Illinois	John T. MacDonald Associate Professor MS Illinois Institute of Technology PhD Illinois Institute of Technology	Nicholas G. Powers Professor MBA Loyola University
Yahya Jeff Daoud Assistant Professor MS DePaul University	Timothy P. Hart Senior Professor MA University of Illinois	Deborah P. Mayfield Professor MS DePaul University	Stanley G. Robertson Associate Professor JD John Marshall Law School
Udayan Das Associate Professor MS Illinois Institute of Technology	Susan Henning Professor MS University of Illinois	Chang Y. Miao Associate Professor MS Indiana University MS Northeastern Illinois University PhD Indiana University	Bonnie S. Rucks Senior Professor MBA Campbell University
Joseph L. DeBoni Senior Professor MS Benedictine University	Michael Henson Associate Professor MS DePaul University	Richard B. Monbrod Senior Professor MBA Roosevelt University	Robert A. Salitore Associate Professor MS Loyola University
John A. Deichstetter Professor MBA DePaul University	LaTonya D. Hughes Assistant Professor MA Webster University EdD Benedictine University	John A. Morello Senior Professor MA George Washington University PhD University of Illinois	Steve Santello Associate Professor MS DePaul University
William S. Dillon Professor JD University of Illinois	Young U. Huh Associate Professor MS Purdue University	Michael Morrison Associate Professor MBA Keller Graduate School of Management	Kenneth Schmidt Associate Professor MSE University of Louisville
Maeve Duffey Professor MA Governors State University	Saeed Jellouli Professor PhD Université Blaise Pascal	Raymond J. Mueller Senior Professor MAS DePaul University PhD Loyola University	Shawn A. Schumacher Senior Professor MA Governors State University PhD Colorado State University
Michael P. Dufresne Associate Professor MA Northern Illinois University MEd Northern Illinois University	Ahmed S. Khan Senior Professor MS Michigan Technological University PhD Colorado State University		Gregory Sellers Associate Professor MS University of Illinois PhD University of Illinois
Deborah A. Edwards Professor MA Governors State University			Swati Sharma Associate Professor MTech Dhirubhai Ambani-Institute of Information and Communication Technology PhD University of Strasbourg

Randall K. Sharpe
Associate Professor
MS University of Illinois

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

Timothy Lee Stephan
Senior Professor
MBA Loyola University

Barbara J. Strauch
Senior Professor
MEd Purdue University

Michael D. Sugarman
Associate Professor
MA Case Western Reserve University

Mohammed T. Taher
Senior Professor
EdD Northern Illinois University

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

James Torres
Associate Professor
MD Rush University

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

George Vazanellis
Professor
MS Purdue University

Craig A. Waldvogel
Associate Professor
MS University of Illinois

Li Wang
Associate Professor
PhD Illinois Institute of Technology

Olusegun Williamson
Associate Professor
MBA Purdue University
MS Walden University
PhD Walden University

INDIANA

James E. Gajda
Associate Professor
MBA University of Chicago
MS DePaul University
MS University of Chicago
JD Illinois Institute of Technology

Janell N. Harvey
Associate Professor
MA Purdue University
DBA Argosy University

Jeffrey A. Wolos
Associate Professor
PhD State University of New York

Eric A. Wright
Associate Professor
MBA University of Phoenix
PhD Northcentral University

MARYLAND

Jones K. Kasonso
Assistant Professor
MBA Keller Graduate School of Management

Stephen A. Onu
Associate Professor
MBA University of Phoenix
DBA University of Phoenix

MICHIGAN

Vanessa M. Holmes
Associate Professor
MA The Ohio State University
PhD Michigan State University

MINNESOTA

Stephen M. DeRoeck
Assistant Professor
MBA Golden Gate University
PhD Capella University

MISSOURI

Patrick B. Bauer
Senior Professor
MS University of Missouri

Robert B. Curry
Senior Professor
MBA University of Missouri

Carl L. Hill
Associate Professor
MS University of Central Missouri

Mark A. Long
Professor
MA Webster University

Neal L. McGregor
Associate Professor
MA Park University
MBA University of Missouri
PhD Walden University

Amber Moore
Assistant Professor
MEd Grand Canyon University

Robert E. Myers
Professor
MS University of Kansas

Eileen F. Nance
Professor
MA Webster University

Lynn A. Risley
Professor
MNCM Keller Graduate School of Management
MPM Keller Graduate School of Management

Lynn C. Schuchman
Professor
MA University of Missouri

Steven B. Singleton
Professor
MA Auburn University

Kent Wilson
Professor
MBA Keller Graduate School of Management

NEVADA

Stefani Izquierdo
Associate Professor
MS University of Nevada

Adam L. Martin
Associate Professor
MS University of Central Florida
PhD University of Central Florida

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

NEW JERSEY

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

Mike Awwad
Professor
MSEE New Jersey Institute of Technology

Timothy Dempsey
Professor
MBA Pace University

Frank DiMeglio
Professor
MBA Fairleigh Dickinson University
DPS Pace University

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

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

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

Bruce Herniter
Associate Professor
MS University of Colorado
PhD University of Arizona

Barbara Anna Y. Holal
Assistant Professor
MS New York University
PhD New York University

Gerard Kiely
Associate Professor
MS Upsala College
PhD University of Minnesota

Kim Lamana-Finn
Senior Professor
MS Capella University
MS Stevens Institute of Technology

Wieslaw Marszalek
Senior Professor
MS Warsaw University of Technology
PhD North Carolina State University
PhD Warsaw University of Technology

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

Bahir Masadeh
Assistant Professor
MS New Jersey City University
PhD Columbia Teachers College

Panakkal X. Mathew
Assistant Professor
MS Georgia State University
PhD Georgia State University

Chijioke A. Ohayia
Assistant Professor
MS State University of New York
PhD Capella University

Florica-Anca Rosu
Professor
MA University of Bucharest
PhD Rutgers University

Dawn Rywalt
Professor
MS Stevens Institute of Technology

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

Derrick Samuels
Associate Professor
MBA University of Lagos
PhD Walden University

NEW YORK		NORTH CAROLINA	
Nugroho Santoso Professor MS Louisiana State University ME Trisakti University PhD Louisiana State University	Afroz A. Ahmad Professor MS Polytechnic University	Jude Lamour Professor MS New Jersey Institute of Technology PhD Walden University	Anne M. Burgess Assistant Professor MSA Central Michigan University
Ramiro Serrano Associate Professor MAudit University of Alcalà MEconomy and Utilities University Carlos III PhD University of Alcalà	Valeriy Arseniev Professor MS Moscow Technical University PhD Moscow Institute of Mechanical Engineering	George K. Mansour Professor MS Long Island University	Joni Bynum Associate Professor MA Appalachian State University PhD North Carolina State University
Marvin Shumowitz Professor PhD City University of New York	Karen J. Cantrell Professor MA City College of New York	Shahed Mustafa Associate Professor MS Idaho State University MS Stevens Institute of Technology	Peter D. Cornwell Professor MS Bournemouth University PhD The University of York
Jason Sim Assistant Professor MBA Saint Peter's College	Nader Daee Professor MBA Wagner College	Bennet A. Nagel Associate Professor MBA St. John's University	Maureen Leary Assistant Professor MAS Strayer University DBA Northcentral University
Devinder K. Sood Senior Professor MS Punjabi University	Jeevan F. D'Souza Associate Professor MS University of Texas PhD Nova Southeastern University	Ali Ragoub Professor MS Universiti Kebangsaan Malaysia	Dudley Marcum Professor PhD University of Illinois
Bhupinder S. Sran Senior Professor MS Louisiana State University PhD Stevens Institute of Technology	Sarah R. Dubowsky Associate Professor PhD Rutgers University	Abdul Razaq Professor PhD Silecian University of Technology	Richard L. McElroy Associate Professor MA Fielding Graduate University MA Fielding Graduate University PhD Fielding Graduate University
Sudha Swaminathan Associate Professor MBA Osmania University PhD Jawaharlal Nehru Technological University	Gusteau Duclos Senior Professor MA Universite de Limoges MS Polytechnic University PhD Polytechnic University	Sunil Samanta Assistant Professor MS University of Central Missouri PhD Gujarat University	Ramez A. Shamseldin Assistant Professor MISM Keller Graduate School of Management PhD Old Dominion University
Chao-Ying Wang Senior Professor MS Southern Illinois University PhD Southern Illinois University	Wendy A. Finlay Assistant Professor MBA University of Phoenix PhD University of Phoenix	Derrick C. Samuels Associate Professor MBA University of Lagos PhD Walden University	Onur Uman Assistant Professor MA University of Connecticut MBA University of West Georgia PhD Boaziçi University
John W. Weber Professor MAFM Keller Graduate School of Management MAT The College of New Jersey DBA University of Phoenix	Michael J. Gooch Professor MA Indiana University of Pennsylvania PhD Indiana University of Pennsylvania	Marvin J. Schneider Associate Professor MBA City University of New York	OHIO
Paul Winters Professor MA Lehigh University PhD Lehigh University	Michael I. Gurin Professor MFA Vermont College PhD University of Denver	Moniruddin A. Siddique Professor MS University of Illinois	Ryan P. Albert Professor MS The Ohio State University
Gregory Zaleski Professor MBA Pennsylvania State University	Michael T. Hamlet Professor MBA Adelphi University PhD Walden University	Natalie M. Sommer Professor MS Union College	Joao Araujo Associate Professor MFA The Ohio State University
Michael Zalot Professor MA Montclair State University PhD New York University	James D. Hartman Professor MA Boston University PhD City University of New York	Panayotis K. Thanos Associate Professor MS The American University PhD Old Dominion University	Jeffrey W. Belding Senior Professor MA The Ohio State University
Jingdi Zeng Associate Professor MComputer Applications Hunan University PhD New Jersey Institute of Technology	Bernard F. Iatauro Professor MBA St. John's University	Renie A. Thanos Professor MA James Madison University	Carol E. Dietrich Senior Professor MA The Ohio State University MS Ohio University MTS Trinity Lutheran Seminary PhD The Ohio State University
	M. S. Kinsley Professor MA City University of New York	Jose R. Tubilleja Professor MISM Keller Graduate School of Management	
		Adnan Turkey Senior Professor PhD University of Budapest	
		Manuel Eduardo Zevallos Associate Professor MS City College of New York MBA Keller Graduate School of Management PhD City University of New York	

Yves K. Gollo Professor MBA Pepperdine University MNCM Keller Graduate School of Management MS University of Southern California	Michael Stamos Senior Professor MA The Ohio State University MBA University of Dayton	Donald Butler Assistant Professor MBA York University	Gregory B. Gaines Associate Professor MA City University of New York
Kathrine Henson-Mack Tormos Assistant Professor MS University of Alabama PhD University of Alabama	ONLINE	Bill W. Carroll Associate Professor MA Webster University MBA Wichita State University PhD Capella University	Scott Gessford Professor MS South Dakota State University
John M. Kavouras Assistant Professor MA Capital University MA Cleveland State University	Christine K. Adams Associate Professor MS Georgia Institute of Technology	Sherry Chao-Hrenek Associate Professor MBA Our Lady of the Lake University PhD Our Lady of the Lake University	Angela R. Gillette Associate Professor MA University of Texas
Laurence E. Lazofson Professor MAF Keller Graduate School of Management MS Air Force Institute of Technology	Yacoub A. Alsaka Associate Professor MS Florida Institute of Technology PhD University of Florida	Dexter A. Christian Professor MA Georgia State University	John Golzy Professor MS Ohio University
LaToya Littles Associate Professor MS Robert Morris University	Barbara A. Bailey Assistant Professor MS Boston University	Gina M. Cooper Professor MS The Ohio State University PhD Wright State University	Louann Gottschalk Associate Professor MA Fort Hays State University
Anup K. Majumder Senior Professor MSE Jadavpur University PhD Jadavpur University	Jayanta K. Bandyopadhyay Associate Professor MS University of Texas PhD Texas Tech University	Vanda L. Crossley Associate Professor MS American InterContinental University	Jerry M. Green Assistant Professor MS University of Alabama
Christopher D. Martin Professor MISM Keller Graduate School of Management	Yousri H. Barsoum Assistant Professor MS Washington University PhD Washington University	William L. Crumm Associate Professor MA Webster University MS Auburn University PhD Capella University	Dena H. Hale Associate Professor MBA Southern Illinois University PhD Southern Illinois University
Richard A. Martin Professor MISM Keller Graduate School of Management	Jon L. Bek Associate Professor MS California State University	Amanda R. Darling Professor MBA Keller Graduate School of Management MHRM Keller Graduate School of Management	Wei-Jer Han Professor MS University of Missouri
Elliot Masocha Associate Professor MA Ohio University MS Franklin University DBA Walden University	Blaise C. Bender Associate Professor MPA University of Texas MS Texas A&M University JD St. Mary's University	Ann-Marie Dau Associate Professor MBA Georgia State University MS University of Massachusetts	Teresa M. Hayes Professor MA DePaul University
John F. McManamon Professor MEd The Ohio State University	Seddik Benhameda Professor MS George Washington University	Giao Q. Dau Associate Professor MS University of Massachusetts	William D. Hayes Senior Professor MA Governors State University MS Illinois State University EdD Northern Illinois University
John R. Pax Professor MBA Keller Graduate School of Management MSE Colorado State University	David Blodgett Associate Professor MBA Keller Graduate School of Management MS Governors State University	Cathy M. Dees Associate Professor MA University of Illinois PhD University of Illinois	Andrea Henne Assistant Professor MA University of California EdD University of California
Tom G. Pettay Senior Professor MBA University of Phoenix	Gabrielle N. Bonner Professor MA Xavier University of Louisiana	Robert T. Dickinson Professor MS University of Utah PhD University of Texas	Mischelle E. Holt Professor MS Southeastern Oklahoma State University
Joseph A. Phillips Professor MBA Franklin University	Wendell Bragg Associate Professor MBA City University of Seattle	Kimberly M. Dula Assistant Professor MBA DePaul University MS University of Wisconsin	D. Leonard Hope Associate Professor MBA University of Kansas
Sandra Rains Professor MBA Franklin University MPA Keller Graduate School of Management	Michael G. Brizek Associate Professor MS University of South Carolina PhD Virginia Polytechnic Institute	Gloria J. Durham Assistant Professor MEd Rockhurst University MPM Keller Graduate School of Management	Gary F. House Senior Professor MS Southern Polytechnic State University
Cynthia A. Roberts Senior Professor MEd University of Dayton	Joy L. Bruno Professor MS Florida Institute of Technology	Patricia R. Entesari Associate Professor MS University of Texas	Khader Jabra Assistant Professor MBA Keller Graduate School of Management MS Capitol College
			Ellen M. Jones Professor MA Webster University PhD St. Louis University

Lynna G. Kalna Senior Professor MEd Ohio University	Winnie M. Mukami Associate Professor MS University of Nairobi	Sheila Rumenapp Associate Professor MS California Lutheran University MS California State University	Julia Woodward Associate Professor MBA University of South Carolina PhD University of South Carolina
James S. Kirk Professor MDiv McCormick Theological Seminary PhD Boston University	Michael W. Mullas Senior Professor MS Central Michigan University PhD University of Colorado	Jimmie L. Russell Professor MS Cornell University PhD Cornell University	Sean T. Wright Professor MBA Babson College
Karmaveer R. Koonjbeary Professor MS University of Arkansas	Rachel Nagel Professor MBA Argosy University MS Keller Graduate School of Management EdD Nova Southeastern University	Timothy L. Schauer Assistant Professor MBA Liberty University	James Y. Xu Professor MS University of Cincinnati
Akin F. Kuguoglu Associate Professor MS Case Western Reserve University MD Uludag Universitesi PhD University of Akron	Mohan K. Naidu Assistant Professor MS Southwest College	Philip M. Schuchman Senior Professor MA University of Missouri	Robert T. Zacny Senior Professor MA Purdue University
Helene M. Lamarre Senior Professor MA Northern Illinois University	Joseph S. Neptune Associate Professor MBA Webster University PhD Capella University	David A. Scoma Professor MA State University of New York PhD University of Central Florida	Michael Zohourian Professor MS The Ohio State University
Shi Lan Professor MS Northern Illinois University PhD Colorado State University	Maria Neuwirth Professor MS University of Toronto PhD University of Toronto	Ahmed H. Shaik Associate Professor MBA Kakatiya University PhD in Banner Kakatiya University	OREGON
Felix M. Lao Professor MBA University of the Philippines Manila PhD University of Santo Tomas	Mehdi H. Nikzad Professor MS Polytechnic University	Jagit Kaur Singh Professor MS University of Delhi PhD University of Calgary	Patrick Wong Associate Professor MS University of Oregon DBA Argosy University
Robert Lundak Professor MA California State University PhD University of California	Robert D. Nugen Associate Professor MA Santa Monica College MA University of Missouri	Devena M. Singleton Professor MISM Friends University PhD Nova Southeastern University	PENNSYLVANIA
Michael W. Magro Associate Professor MIT American InterContinental University	Vincenzo Pappano Associate Professor PhD University of Pisa	Brian A. Smith Assistant Professor MED Northwestern State University MS Texas A&M University EdD Texas A&M University	Jonathan A. Agresta Professor MED University of Massachusetts
Mohammad N. Mahani Professor MS University of Illinois	Robert M. Paschke Senior Professor MBA Capital University	Audra Spicer Associate Professor MA University of Nebraska PhD University of Nebraska	Lisa O. Benavides Assistant Professor MA Grand Canyon University
John M. Martin Professor MISM Keller Graduate School of Management	Michelle K. Preksaitis Associate Professor MA Texas Tech University JD University of Illinois	Kenneth E. Steinkruger Senior Professor MBA Northwestern University PhD The Chicago School of Professional Psychology	William A. Bowman Assistant Professor MS Philadelphia University
Patrick L. Mayers Senior Professor MA University of Chicago MBA University of Chicago PhD University of Chicago	Pamela P. Price Professor MS Stanford University	Martin Z. Stub Senior Professor MBA St. John's University	John Byrne Professor MBA Wilmington College DBA Argosy University
Judith McCarthy Professor MA Rutgers University MA Rutgers University PhD Rutgers University	Parul Purohit Assistant Professor MS University of Illinois PhD University of Illinois	Bruce C. Van Apeldoorn Sr. Assistant Professor MS Boston University	John Callan Professor MS Temple University
Erin McLaughlin Professor MBA Missouri State University PhD University of North Texas	Darlene G. Ringhand Associate Professor MS Utah State University PhD Northcentral University	Geoffrey VanderPal Associate Professor MBA Webster University PhD Nova Southeastern University	Maer Dos Santos Associate Professor MS Drexel University
Faramarz Mortezaie Professor MS University of California PhD University of California	Elizabeth Rolison Professor MBA Regis University	Melinda S. Whitman Assistant Professor MS Michigan State University JD Washburn University	John Drabouski Professor MBA Temple University
			Beverly Gordon Associate Professor MA Immaculata University MA Immaculata University PsyD Immaculata University
			Michelle Lawson Professor MBA Keller Graduate School of Management JD Temple University

Pratibha Menon
Associate Professor
MS The University of Pittsburgh
PhD The University of Pittsburgh

Noemi Nolter
Associate Professor
MEd Dowling College

Donna Pulliam
Associate Professor
MS Drexel University

Jocelyn E. Russell
Associate Professor
MA Westminster Theological
Seminary
MBA University of Pennsylvania

James Schneider
Professor
MFA California State Polytechnic
Institute

Warren Shahbazian
Associate Professor
MS Stevens Institute of Technology

Dasantila Sherifi
Professor
MBA Southern Illinois University

Lisa Shui
Associate Professor
MS City University of New York

Janet Todd
Professor
PhD Michigan State University

William E. Wagner
Professor
MS Lehigh University
PhD Lehigh University

TENNESSEE

Joel Bunkowske
Assistant Professor
MBA Regis University
JD Indiana University

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

James P. Hess
Assistant Professor
MBA University of Tennessee
PhD Northcentral University

TEXAS

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

Tawfiq Abu-Raqabeh
Professor
MBA Dr. Babasaheb Ambedkar
Marathwada University
PhD Argosy University

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

Rabah Aoufi
Senior Professor
MS University of Missouri

Shane R. Ball
Professor
JD Capital University

Mehdi Balouchestani
Associate Professor
MA University of Houston

Shirley R. Bruce
Associate Professor
PhD University of Kentucky

Kenneth M. Chipp斯
Professor
MA University of North Texas
PhD University of North Texas

Corey Clark
Professor
MS University of Texas
PhD University of Texas

Tahereh Daneshi
Senior Professor
MS Midwestern State University
PhD Texas Christian University

Dyrren D. Davis
Professor
MBA Houston Baptist University
PhD Nova Southeastern University

Thomas DesLauriers
Associate Professor
MEd East Carolina University

Stacey A. Donald
Associate Professor
MS University of Texas

Robert E. Driver
Assistant Professor
MBA University of Houston
PhD University of Texas

Mary B. DuBoise
Senior Professor
MA Amberton University

Lynn Evans
Associate Professor
MBA Texas A&M University
PhD University of North Carolina

Angela Garrett
Assistant Professor
MBA Keller Graduate School
of Management

Kim Grable
Associate Professor
MFA Goddard College

David Greer
Professor
MS Texas A&M University

Joel M. Hall
Associate Professor
MS University of Texas
PhD University of Texas

Mary J. Hoyt
Professor
MS University of New Haven

Jiangyi Hu
Assistant Professor
MS Hubei Normal University
PhD Florida State University

Robert E. Hulme
Professor
MS University of Houston

Melissa R. Johnson
Professor
MA Texas Woman's University
PhD Texas Woman's University

Daintee G. Jones
Assistant Professor
MS Houston Baptist University
PhD University of Houston

Koshy Joseph-Vaidyan
Associate Professor
MS Manhattan College
PhD Capella University

Kevin Kelmark
Associate Professor
PhD Nova Southeastern University

Loc Khuong
Professor
MBA University of Phoenix
DBA Nova Southeastern University

Clyde Knight
Professor
MS University of North Texas

Helen J. Kueker
Assistant Professor
MEd Texas A&M University
PhD Texas A&M University

Messaoud Laddada
Professor
MS Oklahoma State University
PhD Oklahoma State University

James H. Liou
Associate Professor
MS University of Texas
PhD Southern Methodist University

Derek Manns
Associate Professor
MISM Keller Graduate School
of Management

Muhammad Ali S. Mazidi
Senior Professor
MS Southern Methodist University

Nick W. McGaughy
Associate Professor
MBA Western Kentucky University
MS University of Tennessee
PhD Nova Southeastern University

Robert F. Meadows
Senior Professor
MBA University of Dallas

Geoffrey Morris
Professor
MBA Houston Baptist University
MEd Houston Baptist University

Mohamad M. Nayebpour
Associate Professor
MS University of Louisiana
PhD University of Louisiana

Bruce F. Naylor
Associate Professor
MS University of Texas
PhD University of Texas

Shelley M. Novick
Senior Professor
MS University of Texas

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

Barbara J. Odom-Wesley
Senior Professor
MA University of the Incarnate Word
PhD Texas Woman's University

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

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

Michael H. Reitzel
Professor
PhD Capella University

Shahram D. Rohani Senior Professor MS University of Texas	William W. Willette Assistant Professor MBA Texas A&M University PhD University of Texas	Jennifer D. Harris Professor MBA George Washington University PhD Capella University	WASHINGTON
Sonja M. Ross Assistant Professor MPA Texas Southern University	Daryl J. Williams Associate Professor MS Houston Baptist University	Tara Houston Associate Professor MA Virginia Commonwealth University	Dan W. Bahrt Assistant Professor MS University of Washington
Johnny Sanders Associate Professor MBA Mississippi College JD South Texas College of Law	Linda D. Dobbs Willis Senior Professor MS University of North Texas	Princewill C. Ikegwuono Assistant Professor MFA Savannah College of Art and Design	Albert Bodero Associate Professor MBA St. Mary's College
Robert J. Sarvis Assistant Professor MBA Our Lady of the Lake University PhD Texas A&M University	Sue A. Winfield Professor MBA University of Texas	Ellen Jakovich Professor MAFM Keller Graduate School of Management MS George Washington University	Phillip Duncan Associate Professor MFA University of Wisconsin
Adrian Shapiro Professor MA University of Texas PhD Indiana University	Mike Woodard Associate Professor MS University of Texas	Alidad A. Jalinos Associate Professor MS University of Colorado	Dionna Faherty Associate Professor MA Oregon State University
John Sharifi Senior Professor PhD Trident University International	Sheila Y. Woods Associate Professor MBA Keller Graduate School of Management	Shahnaz Kamberi Professor MS Bournemouth University	Jitendra Gangaram Professor MS University of South Pacific
Kamran Shoaei Assistant Professor MD Universidad Iberoamericana	Ehab Yamani Associate Professor MBA Tanta University PhD University of Texas	Alphonse Kasongo Associate Professor MBA Hampton University	Elisabeth Power Professor MS Syracuse University
Timothy G. Staley Senior Professor MBA University of Dallas DBA Nova Southeastern University	Naser Y. Zonozy Senior Professor MA University of Texas PhD University of Texas	David M. Luvison Professor MBA Miami University DBA Nova Southeastern University	Jason R. Rose Assistant Professor MFA Roosevelt University
Richard J. Swersey Associate Professor MS University of California PhD University of California	UTAH	Tonitta D. McNeal Assistant Professor MS Liberty University PhD Colorado Technical University	Kenneth Solheim Professor MA Bethel Theological Seminary MBA Southern New Hampshire University MBA University of New Hampshire
Leine Joshua Van Lo Associate Professor MNCM Our Lady of the Lake University	Kevin P. Smith Associate Professor MHRM University of San Francisco PsyD Alliant International University	Paul Rached Assistant Professor MSE University of North Carolina	Peter M. Speelman Associate Professor MA Central Washington University PhD Washington State University
Joseph Walkowicz Associate Professor MA University of Phoenix PhD Capella University	VIRGINIA	Christine Rainwater Associate Professor MA American University MBA Walden University	WISCONSIN
Joan M. Whalen-Ayyappan Senior Professor MS Rensselaer Polytechnic Institute	Mohamed K. Amara Professor MS Pierre and Marie Curie University PhD Universite de Rouen	Richard L. Smith Associate Professor MBA University of Oklahoma PhD Nova Southeastern University	Matthew P. Schigur Assistant Professor MBA Keller Graduate School of Management MISM Keller Graduate School of Management MPM Keller Graduate School of Management
Stephen F. Wheeler Professor MS Texas A&M University PhD Walden University	Jacqueline Awadzi-Calloway Associate Professor MBA Texas A&M University PhD Capella University		
	Nia C. Crawford Associate Professor MEd Temple University		





General Student Information

For more than 80 years, DeVry has maintained its leadership role in North America's post-secondary education arena. Today, more than 55,000 students take advantage of our programs and services – onsite and online – and trust DeVry to deliver on its promise of educational excellence. The following pages provide important information regarding students' educational experience.

In this section learn more about:

- 46 Admission Requirements & Procedures
- 50 Academic Policies & Graduation Requirements
- 60 Tuition, Expenses & Financial Assistance
- 65 Student Services
- 67 Regulations

Not all students fit into the 'brick and mortar' university. **We're proud to bring higher education to students attending on campus, online or through a combination of both.**

Admission Requirements & Procedures

General Admission Requirements

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

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

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

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

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

Applicants who meet baccalaureate degree requirements and whose undergraduate cumulative grade point average (CGPA) is 2.70 or higher (on a 4.00 scale) are eligible for admission. Applicants who earned a grade of B or better in both college algebra and English composition need not complete the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE) or DeVry-administered placement testing.

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

Applicants must also complete a personal interview with an admissions advisor (admissions representative in Florida, Minnesota, Nebraska and Oregon). 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. Prospective online students who are unable to meet in person must complete an interview with an admissions advisor by calling 800.839.9009.

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

Additional Admission Requirements for Electrical Engineering Program Applicants

To be admitted to the MSEE program, applicants must be in one of the following categories, as evidenced by transcripts of their undergraduate coursework:

- Have earned, with a graduation GPA of at least 2.70, a bachelor's degree in electrical engineering or computer engineering in a U.S. program accredited by EAC of ABET or from a DeVry-recognized international equivalent.

- Have earned, with a graduation GPA of at least 3.00, a bachelor's degree in DeVry's Biomedical Engineering Technology, Computer Engineering Technology or Electronics Engineering Technology program and have successfully completed their individual Bridge Plan, as specified by the MSEE program committee.
- Have earned, with a graduation GPA of at least 3.00, a bachelor's degree in a closely related discipline, such as computer science, physics, mathematics, or other engineering or engineering technology area; have been approved by the MSEE program committee; and have successfully completed their Bridge Plan, as specified by the committee.

The individual Bridge Plan comprises a prescribed set of undergraduate courses that must be completed successfully before the student is accepted into the MSEE program. The set could include programming, electronics, math or science courses offered in DeVry's engineering technology programs.

In addition, some or all of the following undergraduate electrical engineering courses may be required: Engineering Design (EE486); Signals and Systems (EE490); Data Structures and Algorithms with Lab (EE494); Operating Systems and Interfacing with Lab (EE496); Advanced Engineering Mathematics I (MATH450G); Advanced Engineering Mathematics II (MATH451G). For otherwise eligible graduates of DeVry's BMET, CET and EET bachelor's degree programs, all of these courses, or their equivalents, are required prior to admission into the MSEE program. For descriptions of undergraduate electrical engineering courses that may be required, see DeVry's MSEE Bridge Supplement to the undergraduate catalog. The supplement is available via www.devry.edu/catalogs, as is DeVry's undergraduate catalog, which contains descriptions of all other undergraduate courses.

Applicants who must complete an individual Bridge Plan before they may be admitted to the MSEE program are enrolled at DeVry University as nonmatriculated undergraduate students while completing these requirements. Such applicants must earn a grade of B or better in each Bridge Plan course by no later than the second attempt in order to continue with their coursework.

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; fail to meet the University's standards of academic progress; or are required to take English as a Second Language or prerequisite skills coursework may not enroll as nonmatriculated students.

Enrollment with nonmatriculated status is limited to course attempts totaling nine semester-credit hours; further restrictions may be imposed if students are not making adequate progress. Nonmatriculated students seeking to pursue a program of study must submit a written request to the program administrator;

meet all admission, financial and academic requirements for the intended program; and submit a matriculating student application before permission to pursue the program of study is granted.

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

Other requirements may apply for nonmatriculated students seeking admission to DeVry's master's degree program in Electrical Engineering (see [Additional Admission Requirements for Electrical Engineering Program Applicants](#)).

Prerequisite Skills Requirements

All applicants must demonstrate quantitative and verbal skills proficiency. Proficiency can be demonstrated by submitting acceptable GMAT, GRE or DeVry University-administered-test scores, or through prior coursework performance; however, GMAT scores do not demonstrate quantitative proficiency for the MSEE program. Applicants whose demonstrated proficiency indicates they are prepared to enroll directly into their program's standard coursework without any preceding prerequisite skills coursework are referred to as placing at the standard level.

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

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

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 professional or academic advisor to complete the registration process.

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

Verbal Skills Proficiency

Applicants whose demonstrated proficiency indicates their verbal skills meet only minimum University standards must successfully complete Foundations of Professional Communication (ENGL510) with a grade of B (3.00) or better before they may enroll in most courses at the 500 level or above. However, students enrolled in ENGL510 who do not require quantitative skills coursework may also enroll in EE501, MIS535 or PROJ586.

Quantitative Skills Proficiency

Applicants whose demonstrated proficiency indicates their quantitative skills meet only minimum University standards, and who are not enrolling in the MSEE program, 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 ENGL510 may also enroll in HRM592 or MGMT591.

MSEE students who have been admitted, and whose demonstrated proficiency indicates their quantitative skills meet only minimum MSEE standards, must successfully complete Advanced Engineering Mathematics I (MATH450G) and/or Advanced Engineering Mathematics II (MATH451G) with grades of B (3.00) or better before they may enroll in most courses at the 500 level. However, students enrolled in MATH450G or MATH451G who do not require ENGL510 may also enroll in one of the following: EE502 or PROJ586.

Prerequisite Enrollment

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

Admission of Post-Baccalaureate-Degree Holders

Applicants with post-baccalaureate degrees, or the international equivalents, from DeVry-recognized institutions may be granted admission to pursue additional degrees or to complete additional coursework. Such applicants must complete an application, interview with an admissions advisor and provide official documentation of their degrees. If these applicants do not wish to enroll in MSEE coursework, they are not required to submit GMAT or GRE scores, or to complete a DeVry University-administered admission test. MSEE degree holders may enroll in MSEE coursework without submitting test scores.

Additional Admission Requirements for International Applicants

Note: International applicants should obtain academic advising prior to enrolling to ensure they can retain nonimmigrant status while enrolled at DeVry.

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

- Provide certified copies of acceptable documents demonstrating the required level of prior education. Such documents may include leaving certificates, scores on approved examinations or college transcripts. Foreign diplomas and supporting foreign transcripts not written in English must be translated into English by a certified translator and require review by an approved educational credentials evaluation agency at the applicant's expense (see [Specially Recruited International Applicants](#)).

- Meet requirements outlined in [English-Language-Proficiency Admission Requirement](#), if applicable.
- Meet all other 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 DeVry from other U.S. institutions. In addition to providing the items listed above, transfer applicants must notify the current institution of their intent to transfer. DeVry University will communicate with the current institution and process immigration forms required to complete the transfer.

Special Admission – Fremont J-1 Visa Program

The J-1 Exchange Visitor Program provides exchange visitors with the opportunity to participate in educational and cultural programs in the United States and encourages Americans to participate in educational and cultural programs in other countries. 22 CFR § 62.1(b).

DeVry University has been approved by the U.S. State Department to serve as visa sponsor for students from DeVry Brasil – an affiliated university-level educational institution in Brazil – who want to attend DeVry University as J-1 exchange visitors. Through a partnership facilitated by the universities, Brazilian students study at DeVry University's Fremont, California, campus for one semester.

Applicants admitted to this program are admitted as nonmatriculating students and must meet all other DeVry University admission requirements. Certain financial and academic documentation may also be required for admittance. Program participants enter the United States with a J-1 Visa and are identified as exchange visitors.

Specially Recruited International Applicants

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

Communication Competency

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

Conducting applied research – defining problems, determining appropriate solutions, and using primary and secondary sources to acquire needed information – is an objective of all the University's master's curricula. Once research has been conducted, students may be required to communicate their findings in written reports and oral presentations. To assist them in doing so, the University has adopted *Writing the Research Paper: A Handbook*, 7th

edition, by Anthony C. Winkler and Jo Ray McCuen-Metherell, as a resource for research processes and documentation. This textbook can be purchased through the online book ordering service.

Personal Computer Requirements

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

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

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

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

Admission Procedures

A person seeking admission must:

- Complete and submit an application for admission.
- Submit proof of graduation during the admission process. MSEE program applicants must also provide transcripts of all relevant prior undergraduate and graduate coursework, as determined by the University. Acceptable documents include "Issued to Student" transcripts and copies of diplomas.
- Submit unofficial academic transcripts from the college or university where the baccalaureate or advanced degree was earned prior to the admission decision. Documentation requirements and deadlines for students requiring an I-20 are found in [Additional Admission Requirements for International Applicants](#).
- Complete an interview with an admissions advisor at a University location or by calling 800.839.9009.
- Provide GMAT or GRE scores, or take the DeVry-administered admission test. Applicants who hold advanced degrees or the international equivalent from DeVry-recognized colleges or universities, and who are not enrolling in MSEE coursework, are not required to submit test scores. (Applicants should note that scores are valid up to five years from the date tests are completed.)
- Submit a \$40 application fee. See [Application Fee/Cancellation Policy](#) for further information.

Applicants to a site-based location must send admission materials directly to the location they plan to attend. Applicants to DeVry Online must send admission materials directly to:

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

Qualified applicants will be notified in writing of their acceptance within one week of completing all application procedures. They will then be instructed on any prerequisite skills coursework that may be required before they may enroll in most courses at the 500 level or above.

Primary Program of Enrollment

A student's first program of study is considered the primary program unless the student requests a program change (see [Program Transfers](#)).

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

English-Language-Proficiency Admission Requirement

All instruction and services are provided in English.

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

- Submission of a high school diploma, or post-secondary degree or higher, earned at an institution in which the language of instruction was English*.
- Submission of a post-secondary transcript verifying completion of 30 semester-credit hours of baccalaureate-level courses (excluding remedial and developmental courses) with at least a C (70 percent) average from an institution at which the language of instruction was English*.
- Submission of an earned Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based TOEFL, 213 on the computer-based TOEFL or 79 on the Internet-based TOEFL**.
- Submission of an overall band score of at least 6.0 on the International English Language Testing System (IELTS) exam**.
- Submission of an overall score of at least 4.5 on the International Test of English Proficiency (ITEP) Academic-Plus exam**.
- 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 acceptable scores on a DeVry-administered English-language-proficiency exam[†].

At DeVry University locations offering an ESL program, different English-language-proficiency requirements apply. Details are available in location-specific *English as a Second Language* supplements. International applicants requiring an I-20 may not take DeVry ESL courses.

Rescinding Admission

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

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

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

More information is available in the student handbook.



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

**Applicants not requiring an I-20 who do not meet the minimum score requirement may be admitted. Provided an ESL program is not offered at the chosen location, such applicants, if admitted, must attempt ENGLS10 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.

Academic Policies & Graduation Requirements

DeVry University Semesters and Sessions

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

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

Student-Centric Period

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

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

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.

Governing Rules

Students are generally governed by graduation requirements in effect at the time of initial enrollment, provided their enrollment has been continuous. Students who change programs are governed by the graduation requirements of the new program in effect at the time of the program change. Program or policy changes that affect students who are already enrolled are announced at least 90 days prior to the effective date of the change.

Continuous enrollment requires no instance of more than six consecutive sessions out of school. For each interruption of continuous enrollment, students must apply for readmission and are governed by graduation requirements and academic rules and policies in effect at the time of readmission.

Enrollment Status

Enrollment status is determined separately for each semester and based on all courses in which the student was enrolled during the two sessions comprising the student's semester/student-centric period. Enrollment status is determined as of the first day of the earliest session. Enrollment status is not affected by the date of application or interview. Students taking six or more credit hours in a semester are full-time students. Those taking

three to five credit hours in a semester are 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.

Residency Requirement – Degree-Seeking Students

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

Residency Requirement by Degree Program		
Program	Total Program Credit Hours	Semester-Credit Hours that Must be Successfully Completed at DeVry
Electrical Engineering	33	30
Education, Educational Technology	36	30

Residency Requirement – Graduate-Certificate-Seeking Students

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

Multiple Degree Programs

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

Those opting to pursue multiple graduate degrees must meet all program core and program-specific course requirements for each degree as well as the semester-credit-hour residency requirement outlined in the following chart:

Semester-Credit-Hour Residency Requirement	
Number of Master's Degrees Pursued	Minimum Semester-Credit Hours Required
2	66
3 or more	21 additional hours per subsequent 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 (see [Alumni Tuition Benefit](#)).

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

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

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

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

Credit for Previous College Coursework

For students in degree programs, credit for up to three courses (nine semester-credit hours) may be transferred from other University-recognized graduate schools. Students in California may receive transfer credit for up to two courses (six semester-credit hours). To receive transfer credit, the following criteria must be met:

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

Courses taken on a pass/fail basis may not be transferred. Transfer credit reduces the number of courses students must take in residence, and correspondingly reduces students' costs. This credit does not affect grade point average calculations. Students pursuing graduate certificates may apply a maximum of three semester-credit hours of transfer credit to their certificate requirements.

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

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

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

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

Credit for Professional Certifications and Training

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

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

Transfer Credit – Veterans

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

Transfers to Other Institutions

Transfer credit acceptance is at the discretion of the receiving institution.

Course Waivers

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

Waivers do not reduce the number of courses students must take at DeVry; therefore, a waived course must be replaced with an additional elective. For programs containing electives, this increases the number of electives required. MSEE program students must choose electives from those listed in the program description under Elective Courses or Breadth Elective Courses. Students in all other programs may select electives from courses listed in [Course Descriptions](#), excluding MSEE courses, in any combination that best serves students' professional interests. No 600-level course may be waived.

Course Exemptions

In some cases, students who have earned DeVry credit may be eligible for course exemptions. Course exemptions reduce the number of courses students must take in residence; therefore, an exempted course need not be replaced with an additional elective.

To qualify for exemptions, students must have completed an undergraduate degree at DeVry, as well as completed the courses to be considered for exemption, within 10 years of the date of initial enrollment into the graduate program.

Elective/Alternate Courses

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

Internal Transfers

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

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

Program Transfers

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

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

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

Location Transfers

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

Students transferring locations must fulfill their financial obligations to the location from which they are transferring before transfers are granted. 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.

Registration

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

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

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

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

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

Self-Registration

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

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

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.devry.edu>. Also provided is an annual schedule indicating proposed course offerings for the upcoming sessions.

Students should note that to accurately reflect current course material, course titles change periodically, though course code numbers (e.g., EDT530) remain the same. Although a course with a given code number may be retaken, credit for a course with that code number can be granted only once.

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

Course Loads

Students in good standing may register for as many as six semester-credit hours per session and as many as 12 semester-credit hours per semester. Students may not register for more than the allowed semester-credit hours. Students whose academic histories indicate academic difficulties may be required to take a reduced academic load.

Class Hours

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

Students with onsite class schedules attend one weekday evening per week or on Saturdays throughout the eight-week session. In addition, students are required to participate in professor-guided online activities. Course syllabi for students attending onsite show both onsite and online time commitments.

Course Cancellation

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

Attendance

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

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

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

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

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

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

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

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

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

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

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

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

Additional Attendance Information for Students Receiving Veterans Education Benefits

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

Classroom Visitors

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

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

Make-Up Work

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

Missed Exams

Students are expected to take exams at regularly scheduled times. When this is not possible because of circumstances beyond their control, documentation of these circumstances is required to arrange for a make-up exam. Students needing to take make-up exams must complete a Request for Make-Up Exam form and have it approved by the professor and the chief location administrator/academic advisor.

Final exams in online courses are available – and must be taken – during week eight of the session. Make-up final exams for courses delivered onsite are scheduled and administered during the eighth week of the session. Make-up quizzes, in those courses using quizzes in lieu of a mid-term exam, are administered Friday evenings. A \$25 fee may be charged for each exam taken at a time other than the regularly scheduled testing period.

Retention and Review of Final Exams

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

Grading Philosophy

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

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

Grades and Designators

DeVry uses the grading system outlined below. Designators indicate academic action rather than grades and are not included when computing academic averages. Grades are available at the end of each session. Term, semester and cumulative grade point averages (GPAs) are calculated at the end of the session. Academic honors and academic progress evaluations – including academic standing – are calculated at the completion of each student's semester/student-centric period.

GPAs are calculated using grades from graduate-level courses taken at DeVry University only. Grades from transferred, waived and/or exempted courses are not included in GPA calculations.

Grades and designators are assigned as follows:

Grade to Grade Point Average Comparison	
Letter Grade	Grade Index Points
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
D-	0.70
F	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 School premises, nor are they provided over the telephone, emailed or priority mailed to students.

Grade Point System and GPAs

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

Three GPAs are maintained on student records:

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

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

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

Non-GPA Credit

English as a Second Language (ESL) courses, prerequisite skills courses and courses using a Satisfactory/Unsatisfactory grading schema appear on students' transcripts but are omitted from GPA calculations. If students are required to take the course, credit is considered when determining students' academic level and progress.

Missing Grades

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

Failures

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

Audits

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

If, in professors' opinions, these students do not fulfill the above obligations, audit status may be revoked, and students will be withdrawn 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 secure approval from the professor prior to the grade roster deadline.

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

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

Withdrawals

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

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

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

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

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

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

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

See [Withdrawals – Financial](#) for financial policies regarding withdrawals.

Grade Appeals

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

Retroactive Grade Changes

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

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

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

Repeated Courses

Students who wish to repeat a course in order to improve their GPAs, or to enhance their understanding of course material, must obtain approval to do so from the home location's appropriate academic administrator. Any repeat attempt beyond the second requires permission from the appropriate national college dean. If a course is repeated, the highest grade earned is used for computing the CGPA. Withdrawal from a course being repeated does not affect the CGPA.

Instead of repeating elective courses, students may substitute grades from additional electives. All grades from all courses taken are listed on transcripts.

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

Standards of Academic Progress Terminology

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

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

Standards of Academic Progress

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

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

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

Requirements for Students Starting the Semester in Good Standing

New students, and all other students who start the semester in good standing, are subject to requirements noted below.

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

Successful Completion of Required Skills Development and ESL Coursework

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

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

Pace of Progress Toward Graduation, Including Withdrawal from All Courses

To remain in good academic standing, a student must earn credit toward graduation at a pace (rate of progress) that ensures successful program completion within the maximum coursework allowance. 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 required courses during the semester, the student is placed on financial aid warning (academic warning).

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

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

Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation)

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

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

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

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

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

Students on Financial Aid Probation (Academic Probation): At the end of a probationary semester, the student a) returns to good standing, 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 skills development and ESL courses attempted during the semester.
- The student did not exceed the maximum coursework allowance.
- The student met pace of progress standards, including completion of at least one course during the semester.

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

- The student's CGPA was at least 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 skills development and ESL courses attempted during the semester.
- The student did not exceed the maximum coursework allowance.
- The student met pace of progress standards, including completion of at least one course during the semester.

Otherwise, the student is dismissed.

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

Academic Appeal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resumption of Study

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

Time Limitations

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

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

Readmission

Students who were not enrolled within the previous six DeVry University sessions (see *DeVry University Semesters and Sessions*) must apply for readmission. If these students' five-year time limitations have expired, or if they were academically

dismissed, they must follow procedures appropriate to those conditions in addition to following standard readmission procedures. A person seeking readmission must:

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

Academic and Professional Conduct

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

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

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

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

Pursuit of Specializations

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

Corresponding Program and Specialization Limits	
Program	Specialization Limit
Education	1

Graduation Requirements by Program

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

To graduate:

- MSEd students must receive credit for at least 36 semester-credit hours.
- MSEE students must receive credit for at least 33 semester-credit hours. They must also earn a grade of B or better in each capstone course: EE600, EE601 and EE602.
- MSET students must receive credit for at least 36 semester-credit hours. Upon evaluation of related prior education and work experience, some students may also be required to complete EDT500, a program-specific prerequisite skills course.

General Graduation Requirements – All Students

In addition to fulfilling the graduation requirements for their specific programs, all students must:

- Achieve a cumulative grade point average of 3.00 or higher.
- Successfully complete all required prerequisite skills courses with grades of B (3.00) or better.
- Ensure that the registrar receives an official transcript validating completion of a baccalaureate degree from a DeVry-recognized post-secondary institution.
- Fulfill all financial obligations.

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

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

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

Graduation Requirements – Students

Pursuing Multiple Degree Programs

Students opting to pursue multiple degrees must meet all program core and program-specific course requirements for each degree as well as the semester-credit-hour residency requirement outlined in [Multiple Degree Programs](#).

Graduation Notification and Ceremonies

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

Graduation ceremonies are held in June each year. Students are eligible to participate in a ceremony if they are completing their final program requirements during the same semester in which graduation is held or completed them in one of the previous three semesters.



Tuition, Expenses & Financial Assistance

Tuition

A \$40 application fee must accompany the application. Tuition is noted in the [tuition chart](#). Credit cards are accepted.

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

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

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

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

Course Material Charge	Refund During Weeks 2–8
\$60 – \$85	\$50
\$50 – \$59.99	\$40
≤ \$49.99	\$30

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

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

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

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

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

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

Military Tuition Rate

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

Textbooks, course materials and fees are charged at the standard rate. Additional information is available from admissions advisors.

Alumni Tuition Benefit

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

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

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

Textbooks, course materials and fees are charged at the standard rate. Additional information is available from admissions advisors.

Expenses

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

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

Parking Fee

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

Registration-Cancellation Fee

Students who register for a course and subsequently choose not to take the course must cancel their registration in writing. Notice must be given on or before Saturday of week eight of the preceding session. Continuing students who fail to meet the deadline are charged a \$25 cancellation fee per course.

Returned-Check Fee

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

Tuition, Fees and Expenses, by Program

Program ¹	Total Program Credit Hours	Number of Three-Semester-Credit-Hour Courses	Tuition Per Three-Semester-Credit-Hour Course	Number of One-Semester-Credit-Hour Courses	Tuition Per Semester-Credit Hour	Total Tuition	Textbook and Materials Expense ²	Total Program Cost ³
Master's Degree								
Education	36	12	N/A	N/A	\$495	\$17,820	\$2,100	\$19,960
Educational Technology	36	12	N/A	N/A	\$495	\$17,820	\$2,100	\$19,960
Electrical Engineering	33	10	\$2,298	3	\$766	\$25,278	\$2,275	\$27,593
Graduate Certificate								
Curriculum Leadership	18	6	N/A	N/A	\$495	\$8,910	\$1,050	\$10,000
Educational Leadership	18	6	N/A	N/A	\$495	\$8,910	\$1,050	\$10,000
Educational Technology	21	7	N/A	N/A	\$495	\$10,395	\$1,225	\$11,660
Educational Technology Leadership	18	6	N/A	N/A	\$495	\$8,910	\$1,050	\$10,000
Higher Education Leadership	18	6	N/A	N/A	\$495	\$8,910	\$1,050	\$10,000

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

¹ Program availability varies by location.

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

³ at current tuition rates and credit hours shown; includes \$40 application fee, and average estimated textbook and materials expense

Financial Delinquency

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

Registration – Financial

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

Statements of Account

Statements of account are available by submitting a written request via <http://help.devry.edu>. Requests must indicate the session for which the statement is being sought, as well as either a fax number or mailing address to which the statement is to be delivered. Statements are processed within three business days of request. Customized statements of account are not available.

Withdrawals – Financial

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

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

Per federal financial aid regulations, financial aid awards may be reduced based on withdrawal dates. Tuition refunds are computed independently from financial aid award calculations and return of funds.

All withdrawal requests must be communicated to a student support professional, 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 \$40 application fee is due. Applicants may cancel their enrollment without penalty prior to midnight of the 10th business day after the date of transaction or acceptance (cancellation period). After the cancellation period, the application fee is not refunded. Refunds are not issued after one year.

The application fee is waived for:

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

Refunds

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

Tuition refunds are as follows:

Withdrawal Period	Percent Refund*
Prior to or on day 1 of session**	100
Balance of week 1	90
Week 2	75
Week 3 or 4	25
After week 4	0

* less \$50 administrative fee (\$25 as state law requires)

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

Federal Return of Funds Policy

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

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

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

Return of funds is calculated as follows:

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

Return of funds occurs in the following order:

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

Financial Aid

Federal Stafford and Federal 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, unsubsidized Stafford loans first disbursed on or after July 1, 2014, have a fixed interest rate of 6.21 percent. These loans also have an origination fee that is subtracted from the value of each loan disbursement. For loans first disbursed between December 1, 2013, and September 30, 2014, the origination fee is 1.072 percent; for those first disbursed on or after October 1, 2014, the origination fee is 1.073 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 Stafford 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 Stafford Loan program only. Eligibility for the unsubsidized Stafford 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 Stafford Loans at the graduate level if they have exceeded undergraduate loan limits. Undergraduate Stafford 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.

Graduate PLUS Loan funds are also available to students through the U.S. Department of Education. To be considered for a Federal 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 7.21 percent for loans first disbursed on or after July 1, 2014. PLUS Loans have an origination fee that is subtracted from the value of each loan disbursement. For loans first disbursed between December 1, 2013, and October 1, 2014, the origination fee is 4.288 percent; for those first disbursed on or after October 1, 2014, the origination fee is 4.292 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.

In general, financial aid fund disbursements occur Monday through Friday each week. Disbursements occur throughout the session, generally beginning on Wednesday of the first week of classes or when tuition posts to students' accounts, whichever is later.

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

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

Eligibility for Financial Aid

To be eligible for federal financial aid a student must:

- Be enrolled as a degree- or certificate-seeking student.
- Provide an official transcript for University verification.
- Be a U.S. citizen or eligible noncitizen.
- Make satisfactory academic progress toward completing his or her program.
- Not be in default on a Federal Perkins/NDSL, Federal 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 finance professional 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 Stafford and/or Federal Perkins Loans. Students must complete loan exit counseling when they are graduating or leaving DeVry. Loan exit counseling notifications are provided to all identified students via email. Failure to complete loan exit counseling may result in placement of a hold on students' records, which would prevent fulfillment of transcript requests and release of graduates' diplomas.

Payment Options

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

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

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

Standard Plan

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

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

Deferred Plan

Available to students using employer tuition reimbursement, and whose employers submit a tuition-reimbursement statement on students' behalf, the Deferred Plan enables tuition charges to be deferred until Monday of week five of the subsequent session.

Additional charges – such as those for books and course materials – are due 22 days after the first billing statement has been generated. Students opting into the Deferred Plan are charged a \$10 set-up fee per session; the fee is credited to the accounts of students paying their entire obligation in the first billing cycle. Such credits are posted to students' accounts prior to generation of the second bill.

Direct Bill Plan

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

Veterans Benefits

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

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

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

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

DeVry Scholarships and Grants

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

Scholarship and grant availability is limited. Additional conditions may apply. Eligibility conditions are subject to change. Total amount of scholarship and grant money awarded may vary.

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

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

Basic Scholarship and Grant Eligibility

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

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

General Scholarship and Grant Policies

- Recipients are responsible for all other education expenses.
- Only degree-seeking students are eligible for scholarship or grant funds.
- 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. Recipients who do not start within two terms have their award expired and must reapply for available offerings at the time of actual enrollment.
- Scholarship and grant recipients are expected to meet certain continuing eligibility criteria and progress in a timely manner toward completing their programs. To retain scholarship or grant eligibility, recipients must remain in good academic standing and meet additional conditions outlined in the terms and conditions document sent to award recipients.
- To qualify for scholarship or grant funds, students must maintain continuous enrollment on a semester basis. Students may enroll in fewer than the required credit hours within the semester only once while completing their program of study.
- Recipients must acknowledge receipt of the terms and conditions document pertaining to their specific scholarship or grant award. Disbursement of funds may be withheld until receipt of this document is acknowledged in writing and returned by recipients.

Student Services

Library

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

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

In addition, each campus library offers:

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

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

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

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

Career Services

Students and alumni can take advantage of numerous career services that enhance the educational experience. The Career Services Department, through self-directed career-planning appointments, helps students and graduates acquire professional development skills that will serve them throughout their careers. Areas addressed include assessing career goals; developing résumés; increasing marketability; building networking and interviewing techniques; and improving salary negotiation skills. Additional assistance is provided through local and national job postings, which identify currently available career opportunities. Students should note that employment cannot be guaranteed.

Academic Advising

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

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

Student Records

All materials submitted in support of students' applications, including transcripts from other institutions, letters of reference and related documents, become the property of DeVry University. During a student's enrollment, DeVry maintains records that include admission and attendance information, academic transcripts and other relevant data. Student academic records are maintained in accordance with DeVry's academic document retention schedule after the student is no longer enrolled. (Student academic records are maintained five years in New Jersey, and three years for veterans affairs records, after the student is no longer enrolled.) Students may review the content of their files by notifying the registrar in writing.

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

Official Transcripts

Official transcripts are available to students and graduates at no charge.

Onsite students must submit written transcript requests to their local Registrar's Office.

Online students should submit written requests to: Registrar, DeVry Online, 1200 E. Diehl Rd., Naperville, IL 60563.

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

Hours of Operation

In general, administrative office hours at DeVry locations are Monday through Thursday 8 am to 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 MST on Thursday of week eight. Additionally, no instruction occurs on holidays or during breaks. Online instruction, professor feedback and student-student interaction in the virtual classroom are continuous processes during each session. Faculty office hours are scheduled at the discretion of each faculty member. Faculty telephone numbers and email addresses are included on course syllabi, which indicate when and how students can contact professors. More specific information is available from each location.

ASPIRE Student Assistance Program

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

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

More information is available at www.myaspireonline.com.

Student Awards

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

Leadership Award

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

Service Award

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

Innovation and Impact Award

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

Academic Performance Award

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

Perseverance Award

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

Student Injury and Sickness Insurance Plan

DeVry University offers a student injury and sickness insurance plan that provides student-only coverage at an annual nonrefundable premium according to the table below. Optional coverage for students' spouses and/or children is available.

Insurance Plan Premiums	
Tier	Annual Premium
Student only	\$1,087
Spouse	\$1,087
Each child	\$1,087
All children	\$2,174
All dependents	\$3,261

Coverage is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Forms and detailed information are available at <http://www.uhcsr.com/devry>. Rates and policy periods are subject to change annually.

Alumni Services

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

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

Regulations

Privacy Act

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

DeVry's policy on releasing student-related information explains University procedures for complying with the Act's provisions. Copies of the policy are available at the School or by contacting a student support professional/academic advisor.

Nondiscrimination Policy

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

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

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

Title IX Compliance

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

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

Drug-Free Schools and Communities Act

DeVry complies with the Drug-Free Schools and Communities Act and forbids use, possession, distribution or sale of drugs or alcohol by students, faculty or staff anywhere on 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 School disciplinary action.

Intellectual Property Rights

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

Student Conduct

Mature behavior and conduct consistent with the highest professional standards are expected of every student while on School property or while engaging in school-related online activities. DeVry University reserves the right to place on probation, or dismiss, 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 School premises. See the student handbook for more details.

Plagiarism Prevention

As part of our commitment to academic integrity, DeVry University subscribes to an online plagiarism prevention system. Student work may be submitted to this system, which protects student privacy by assigning code numbers, not names, to all student work stored in its databases.

Rescinding Award Conferrals

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

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

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

Student Complaint Procedures

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

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

In compliance with state regulations, Arizona, Georgia and New Mexico students with complaints not resolved by the above procedure may file complaints with the Arizona State Board for Private Postsecondary Education (1400 W. Washington St., Phoenix, AZ 85007, 602.542.5709), the Georgia Nonpublic Postsecondary Education Commission (2189 Northlake Pkwy., Tucker, GA 30084, 770.414.3300, www.gnpec.org) and the New Mexico Higher Education Department (2048 Galisteo St., Santa Fe, NM 87505, 505.476.8400, www.hed.state.nm.us/institutions/Complaints.aspx), respectively.

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 devry.edu/studentconsumerinfo.

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.

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 in the lounge/vending area at each location.

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 School 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.

Academic Freedom

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



Index

A

- Academic advising, 65
- Academic calendar, 3
- Academic freedom, 68
- Academic policies
 - Academic and professional conduct, 58–59
 - Additional attendance information, students receiving veterans education benefits, 53
 - Additional registration requirements for international students, 52
 - Attendance, 53
 - Audits, 55
 - Class hours, 53
 - Classroom visitors, 53
 - Course
 - Audits, 55
 - Cancellation, 53
 - Exemptions, 51
 - Failures, 55
 - Incompletes, 55
 - Loads, 53
 - Registration, 52
 - Repeats, 56
 - Schedules, 52
 - Self-registration, 52
 - Waivers, 51
 - Withdrawals, 55
 - Credit for previous coursework, 51–52
 - Elective/alternate courses, 52
 - Enrollment status, 50
 - Failures, 55
 - Governing rules, 50
 - Grade appeals, 55
 - Grade point system and GPAs, 54
 - Grades and designators, 54–55
 - Grading philosophy, 54
 - Graduation notification and ceremonies, 59
 - Graduation requirements
 - By program, 59
 - For students pursuing multiple degree programs, 59
 - General, all students, 59
 - Incompletes, 55
 - Internal transfers
 - Location, 52
 - Program, 52
 - Make-up work, 53
 - Missed exams, 53
 - Missing grades, 55
 - Non-GPA credit, 55
 - Professional certifications, credit for, 51
 - Pursuit of specializations, 58
 - Readmission, 58
 - Registration, 52
 - Repeated courses, 56
 - Residency requirement
 - Degree-seeking students, 50
 - Graduate-certificate-seeking students, 50
 - Resumption of study, 58
 - Retention and review of final exams, 54
 - Retroactive grade changes, 56
 - Self-registration, 52
 - Semesters and sessions, 50
 - Standards of academic progress

- Additional information for students receiving veterans education benefits, 58
- General, 56–58
- Terminology, 56
- Student-centric period, 50
- Time limitations, 58
- Training, credit for, 51
- Transfer credit, 51–52
- Transfer credit, veterans, 51
- Transfers to other institutions, 51
- Withdrawals, 55
- Academic progress
 - Additional information for students receiving veterans education benefits, 58
 - Standards of, 56–58
 - Terminology, 56
- Accreditation, 12–13
- Administration & faculty
 - Full-time professors, 33–43
 - Local administration, 31–32
- Admission
 - Applicants not seeking degrees, 46–47
 - Electrical Engineering program applicants, 46
 - English-language-proficiency admission requirement, 49
 - Exchange visitor program, 48
 - General, 46
 - International applicants, 47
 - Of post-baccalaureate-degree holders, 47
 - Procedures, 48
 - Rescinding, 49
- Admission requirements and procedures
 - Additional requirements
 - Applicants not seeking degrees, 46–47
 - Electrical Engineering program applicants, 46
 - International applicants, 47
 - Communication competency, 48
 - English-language-proficiency, 49
 - General, 46
 - Personal computer, 48
 - Post-baccalaureate-degree holders, 47
 - Prerequisite enrollment, 47
 - Prerequisite skills, 47
 - Primary program of enrollment, 49
 - Procedures, 48
 - Rescinding admission, 49
 - Special admission – Fremont J-1 Visa Program, 48
 - Specially recruited international applicants, 48
 - Advising, academic, 65
 - Affiliations, professional, 33
 - Alumni
 - Services, 66
 - Americans with Disabilities Act, 67
 - Appeals
 - Academic, 57
 - Grade, 55
 - Application fee
 - All other students, 60
 - Approvals to operate, 12–13
 - Attendance
 - Additional information, students receiving veterans education benefits, 58
 - Policy, 53
 - Audited courses, 55
 - Award conferrals, rescission of, 67
 - Awards, student, 66

B

Board of Directors, DeVry Education Group, 10
 Board of Trustees, DeVry University, 11

C

Calendar, academic, 3
 Campus administrators, 31
 Campus Crime and Security Act, 68
 Campus locations, 4–6
 Cancellation
 Of courses, 53
 Career services, 65
 Certifications, credit for professional, 51
 Class hours, 53
 Communication competency, admission, 48
 Complaint procedures, 67–68
 Computer requirements, personal, 48
 Course
 Audits, 55
 Books and materials, charges for, 61
 Cancellation, 53
 Descriptions, 23–28
 Exemptions, 51
 Failures, 55
 Incompletes, 55
 Loads, 53
 Registration, 52
 Repeats, 56
 Schedules, 52
 Self-registration, 52
 Waivers, 51
 Withdrawals, 55
 Coursework, credit for previous, 51–52
 Credit
 For previous coursework, 51–52
 For professional certifications, 51
 For training, 51
 Transfer
 Other institutions, policies of, 51
 Veterans, 51
 Curriculum Leadership graduate certificate, 20

D

DeVry
 Education Group leadership, 10
 Online delivery, 7
 University leadership, 11
 Drug-Free Schools and Communities Act, 67

E

Education master's degree, 19–20
 Education programs
 Graduate certificates
 Curriculum Leadership, 20
 Educational Leadership, 20
 Educational Technology Leadership, 20
 Higher Education Leadership, 20
 Master's degree, 19–20
 Educational Leadership graduate certificate, 20
 Educational Technology graduation certificate, 21
 Educational Technology Leadership graduate certificate, 20
 Educational Technology master's degree, 21
 Educational Technology programs
 Graduate certificate, 21
 Master's degree, 21
 Elective courses
 Financial aid, applicability to, 63
 General information, 52

Electrical Engineering master's degree, 17

Electrical Engineering program
 Additional admission requirements for, 46
 Master's degree, 17

English-language-proficiency admission requirement, 49

Enrollment
 Primary program of, 49
 Status, 50

Exams
 Final, retention and review of, 54

 Make-up, 53
 Missed, 53

Exchange visitor program, 48

Exemptions, course, 51

Exit counseling, loan, 63

Expenses
 Application fee, 60
 Parking fee, 60
 Registration-cancellation fee, 60
 Returned-check fee, 60

F

Faculty
 Listing, 33–34
 Office hours, 65
 Failures, course, 55
 Final exams, retention and review of, 54
 Financial aid
 Applicability to elective/alternate courses, 63
 Application process, 63
 Eligibility, 63–64
 Exit counseling, loan, 63
 Federal return of funds policy, 62
 General, 62
 Scholarships, DeVry, 64
 Veteran's benefits, 64

Financial information

 Expenses
 Application fee, 60
 Parking fee, 60
 Registration-cancellation fee, 60
 Returned-check fee, 60
 Federal return of funds policy, 62
 Payment options, 63
 Probation, 56, 57, 67
 Scholarships, DeVry, 64
 Tuition
 Chart, 61
 Payment options, 63
 Veterans' benefits, 64

G

Governing rules, policy, 50
 Grade point averages, 54
 Grades and designators, 54–55
 Graduate certificates
 Curriculum Leadership, 20
 Educational Leadership, 20
 Educational Technology, 21
 Educational Technology Leadership, 20
 Higher Education Leadership, 20
 Graduation ceremonies, 59
 Graduation requirements
 By program, 59
 For students pursuing multiple degrees, 59
 General, all students, 59

H

Higher Education Leadership graduate certificate, 20
 Hours
 Class, 53
 Of operation, 65

I

Incomplete courses, 55–56
 Insurance, student, 66
 Intellectual property rights, 67
 International applicants
 Additional admission requirements for, 47–48
 Special recruitment of, 48
 International students, additional registration requirements for, 52

L

Leadership
 DeVry Education Group
 Board of Directors, 10
 Senior, 10
 DeVry University
 Board of Trustees, 11
 Executive Committee, 11
 Library, 65
 Location transfers, internal, 52
 Locations, campus, 4–6

M

Make-up
 Exams, 53
 Work, 53
 Missed exams, 53
 Missing grades, 55
 Mission statement, 12
 Multiple degree programs, policy for pursuing, 50

N

Nondiscrimination policy, 67

O

Office hours, faculty, 65
 Online delivery, 7

P

Payment options, 63
 Personal computer requirements, 48
 Plagiarism prevention, 67
 Post-baccalaureate-degree holders, admission of, 47
 Prerequisite enrollment requirements, 47
 Prerequisite skills requirements, 47
 Previous coursework, credit for, 51
 Privacy Act, 67
 Probation, 56, 57, 67
 Procedures, admission, 48
 Professional affiliations, 33
 Program transfers, internal, 52
 Programs
 Education
 Graduate certificates
 Curriculum Leadership, 20
 Educational Leadership, 20
 Educational Technology Leadership, 20
 Higher Education Leadership, 20
 Master's degree, 19–20
 Educational Technology
 Graduate certificate, 21
 Master's degree, 21
 Electrical Engineering
 Master's degree, 17

R

Readmission, 58
 Registration
 Course, 53
 General information, 52
 International students, additional requirements, 52
 Self-, 52
 Regulations
 Academic freedom, 68
 Americans with Disabilities Act, 67
 Award conferrals, rescission of, 67
 Campus Crime and Security Act, 68
 Complaint procedures, 67–68
 Drug-Free Schools and Communities Act, 67
 Intellectual property rights, 67
 Nondiscrimination policy, 67
 Plagiarism prevention, 67
 Privacy Act, 67
 Rehabilitation Act, 67
 Safety Information, 68
 Student conduct, 67
 Title IX compliance, 67
 Rehabilitation Act, 67
 Rescission
 Of admission, 49
 Of award conferrals, 67
 Residency requirement
 Degree-seeking students, 50
 Graduate-certificate-seeking students, 50
 Resumption of study, 58

S

Safety information, 68
 Schedules, course, 52
 Scholarships, DeVry, 64
 Semesters and sessions, definitions of, 50
 Specializations, pursuit of, 58
 Student
 Assistance program (ASPIRE), 66
 Awards, 66
 Conduct, 67
 Insurance, 66
 Records, 65
 Residency requirement
 Degree-seeking students, 50
 Graduate-certificate-seeking students, 50
 Student-centric period, definition of, 50
 Student services
 Academic advising, 65
 ASPIRE assistance program, 66
 Awards, 66
 Career, 65
 Faculty office hours, 65
 For alumni, 66
 Hours of operation, 65
 Library, 65
 Records, 65
 Transcripts, official, 65

T

Title IX compliance, 67
Training, credit for, 51
Transcripts, 65
Transfer credit

 Other institutions, policies of, 51
 Veterans, 51

Transfers

 Internal

 Location, 52
 Program, 52

 To other institutions, 51

Tuition

 Chart, 61
 General information, 60
 Payment options, 63

V

Veterans

 Benefits, 64

 Education benefits

 Additional attendance information for students receiving,
 53

 Additional standards of academic progress for students
 receiving, 58

 Transfer credit for, 51

Visitors to classrooms, policy, 53

W

Waivers, course, 51

Withdrawals

 Course, 55