

# 2025-2026 Academic Catalog

GRADUATE EDUCATION

Volume XXI

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**Volume XXI; effective July 21, 2025 through July 31, 2026. Information updated on or after July 21, 2025, including additions and amendments, is available via [the University's academic catalog web page](#). The newest version supersedes all other versions. It is the responsibility of applicants and students to check for updates.**

Program availability varies by location and delivery method, and onsite and online enrollment restrictions may apply. DeVry University's Keller Graduate School of Management master's degree programs are offered online, and degrees are conferred by DeVry University's Keller Graduate School of Management. The University's Manhattan location operates as DeVry College of New York in New York.

We reserve the right to change terms and conditions outlined in this catalog at any time without notice. Information is current at the time of publication. This catalog supersedes all previously published editions and is in effect until a subsequent catalog is published. Information contained herein effective February 2, 2026.

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

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

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## Message from the President

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Dear Student,

Welcome to DeVry University's Keller Graduate School of Management! I'm excited for you to take this momentous step on your education and career journey. You, like our University, are mission-driven. At its core, our University's mission focuses on bettering society by preparing students to thrive in careers shaped by continuous technological change. Our innovative programs, relevant partnerships and exceptional student care arise from this mission and are crafted to empower you to meaningfully enhance your life, community, and workplace.

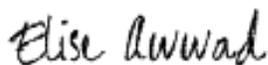
Balancing work, life, and school – I remember it well – may not be easy. However, in choosing Keller, you've connected with a trusted partner that has been delivering graduate management education to working professionals since 1973 and has led the way in online education for decades.

Students completing our MBA program or one of our specialized master's degree programs join the roughly 13 percent of U.S. adults with advanced degrees, up from 8.6 percent in 2000<sup>1</sup>. En route to their degrees, many earned one of our graduate certificates. The credits from these certificates applied to their degrees, providing a marketable credential even sooner. Be proud of yourself for preparing to join the relative few whose résumés reflect a graduate-level credential *and* the focus and drive needed to earn it.

Among the many benefits of Keller is interacting with professors who cultivate a dynamic learning environment by infusing their real-world experience into our eight-week courses, offered online and through the blended/hybrid learning option, starting six times a year. Exceptional student care – within and outside the learning environment – is another hallmark of the Keller experience.

As president of DeVry, my number one priority is building a university that delivers the education experience you want and helps catalyze the future you envision. We're grateful to help advance your ambition and excited about what lies ahead for you.

Sincerely,



Elise Awwad  
President and CEO

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<sup>1</sup> U.S. census, <https://www.census.gov/newsroom/press-releases/2019/education-degrees-double.html>

## Message from the Provost

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Congratulations on pursuing your graduate education. And thank you for choosing DeVry University's Keller Graduate School of Management as you make this significant investment in yourself – an investment I'm confident will prove invaluable now and as your career progresses.

As provost, I have a bird's-eye view of the transformational role our University plays. It's an exciting vantage point that confirms that Keller's dedication to academic excellence, student support and career services makes a meaningful difference to learners like you, the workforce and the communities we call home.

Ensuring that the education you receive at Keller is relevant today – and prepares you to evolve as workplace and workforce demands shift – is paramount. This is accomplished through strategic collaboration among dedicated professors; industry leaders on our national advisory committees, who provide valuable feedback on our programs; and administrators and staff whose passion for students' well-being and success knows no bounds. The resulting ecosystem is designed to help you thrive in class and beyond.

The pages that follow highlight the many academic programs and student services upon which Keller has built its reputation over the past 50 years. Our commitment to teaching and learning excellence is further supported by the University's institutional accreditation from the Higher Learning Commission<sup>1</sup> and the diverse programmatic accreditors that recognize the value our academic programs provide. I invite you to [learn more about institutional and programmatic accreditation](#), which guides us, always, to do what's best for students.

I admire you for investing in yourself and taking this step toward creating a brighter future. Please know that Keller faculty, administrators and staff are here to support you through your academic journey.

All the best,



Shantanu Bose, PhD  
Provost and Chief Academic Officer

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<sup>1</sup> DeVry University is accredited by the Higher Learning Commission (HLC), <https://www.hlcommission.org>. The University's Keller Graduate School of Management is included in this accreditation. HLC is a national agency that accredits U.S. colleges and universities at the institutional level and is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation. Accreditation provides assurance to the public and to prospective students that standards of quality have been met. Contact information for HLC is: Higher Learning Commission, 230 S. LaSalle St., Ste. 7-500, Chicago, IL 60604, 800.621.7440, <https://www.hlcommission.org>.

## University Mission, Accreditation & State Authorization

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### **Mission**

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

### **Accreditation**

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

### ***Institutional Accreditation***

#### **Higher Learning Commission**

DeVry University<sup>1</sup> is accredited by the Higher Learning Commission (HLC), <https://www.hlcommission.org>. The University's Keller Graduate School of Management is included in this accreditation.

HLC has historically been a regional accreditor recognized by the U.S. Department of Education. HLC today is considered to be an institutional accreditor accrediting U.S. colleges and universities across the nation. HLC is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation. Accreditation provides assurance to the public and to prospective students that standards of quality have been met. Contact information for the HLC is:

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

#### **Council for Higher Education Accreditation**

DeVry University is a member of the [Council for Higher Education Accreditation](#) (CHEA), a national advocate and institutional voice for self-regulation of academic quality through accreditation. CHEA, an association of more than 8,200 colleges, universities and higher education organizations, recognizes more than 80 institutional and programmatic accreditors.

### ***Programmatic Accreditation and Recognition***

#### **ACBSP**

The following Keller master's degree programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP, <https://acbsp.org>), demonstrating that they have met standards of business education that promote teaching excellence: Accounting, Accounting & Financial Management, Business Administration, Human Resource Management, Project Management, Public Administration, Information Systems Management, Network & Communications Management.

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<sup>1</sup> The Manhattan location of DeVry University and its Keller Graduate School of Management operates as DeVry College of New York.

The following graduate certificate programs are also accredited by ACBSP: Accounting, Accounting Certification Preparation, AI & Business Analytics (former program known as Big Data & Analytics), Cybersecurity & Information Assurance (former program known as Information Security), Entrepreneurship, Global Supply Chain Management, Health Services Management, Human Resource Management, Innovation, Leadership, Project Management.

### **GAC**

The following Keller programs are accredited by the Global Accreditation Center for Project Management Education Programs (GAC) of the Project Management Institute: Master of Business Administration, when completed with a concentration in Project Management; Master of Information Systems Management, when completed with a concentration in Project Management; Master of Network & Communications Management, when completed with a concentration in Project Management; Master of Project Management; and Graduate Certificate in Project Management. More information is available via <https://www.pmi.org/global-accreditation-center>.

### **PMI ATP**

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

### **SHRM**

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

## **State Relocation Notice and Distance Education Authorizations**

### ***State Relocation Notice***

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

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

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

### **State and Distance Education Authorizations**

DeVry University is approved to participate in the National Council for State Authorization Reciprocity Agreement (SARA), which provides a voluntary, regional approach to state authorization of postsecondary distance (online) education. With that approval, and with approval from the Illinois Board of Higher Education, DeVry's distance (online) education programs are considered approved by reciprocity with other SARA member state higher education agencies. Visit the SARA website (<https://nc-sara.org/>) for the most current list of participating states and a detailed description of SARA.

DeVry University holds the following state authorizations to offer distance (online) education and to operate in states in which it has locations. States have varying requirements governing postsecondary distance (online) education.

- **Arizona:** DeVry is authorized to operate and grant degrees by the Arizona State Board for Private Postsecondary Education, 1740 W. Adams, 3<sup>rd</sup> Flr., Phoenix, AZ 85007, 602.542.5709.
- **California:** DeVry is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations. DeVry also holds Registration of Out of State Institution for distance education from the Bureau. For additional information, please visit the Bureau's website, <https://www.bppe.ca.gov>. Any questions a student has regarding this catalog that have not been satisfactorily answered by the institution may be directed to the [Bureau](#) at 1747 N. Market Blvd., Ste. 225, Sacramento, CA; 888.370.7589 (fax: 916.263.1897). **Notice to Prospective Students:** As a prospective student, you are encouraged to review this catalog before signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you before signing an enrollment agreement. The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling 888.370.7589, option 5, or by visiting <https://osar.bppe.ca.gov>.
- **Florida:** DeVry is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines St., Ste. 1414, Tallahassee, FL 32399, toll-free telephone number 888.224.6684.
- **Georgia:** DeVry is authorized under the Nonpublic Postsecondary Educational Institutions Act of 1990, by the Georgia Nonpublic Postsecondary Education Commission, 2082 E. Exchange Pl., Ste. 220, Tucker, GA 30084, 770.414.3300.
- **Illinois:** DeVry is authorized to operate and grant degrees by the Illinois Board of Higher Education, 1 N. Old State Capitol Plaza, Ste. 333, Springfield, IL 62701, 217.782.2551. To report unresolved complaints to the Illinois Board of Higher Education visit their web page at <https://complaints.ibhe.org>.
- **Nevada:** DeVry is licensed to operate in the state of Nevada by the Nevada Commission on Postsecondary Education, 2800 E. St. Louis Ave., Las Vegas, NV 89104, 702.486.7330. **Note:** The state of Nevada requires students to meet its requirement for study of the Nevada and U.S. constitutions. DeVry's POLI332 course fulfills this requirement.

- **New Jersey:** DeVry is licensed by the New Jersey Office of the Secretary of Higher Education, P.O. Box 542, Trenton, NJ 08625, 609.292.4310. **Notice to students:** In the event of a disorderly closure, the institutional debt shall be void and shall not be recovered, collected or enforced.
- **New York:** DeVry has received permission to operate its academic programs in New York from the University of the State of New York Board of Regents/The State Education Department, 89 Washington Ave., 5 North Mezzanine, Albany, NY 12234, 518.474.2593.
- **Ohio:** DeVry holds Certificate of Authorization by the Ohio Department of Higher Education, 25 S. Front St., Columbus, OH 43215, 614.466.6000.
- **Texas:** DeVry is authorized to grant degrees by the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711, 512.427.6101, 512.427.6127 fax. DeVry is granted exemption as a private university by the Texas Workforce Commission. Exemption status means DeVry is not approved or regulated by the Texas Workforce Commission.
- **Virginia:** DeVry is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14<sup>th</sup> St., Richmond, VA 23219, 804.225.2600. Associate degree programs are considered terminal and credits earned in these programs are generally not applicable to other degrees. More information on applicability of credits earned in associate degree programs to bachelor's degree programs is available from DeVry admissions representatives. DeVry University's Board of Trustees and the provost and chief academic officer have approved all degree programs and certificate programs offered by DeVry University and its Keller Graduate School of Management in the State of Virginia. DeVry's associate of applied science programs are technical programs; credits earned may not be applicable to degree programs offered at other institutions.

### **Bankruptcy Statement**

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

## Academic Calendar

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

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

### Cycles 1 and 2 Breaks

- **2026 Spring Break:** Sunday-Sunday, April 26-May 3
- **2026 Summer Break:** Sunday-Sunday, June 28-July 5
- **2026 Winter Break:** Sunday-Sunday, December 20, 2026-January 3, 2027
- **2027 Spring Break:** Sunday-Sunday, April 25-May 2

### Cycle 1 Academic Calendar

#### 2026 Spring Semester: January 5, 2026-April 25, 2026

- **January 2026 Session**
  - Monday, January 5: Session Begins
  - Monday, January 19: Martin Luther King, Jr. Day Holiday
  - Saturday, February 28: Session Ends
- **March 2026 Session**
  - Monday, March 2: Session Begins
  - Friday, April 3: Spring Holiday
  - Saturday, April 25: Session Ends
- **2026 Spring Break: Sunday-Sunday, April 26-May 3**

#### 2026 Summer Semester: May 4, 2026-August 29, 2026

- **May 2026 Session**
  - Monday, May 4: Session Begins
  - Monday, May 25: Memorial Day Holiday
  - Friday, June 19: Juneteenth Holiday
  - Saturday, June 27: Session Ends
- **2026 Summer Break: Sunday-Sunday, June 28-July 5**
- **July 2026 Session**
  - Monday, July 6: Session Begins
  - Saturday, August 29: Session Ends

#### 2026 Fall Semester: August 31, 2026-December 19, 2026

- **September 2026 Session**
  - Monday, August 31: Session Begins
  - Monday, September 7: Labor Day Holiday
  - Saturday, October 24: Session Ends
- **November 2026 Session**
  - Monday, October 26: Session Begins
  - Thursday-Friday, November 26-27: Thanksgiving Break
  - Saturday, December 19: Session Ends
- **2026 Winter Break: Sunday-Sunday, December 20, 2026-January 3, 2027**

**2027 Spring Semester: January 4, 2027-April 24, 2027**

- **January 2027 Session**
  - Monday, January 4: Session Begins
  - Monday, January 18: Martin Luther King, Jr. Day Holiday
  - Saturday, February 27: Session Ends
- **March 2027 Session**
  - Monday, March 1: Session Begins
  - Friday, March 26: Spring Holiday
  - Saturday, April 24: Session Ends
- **2027 Spring Break: Sunday-Sunday, April 25-May 2**

**Cycle 2 Academic Calendar**

**2025 Fall Semester: October 27, 2025-February 28, 2026**

- **November 2025 Session**
  - Monday, October 27: Session Begins
  - Thursday-Friday, November 27-28: Thanksgiving Break
  - Saturday, December 20: Session Ends
- **2025 Winter Break: Sunday-Sunday, December 21, 2025-January 4, 2026**
- **January 2026 Session**
  - Monday, January 5: Session Begins
  - Monday, January 19: Martin Luther King, Jr. Day Holiday
  - Saturday, February 28: Session Ends

**2026 Spring Semester: March 2, 2026-June 27, 2026**

- **March 2026 Session**
  - Monday, March 2: Session Begins
  - Friday, April 3: Spring Holiday
  - Saturday, April 25: Session Ends
- **2026 Spring Break: Sunday-Sunday, April 26-May 3**
- **May 2026 Session**
  - Monday, May 4: Session Begins
  - Monday, May 25: Memorial Day Holiday
  - Friday, June 19: Juneteenth Holiday
  - Saturday, June 27: Session Ends
- **2026 Summer Break: Sunday-Sunday, June 28-July 5**

**2026 Summer Semester: July 6, 2026-October 24, 2026**

- **July 2026 Session**
  - Monday, July 6: Session Begins
  - Saturday, August 29: Session Ends
- **September 2026 Session**
  - Monday, August 31: Session Begins
  - Monday, September 7: Labor Day Holiday
- Saturday, October 24: Session Ends

**2026 Fall Semester: October 26, 2026-February 27, 2027**

- **November 2026 Session**
  - Monday, October 26: Session Begins
  - Thursday-Friday, November 26-27: Thanksgiving Break
  - Saturday, December 19: Session Ends
- ***2026 Winter Break: Sunday-Sunday, December 20, 2026-January 3, 2027***
- **January 2027 Session**
  - Monday, January 4: Session Begins
  - Monday, January 18: Martin Luther King, Jr. Day Holiday
  - Saturday, February 27: Session Ends

## Credit Hour Definition, Schedule Information & Course Levels

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### Credit Hour Definition

DeVry University follows the federal definition of a semester credit hour. The U.S. Department of Education (USDE) defines a credit hour as one hour (i.e., 50 minutes) of classroom or direct faculty/qualified instructor instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks (i.e., 45 hours of learning activities). This definition also aligns with definitions from the Higher Learning Commission (HLC) and the Illinois Board of Higher Education (IBHE).

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

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

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

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

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

### Student-Centric Period

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

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

Student-Centric-Period Cycles		
Semester	Cycle 1 Sessions	Cycle 2 Sessions
Spring	January, March	March, May
Summer	May, July	July, September
Fall	September, November	November, January

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

### Academic Year

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

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

### Course Levels

Keller offers graduate courses at the 500 and 600 levels. Characteristics of courses at each level, as well as how course levels may align to Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, evaluation), are:

- **500 Level:** Reflecting the majority of courses in graduate programs, 500-level courses require advanced independent thought and managerial decision-making involving application, analysis, synthesis and evaluation of course concepts to meet stakeholder needs.
- **600 Level:** Courses at the 600 level are capstone and summative knowledge courses, in which students are expected to demonstrate mastery of complex subject matter through integration of knowledge and skills learned throughout programs. Mastery can be validated through critical analyses; evaluation of real-world problems; and demonstrated ability to plan and propose solutions to complex problems.

## About Keller

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### **A Tradition of Innovation**

For more than 50 years, Keller Graduate School of Management has served the unique needs of working adult students. Our innovative, practitioner approach is based on the idea that effective teaching and student mastery of practical skills are the most important components of graduate management education. Our first class had seven students – a number that grew to 900 by the late 1970s, as students began taking advantage of our evening MBA program. Today, Keller Graduate School of Management provides a broad range of master's degree and graduate certificate programs.

In 1991, we introduced our Project Management program and are proud to be a Project Management Institute Premier level Authorized Training Partner (ATP). Additionally, most Keller project management offerings, including our MPM program, are accredited by the Global Accreditation Center for Project Management Education Programs (GAC). Visit the [Accreditation](#) section to learn which programs are GAC accredited. DeVry University, including Keller Graduate School of Management, is among a limited number of U.S. universities and schools worldwide to be granted this designation. More information on this accreditation is available via <https://www.pmi.org/global-accreditation-center>.

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

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

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

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

### **Mission of Keller's Graduate Business Programs**

DeVry University's Keller Graduate School of Management offers a variety of master's degree and graduate certificate programs. Programs are designed to help students develop management skills needed to lead teams and organizations in today's global business world. Guiding the University's graduate-level business programs is the following mission:

The mission of the business programs within DeVry University's Keller Graduate School of Management is to prepare students to become innovative leaders of a diverse workforce by applying business and management techniques to critically explore workplace issues leading to the application of creative strategies for organizational growth and improvement.

This mission is supported by activities throughout the graduate curriculum. Examples include:

- Demonstrating in-depth knowledge of enterprise-wide processes relevant in the global economy.
- Applying leadership and conflict management theories to foster collaboration within multicultural and interdisciplinary business environments.
- Employing strategic solutions to evaluate and solve challenges facing organizations.
- Assessing and managing operational performance and risk through proven business practices and sound financial decision-making.
- Utilizing workplace technology to support business strategy and operations domestically and globally.
- Applying analytics tools and techniques to analyze data and develop solutions to improve business decision-making and organizational effectiveness.
- Employing an interdisciplinary perspective to integrate strategic leadership; diversity; and financial, human resource and project management techniques to solve complex problems and enhance the success of a business enterprise.

## **Keller Advantage**

### ***Program-Completion-Time Options***

At Keller, each program can be completed on a normal schedule or on an accelerated schedule, or through a combination of these schedule options. Each session within their student-centric period (semester), students choose the schedule that best suits their goals and their commitments outside of school.

Each program outline within the sections entitled [Keller's Degree Programs](#) and [Keller's Certificate Programs](#) shows program completion time in terms of semesters for both normal and accelerated schedules.

- **Normal schedule – all students:** Students choosing a normal schedule (normal time to complete) in both sessions within their [student-centric period](#) enroll in an average of six semester-credit hours of coursework per semester. Students choosing a normal schedule enroll in an average of three semester-credit hours of coursework per session.
- **Accelerated schedule – master's degree program students:** Master's degree program students choosing an accelerated schedule in both sessions within their [student-centric period](#) enroll in 9-12 credit hours per semester, or an average of 10 semester-credit hours of coursework per semester. Typically, students on an accelerated schedule enroll in two courses per session. Accelerated completion times shown in the [Keller's Degree Programs](#) section assume students qualify for and apply nine semester-credit hours of [prior learning credit](#) and remain on an accelerated schedule throughout their program. **Note:** For Keller's master's degree programs in Accounting and in Accounting & Financial Management, accelerated schedule time shown in the program outline does not assume students qualify for and apply prior learning credit.
- **Accelerated schedule – 18-credit-hour graduate certificate program students:** Graduate certificate program students choosing an accelerated schedule in both sessions within their [student-centric period](#) enroll in an average of nine semester-credit hours of coursework per semester. Typically, students on an accelerated schedule enroll in two courses per session. Students should note that accelerated completion times shown in the [Keller's Certificate Programs](#) section assume students remain on an accelerated schedule throughout their program.

- **Accelerated schedule – 12-credit-hour graduate certificate program students:** Graduate certificate program students choosing an accelerated schedule in both sessions within their [student-centric period](#) enroll in an average of 12 semester-credit hours of coursework per semester. Typically, students on an accelerated schedule enroll in two courses per session. Students should note that accelerated completion times shown in the [Keller's Certificate Programs](#) section assume students remain on an accelerated schedule throughout their program.

Stated completion times for both normal and accelerated schedules assume continuous year-round enrollment, defined as enrollment in all six sessions within a period of 12 consecutive months, with no interruption of studies once a student has begun their program. Program completion times are expressed in calendar time, defined as any period of 12 consecutive months starting at the beginning of a DeVry University session.

### ***Practitioner Orientation***

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

### ***Excellence in Teaching***

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

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

### ***Professional Connections and Memberships***

To keep current with industry practices and developments, remain current on education trends, and provide relevant programs and courses, the University's faculty and administrators are active in various professional organizations including, but not limited to:

- American Academy of Professional Coders
- American Assembly of Collegiate Schools of Business
- American Association of University Administrators
- American Bar Association
- American College of Healthcare Executives
- American Council on Education
- American Health Information Management Association
- American Institute of Certified Public Accountants
- American Library Association
- American Management Association
- American Marketing Association
- American Psychological Association
- Association for Supply Chain Management
- Association of Certified Fraud Examiners
- Council of Graduate Schools
- IEEE

- National Black MBA Association
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- Project Management Institute
- Society for Human Resource Management
- United States Association of Small Business and Entrepreneurship
- United States Distance Learning Association

### ***Continuous Improvement***

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

Keeping curricula responsive to changes in business theory and practice is essential. To maintain an appropriate balance of continuity and change, our academic experts integrate faculty input and regularly review course content and level, as well as texts. In addition, they consult faculty on proposals for new course content and course development.

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

### **TECHPATH**

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

## Keller's Degree Programs

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

### **Master of Business Administration Program**

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

#### **Programmatic Accreditation and Alignment**

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence.

This program, when completed with a concentration in Project Management, is accredited by the Global Accreditation Center for Project Management Education Programs of the Project Management Institute.

The Society for Human Resource Management (SHRM) has acknowledged that this program, with a Human Resources concentration, aligns with SHRM's *HR Curriculum Guidebook and Templates*.

More information is available in the [Programmatic Accreditation and Recognition](#) section.

#### **Applicants to the MBA Program with Three-Year Bachelor's Degrees from India**

Keller accepts applications for admission from graduates of three-year bachelor's degree programs in India.

Students whose degrees are determined to be equivalent to a U.S. four-year degree enroll directly into the MBA program's standard coursework. Students whose degrees qualify them for admission but are not equivalent to a four-year U.S. bachelor's degree must take Keller's professional skills courses in addition to fulfilling all other course requirements.

Detailed information and requirements are available in the [Additional Admission Requirements for Applicants to the Master of Business Administration Program with Three-Year Bachelor's Degrees from India](#) section.

#### **Program Outcomes**

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

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

- Apply analytical tools and applications to develop analyses and solutions to address the needs of global stakeholders.

### Program Details

- **Degree:** Master of Business Administration
- **Minimum credit hours required for graduation:** 39
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 2 months (7 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 12 months (3 semesters), assuming 9 credit hours of prior learning credit and an average of 10 credit hours per semester<sup>2</sup>
- **Embedded Program:**
  - **MBA – Students Choosing the MBA with Embedded Leadership Graduate Certificate:** Students choosing the MBA program with an embedded Leadership graduate certificate can earn the Leadership graduate certificate within the program’s 39 minimum credit hours.
  - **MBA – All Other Students:** Students can earn a graduate certificate by completing MBA coursework applicable to one of the graduate certificates listed below, which requires completion of additional coursework beyond the program’s 39 minimum credit hours.
- **Optional Concentration:** All MBA students can complete additional coursework beyond their program’s minimum credit hours to complete an optional concentration. Students choosing to complete an optional concentration can earn one of the graduate certificates listed below en route to the MBA. To earn the graduate certificate, students must successfully complete MBA coursework that applies to the graduate certificate. Students are encouraged to contact a student support advisor regarding course selections.
  - Accounting
  - AI & Business Analytics
  - Entrepreneurship
  - Global Supply Chain Management
  - Health Services Management
  - Human Resource Management
  - Leadership
  - Project Management

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program. Program completion time shown is for students not completing an optional program concentration. Normal program completion time for students completing a Project Management concentration is 3 years (9 semesters). Normal program completion time for students completing all other concentrations is 2 years, 8 months (8 semesters).

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program and qualify for and apply nine semester-credit hours of prior learning credit. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section. Program completion time shown is for students not completing an optional program concentration. Accelerated program completion time for students completing a Project Management concentration is 1 year, 8 months (5 semesters). Accelerated program completion time for students completing all other concentrations is 1 year, 4 months (4 semesters).

## **Program Outline for Students Selecting the MBA with Embedded Leadership Graduate Certificate**

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### **Program Core – 15 credit hours required**

ACCT500<sup>^</sup>: Essentials of Accounting, Finance and Economics – 3 credit hours  
ACCT503: Financial Accounting: Managerial Use and Analysis – 3 credit hours  
ECON545: Business Economics – 3 credit hours  
FIN510: Corporate Finance – 3 credit hours  
MATH534<sup>^</sup>: Applied Managerial Statistics – 3 credit hours

### **Strategic Business – 12 credit hours required**

HRM587: Managing Organizational Change – 3 credit hours  
LEAD560: Globalized Leadership – 3 credit hours  
MIS540<sup>^</sup>: Innovation Through Technology – 3 credit hours  
MKTG525<sup>3</sup>: Strategic Marketing – 3 credit hours

### **Leadership and Technology – 9 credit hours required**

MGMT501<sup>^</sup>: Organizational Structures and Business Processes – 3 credit hours  
LEAD570: Leadership in the Age of AI – 3 credit hours  
LEAD590: Strategic Decision-Making for Leaders – 3 credit hours

### **Capstone – 3 credit hours required**

MGMT601: MBA Capstone – 3 credit hours

### **Optional Concentration – credit hours vary by concentration**

Students can choose to complete an optional concentration within their program. [Information for optional concentrations](#) is below.

## **Program Outline for Students Selecting the MBA without Embedded Leadership Graduate Certificate**

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### **Program Core – 15 credit hours required**

ACCT500<sup>^</sup>: Essentials of Accounting, Finance and Economics – 3 credit hours  
ACCT503: Financial Accounting: Managerial Use and Analysis – 3 credit hours

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<sup>3</sup> Students selecting the AI and Business Analytics Optional Concentration must take BIAM500 in lieu of MKTG525. Students selecting the Project Management Optional Concentration must take PROJ586 in lieu of MKTG525.

ECON545: Business Economics – 3 credit hours  
FIN510: Corporate Finance – 3 credit hours  
MATH534^: Applied Managerial Statistics – 3 credit hours

### **Strategic Business – 12 credit hours required**

MIS540^: Innovation Through Technology – 3 credit hours  
MKTG525: Strategic Marketing – 3 credit hours

**One of:**

HRM587: Managing Organizational Change – 3 credit hours  
HRM591: Strategic Human Resource Management – 3 credit hours  
HRM595: Negotiation Skills – 3 credit hours

**One of:**

FIN565: International Finance – 3 credit hours  
HRM584: Managing International Human Resources – 3 credit hours  
INTL500: Global Perspectives for International Business – 3 credit hours  
LEAD560: Globalized Leadership – 3 credit hours

### **Leadership and Technology – 9 credit hours required**

MGMT501^: Organizational Structures and Business Processes – 3 credit hours

**One of:**

LEAD570: Leadership in the Age of AI – 3 credit hours  
MGMT591: Leadership and Organizational Behavior – 3 credit hours

**One of<sup>4</sup>:**

BIAM500: Applications of Business Analytics I – 3 credit hours  
LEAD590: Strategic Decision-Making for Leaders – 3 credit hours  
MGMT520: Legal, Political and Ethical Dimensions of Business – 3 credit hours  
MGMT550: Managerial Communication – 3 credit hours  
MGMT555: Operations Management – 3 credit hours  
MIS548^: AI Applications for Business – 3 credit hours  
MIS571: Design Thinking and Innovation Management – 3 credit hours  
PROJ586: Project Management Systems – 3 credit hours

### **Capstone – 3 credit hours required**

MGMT601: MBA Capstone – 3 credit hours

### **Optional Concentration – All MBA Students – required credit hours vary by concentration**

- **Accounting – 9 credit hours required**

ACCT505: Managerial Accounting – 3 credit hours

**Six credit hours from among:** Remaining ACCT courses

- **AI and Business Analytics – 9 credit hours required**

MIS548^: AI Applications for Business – 3 credit hours

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<sup>4</sup> Students selecting the AI and Business Analytics optional concentration must complete BIAM500. Students selecting the Project Management optional concentration must complete PROJ586.

**Two of:**

BIAM510: Applications of Business Analytics II – 3 credit hours

BIAM530: Developing and Managing Databases for Business Intelligence – 3 credit hours

BIAM560: Predictive Analytics – 3 credit hours

- **Cybersecurity and Information Assurance – 9 credit hours required**

NETW540: Networking Concepts – 3 credit hours

SEC571: Principles of Information Security and Privacy – 3 credit hours

**One of:**

SEC572: Network Security – 3 credit hours

SEC585: Data Privacy and Security – 3 credit hours

SEC586: Cybersecurity Planning and Incident Response – 3 credit hours

SEC587: Governance, Regulation and Compliance – 3 credit hours

- **Entrepreneurship – 9 credit hours required**

ENTR510: Entrepreneurship and New Ventures – 3 credit hours

ENTR530: Venture Finance and Due Diligence – 3 credit hours

**One of:**

ENTR550: Entrepreneurial Marketing – 3 credit hours

GSCM520: Foundations in Global Supply Chain Management – 3 credit hours

MIS571: Design Thinking and Innovation Management – 3 credit hours

- **Finance – 9 credit hours required**

FIN516: Advanced Managerial Finance – 3 credit hours

**Six credit hours from among:** Remaining FIN courses

- **Global Supply Chain Management – 9 credit hours required**

GSCM520: Foundations in Global Supply Chain Management – 3 credit hours

GSCM530: Global Supply Chain Resource Planning and Management – 3 credit hours

**One of:**

GSCM540: Relationship Management, Procurement and Sourcing Strategy – 3 credit hours

GSCM588: Managing Quality – 3 credit hours

MGMT555: Operations Management – 3 credit hours

- **Health Services – 9 credit hours required**

**Three of:**

HSM541: Health Service Systems – 3 credit hours

HSM542: Health Rights and Responsibilities – 3 credit hours

HSM543: Health Services Finance – 3 credit hours

HSM544: Health Policy and Economics – 3 credit hours

HSM546: Managed Care – 3 credit hours

- **Human Resources – 9 credit hours required**

**Three of:**

HRM530: Human Resources and Technology – 3 credit hours

HRM587: Managing Organizational Change – 3 credit hours  
HRM591: Strategic Human Resource Management – 3 credit hours  
HRM592: Training and Development – 3 credit hours  
HRM593: Employment Law – 3 credit hours  
HRM594: Strategic Staffing – 3 credit hours  
HRM595: Negotiation Skills – 3 credit hours  
HRM598: Compensation – 3 credit hours

- **Leadership – 9 credit hours required**

**One of:**

LEAD570: Leadership in the Age of AI – 3 credit hours  
LEAD590: Strategic Decision-Making for Leaders – 3 credit hours  
MGMT591: Leadership and Organizational Behavior – 3 credit hours

**Two of:**

BIAM500: Applications of Business Analytics I – 3 credit hours  
HRM587: Managing Organizational Change – 3 credit hours  
HRM595: Negotiation Skills – 3 credit hours  
LEAD560: Globalized Leadership – 3 credit hours  
MGMT550: Managerial Communication – 3 credit hours  
MIS548^: AI Applications for Business – 3 credit hours  
PROJ586: Project Management Systems – 3 credit hours

- **Management of Information Technology Services – 9 credit hours required**

**Three of:**

MIS548^: AI Applications for Business – 3 credit hours  
MIS581: Systems Analysis, Planning and Control – 3 credit hours  
MIS582: Database Concepts – 3 credit hours  
NETW540: Networking Concepts – 3 credit hours  
NETW550: Cloud Computing – 3 credit hours  
SEC571: Principles of Information Security and Privacy – 3 credit hours

- **Marketing – 9 credit hours required**

MKTG551: Digital Marketing and Emerging Trends – 3 credit hours  
MKTG571: Marketing Research and Analytics – 3 credit hours

**One of:**

MKTG576: Consumer Behavior and Customer Experience – 3 credit hours  
MKTG580: Sales, Partnerships and Business Development – 3 credit hours  
MKTG585: Brand Management – 3 credit hours

- **Project Management – 12 credit hours required**

**One of:**

PROJ582: Construction Project Management – 3 credit hours  
PROJ585: Managing IT Projects – 3 credit hours

**Two of:**

PROJ592: Project Cost and Schedule Control – 3 credit hours

PROJ595: Project Risk Management – 3 credit hours

PROJ598: Contract and Procurement Management – 3 credit hours

**One of:**

PROJ587: Program Management – 3 credit hours

PROJ605<sup>5</sup>: Project Management Exam Preparation – 3 credit hours

**Notes**

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

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

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Master of Business Administration (MBA) degree program – all concentrations except Project management – include General and Operations Managers (11-1021.00); Sales Managers (11-2022.00); Administrative Service Managers (11-3012.00); Investment Fund Managers (11-3031.03); Industrial Production Managers (11-3051.00); Transportation, Storage, and Distribution Managers (11-3071.00); Supply Chain Managers (11-3071.04); Social and Community Service Managers (11-9151.00); Managers, All Other (11-9199.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Loss Prevention Managers (11-9199.08); Cost Estimators (13-1051.00); Management Analysts (13-1111.00).**

**Employment positions determined to be in field for graduates of the MBA program with a concentration in Project Management include Wind Energy Operations Managers (11-9199.09); Wind Energy Project Managers (11-9199.10). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [MBA program](#) web page.**

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<sup>5</sup> This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)® certification exam. As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is authorized to offer this course; faculty teaching this course have completed specialized training and earned the ATP Instructor badge. PMP is a registered mark of the Project Management Institute, Inc.

## Master of Science in Accounting Program

The Master of Science in Accounting program is designed for individuals with an undergraduate degree in accounting or a business degree with a specialization in accounting or finance who wish to advance in the field. Specifically, the program can benefit students building a career in accounting, including those intending to seek a Certified Public Accountant (CPA) or Certified Management Accountant (CMA) credential; those who have passed professional exams associated with these designations and are seeking to meet additional academic requirements for certification; and current CPAs and CMAs seeking a credential that may enable them to teach accounting at higher education institutions.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Degree:** Master of Science in Accounting
- **Minimum credit hours required for graduation:** 30
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 1 year, 8 months (5 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 12 months (3 semesters), assuming an average of 10 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students should check with a student support advisor for availability of courses marked with a caret (^).

Additional program-related information and notes are found after the program outline.

#### Program Core – 9 credit hours required

ACCT525: Current Issues in Accounting – 3 credit hours

ACCT540: Professional Research for Accountants – 3 credit hours

ACCT601: Accounting Capstone – 3 credit hours

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

### Focus – 9 credit hours required

Students choose three courses from among the following. Courses that appear in both the Focus and General Accounting Profession course areas may fulfill one requirement only.

#### Three of:

- ACCT530: Accounting Ethics and Related Regulatory Issues – 3 credit hours
- ACCT555<sup>3</sup>: External Auditing – 3 credit hours
- ACCT559: Advanced Financial Accounting and Reporting Issues – 3 credit hours
- ACCT560: Advanced Studies in Federal Taxes and Management Decisions – 3 credit hours
- ACCT563: Advanced Managerial Accounting Issues – 3 credit hours
- ACCT564: International Accounting and Multinational Enterprises – 3 credit hours
- ACCT567: Governmental and Not-for-Profit Accounting – 3 credit hours
- ACCT568: Analytics for Accountants – 3 credit hours
- ACCT571: Accounting Information Systems – 3 credit hours
- ACCT573: Accounting Fraud, Criminology and Ethics – 3 credit hours
- FIN516: Advanced Managerial Finance – 3 credit hours
- FIN565: International Finance – 3 credit hours
- FIN575: Advanced Financial Statement Analysis – 3 credit hours
- MGMT520: Legal, Political and Ethical Dimensions of Business – 3 credit hours
- MGMT550: Managerial Communication – 3 credit hours

### Accounting Profession Option – one option selected – 9 credit hours required

- **Certified Management Accountant Exam Preparation – 9 credit hours required**

- ACCT563: Advanced Managerial Accounting Issues – 3 credit hours
- ACCT595: CMA Exam Preparation I – 3 credit hours
- ACCT596: CMA Exam Preparation II – 3 credit hours

- **Certified Public Accountant Exam Preparation – 9 credit hours required**

Requirements for CPA licensure vary by state. Students should check with the board of accountancy in the state in which they plan to pursue licensure for its specific CPA exam and licensure requirements.

#### **Certified Public Accountant Exam Preparation – 9 credit hours required**

- ACCT591C<sup>^</sup>: CPA Exam Core Preparation: Auditing and Attestation – 2 credit hours
- ACCT593C<sup>^</sup>: CPA Exam Core Preparation: Financial Accounting and Reporting – 3 credit hours
- ACCT594C<sup>^</sup>: CPA Exam Core Preparation: Taxation and Regulation – 2 credit hours

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<sup>3</sup> Students selecting the Certified Public Accountant Exam Preparation option must take ACCT555 or the equivalent to satisfy prerequisite requirements.

**One of:**

ACCT597D^: CPA Exam Discipline Preparation: Business Analytics and Reporting – 2 credit hours

ACCT598D^: CPA Exam Discipline Preparation: Information Systems and Controls – 2 credit hours

ACCT599D^: CPA Exam Discipline Preparation: Tax Compliance and Planning – 2 credit hours

- **General Accounting – 9 credit hours required**

Students choose three courses from among the following. Courses that appear in both the General Accounting Profession and Focus course areas may fulfill one requirement only.

**Three of:**

ACCT530: Accounting Ethics and Related Regulatory Issues – 3 credit hours

ACCT552: Cost Accounting – 3 credit hours

ACCT555: External Auditing – 3 credit hours

ACCT559: Advanced Financial Accounting and Reporting Issues – 3 credit hours

ACCT560: Advanced Studies in Federal Taxes and Management Decisions – 3 credit hours

ACCT563: Advanced Managerial Accounting Issues – 3 credit hours

ACCT564: International Accounting and Multinational Enterprises – 3 credit hours

ACCT567: Governmental and Not-for-Profit Accounting – 3 credit hours

ACCT568: Analytics for Accountants – 3 credit hours

ACCT571: Accounting Information Systems – 3 credit hours

ACCT573: Accounting Fraud, Criminology and Ethics – 3 credit hours

**Elective – 3 credit hours required**

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

**Notes**

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

Transfer credit cannot be applied to ACCT525, ACCT540 or ACCT601.

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

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

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

**Employment positions determined to be in field for graduates of the Master of Science in Accounting degree program include Accountants and Auditors (13-2011.00); Budget Analysts (13-2031.00); Credit Analysts (13-2041.00); Financial Examiners (13-2061.00); Tax Examiners and Collectors, and Revenue Agents (13-2081.00); Business Teachers, Postsecondary (25-1011.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

For additional information, visit the [Accounting master's degree program](#) web page.

## Master of Accounting & Financial Management Program

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

The program offers multiple emphases, as shown in the two program outlines below.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Degree:** Master of Accounting and Financial Management
- **Minimum credit hours required for graduation:** 39
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 2 months (7 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 1 year, 4 months (4 semesters), assuming an average of 10 credit hours per semester<sup>2</sup>

### Program Outline for Students Selecting the Certified Management Accountant Exam Preparation Emphasis, Finance Emphasis or General Accounting Emphasis

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students should check with a student support advisor for availability of courses marked with a caret (^).

Additional program-related information and notes are found after the program outline.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

### **Accounting – 12 credit hours required**

ACCT503: Financial Accounting: Managerial Use and Analysis – 3 credit hours

ACCT505: Managerial Accounting – 3 credit hours

ACCT605: MAFM Capstone – 3 credit hours

FIN515: Managerial Finance – 3 credit hours

### **Accounting Emphasis – one option selected – 27 credit hours required**

- **Certified Management Accountant Exam Preparation Emphasis – 27 credit hours required**

#### **Certified Management Accountant Core – 18 credit hours required**

ACCT530: Accounting Ethics and Related Regulatory Issues – 3 credit hours

ACCT550: Intermediate Accounting I – 3 credit hours

ACCT551: Intermediate Accounting II – 3 credit hours

ACCT568: Analytics for Accountants – 3 credit hours

ACCT571: Accounting Information Systems – 3 credit hours

FIN575: Advanced Financial Statement Analysis – 3 credit hours

#### **Certified Management Accountant Exam Preparation – 9 credit hours required**

ACCT563: Advanced Managerial Accounting Issues – 3 credit hours

ACCT595: CMA Exam Preparation I – 3 credit hours

ACCT596: CMA Exam Preparation II – 3 credit hours

- **Finance Emphasis<sup>3</sup> – 27 credit hours required**

#### **Finance Core – 18 credit hours required**

ACCT500: Essentials of Accounting, Finance and Economics – 3 credit hours

FIN516: Advanced Managerial Finance – 3 credit hours

FIN560: Securities Analysis – 3 credit hours

FIN564: Management of Financial Institutions – 3 credit hours

MATH534: Applied Managerial Statistics – 3 credit hours

MGMT501: Organizational Structures and Business Processes – 3 credit hours

#### **Finance Electives – 9 credit hours required**

##### **Three of:**

BIAM500: Applications of Business Analytics I – 3 credit hours

FIN561: Mergers and Acquisitions – 3 credit hours

FIN565: International Finance – 3 credit hours

FIN575: Advanced Financial Statement Analysis – 3 credit hours

INTL500: Global Perspectives for International Business – 3 credit hours

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<sup>3</sup> Students in New York are not eligible for enrollment in the Master of Accounting & Financial Management program with an emphasis in Finance.

- **General Accounting Emphasis – 27 credit hours required**

- **Financial Accounting Core – 18 credit hours required**

ACCT550: Intermediate Accounting I – 3 credit hours

ACCT551: Intermediate Accounting II – 3 credit hours

ACCT553: Federal Taxes and Management Decisions – 3 credit hours

ACCT555: External Auditing – 3 credit hours

ACCT559: Advanced Financial Accounting and Reporting Issues – 3 credit hours

- **One of:**

ACCT557: Intermediate Accounting III – 3 credit hours

MGMT520: Legal, Political and Ethical Dimensions of Business – 3 credit hours

- **General Accounting – 9 credit hours required**

- **Three of:**

ACCT525: Current Issues in Accounting – 3 credit hours

ACCT530: Accounting Ethics and Related Regulatory Issues – 3 credit hours

ACCT540: Professional Research for Accountants – 3 credit hours

ACCT552: Cost Accounting – 3 credit hours

ACCT557: Intermediate Accounting III – 3 credit hours

ACCT560: Advanced Studies in Federal Taxes and Management Decisions – 3 credit hours

ACCT563: Advanced Managerial Accounting Issues – 3 credit hours

ACCT564: International Accounting and Multinational Enterprises – 3 credit hours

ACCT567: Governmental and Not-for-Profit Accounting – 3 credit hours

ACCT568: Analytics for Accountants – 3 credit hours

ACCT571: Accounting Information Systems – 3 credit hours

ACCT573: Accounting Fraud, Criminology and Ethics – 3 credit hours

MGMT550: Managerial Communication – 3 credit hours

### **Program Outline for Students Selecting the Certified Public Accountant Exam Preparation Emphasis<sup>4</sup>**

Special requirements apply to those who wish to be admitted to the MAFM program and select the Certified Public Accountant Exam Preparation Emphasis (visit the [Additional Admission Requirements for Applicants to the Master of Accounting & Financial Management Program Pursuing the Certified Public Accountant Exam Preparation Emphasis](#) section).

Students enrolling in the MAFM program and selecting the Certified Public Accountant Exam Preparation Emphasis are expected to have knowledge of content in introductory accounting and finance courses, including ACCT503, ACCT505 and FIN515. Such students may not take these introductory courses to fulfill MAFM program requirements. Students may not self-register for courses requiring these courses as prerequisites; a student support advisor registers students for such courses.

Requirements for CPA licensure vary by state. Students should check with the board of accountancy in the state in which they plan to pursue licensure for its specific CPA exam and licensure requirements.

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<sup>4</sup> Students in New York are not eligible for enrollment in the Master of Accounting & Financial Management program with an emphasis in Certified Public Accountant Exam Preparation.

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students should check with a student support advisor for availability of courses marked with a caret (^).

Additional program-related information and notes are found after the program outline.

### **Financial Accounting Core – 27 credit hours required**

ACCT550: Intermediate Accounting I – 3 credit hours

ACCT551: Intermediate Accounting II – 3 credit hours

ACCT553: Federal Taxes and Management Decisions – 3 credit hours

ACCT555: External Auditing – 3 credit hours

ACCT557: Intermediate Accounting III – 3 credit hours

ACCT559: Advanced Financial Accounting and Reporting Issues – 3 credit hours

#### **Three of:**

ACCT525: Current Issues in Accounting – 3 credit hours

ACCT530: Accounting Ethics and Related Regulatory Issues – 3 credit hours

ACCT540: Professional Research for Accountants – 3 credit hours

ACCT560: Advanced Studies in Federal Taxes and Management Decisions – 3 credit hours

ACCT563: Advanced Managerial Accounting Issues – 3 credit hours

ACCT564: International Accounting and Multinational Enterprises – 3 credit hours

ACCT567: Governmental and Not-for-Profit Accounting – 3 credit hours

ACCT568: Analytics for Accountants – 3 credit hours

ACCT571: Accounting Information Systems – 3 credit hours

ACCT573: Accounting Fraud, Criminology and Ethics – 3 credit hours

MGMT520: Legal, Political and Ethical Dimensions of Business – 3 credit hours

MGMT550: Managerial Communication – 3 credit hours

### **Certified Public Accountant Exam Preparation – 9 credit hours required**

ACCT591C^: CPA Exam Core Preparation: Auditing and Attestation – 2 credit hours

ACCT593C^: CPA Exam Core Preparation: Financial Accounting and Reporting – 3 credit hours

ACCT594C^: CPA Exam Core Preparation: Taxation and Regulation – 2 credit hours

#### **One of:**

ACCT597D^: CPA Exam Discipline Preparation: Business Analytics and Reporting – 2 credit hours

ACCT598D^: CPA Exam Discipline Preparation: Information Systems and Controls – 2 credit hours

ACCT599D^: CPA Exam Discipline Preparation: Tax Compliance and Planning – 2 credit hours

### **Capstone – 3 credit hours required**

ACCT605: MAFM Capstone – 3 credit hours

#### **Notes**

Transfer credit cannot be applied to ACCT525, ACCT540 or ACCT605.

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

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

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

**Employment positions determined to be in field for graduates of the Master of Accounting & Financial Management degree program include Financial Managers (11-3031.00); Treasurers and Controllers (11-3031.01); Accountants and Auditors (13-2011.00); Financial and Investment Analysts (13-2051.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [Accounting & Financial Management master's degree program](#) web page.**

## Master of Human Resource Management Program

The Master of Human Resource Management (MHRM) program (availability varies by location and delivery method) prepares students to be strategic and tactical contributors in their organizations and achieve success as human resource management professionals.

Coursework, taught from the practitioner's perspective, focuses on applying human resource competencies to real-world challenges and opportunities.

### Programmatic Accreditation and Alignment

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence.

The Society for Human Resource Management (SHRM) has acknowledged that this program aligns with SHRM's *HR Curriculum Guidebook and Templates*.

More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Degree:** Master of Human Resource Management
- **Minimum credit hours required for graduation:** 39
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 2 months (7 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 12 months (3 semesters), assuming 9 credit hours of prior learning credit and an average of 10 credit hours per semester<sup>2</sup>
- **Embedded Program:** Students can earn a graduate certificate in Human Resource Management en route to the MHRM.

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program and qualify for and apply nine semester-credit hours of prior learning credit. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

### **Management – 12 credit hours required**

ACCT500^: Essentials of Accounting, Finance and Economics – 3 credit hours

MATH534^: Applied Managerial Statistics – 3 credit hours

MGMT501^: Organizational Structures and Business Processes – 3 credit hours

#### **One of:**

LEAD570: Leadership in the Age of AI – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

### **Human Resources – 24 credit hours required**

#### **Eight of:**

HRM530: Human Resources and Technology – 3 credit hours

HRM584: Managing International Human Resources – 3 credit hours

HRM587: Managing Organizational Change – 3 credit hours

HRM591: Strategic Human Resource Management – 3 credit hours

HRM592: Training and Development – 3 credit hours

HRM593: Employment Law – 3 credit hours

HRM594: Strategic Staffing – 3 credit hours

HRM595: Negotiation Skills – 3 credit hours

HRM598: Compensation – 3 credit hours

### **Capstone – 3 credit hours required**

HRM601: Human Resources Capstone – 3 credit hours

#### **Notes**

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

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

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Master of Human Resource Management degree program include Human Resources Specialist (13-1071.00); Business Teachers, Postsecondary (25-1011.00); Compensation and Benefits Managers (11-3111.00); Human Resources Managers (11-3121.00); Training and Development Managers (11-3131.00); Compensation, Benefits, and Job Analysis Specialists (13-1141.00); Training and Development Specialists (13-1151.00). These positions are used to calculate graduate employment rates required by the state of**

California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.

For additional information, visit the [Human Resource Management master's degree program](#) web page.

## **Master of Project Management Program**

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

### **Programmatic Accreditation**

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence.

This program is accredited by the Global Accreditation Center for Project Management Education Programs of the Project Management Institute.

More information is available in the [Programmatic Accreditation and Recognition](#) section.

### **Program Outcomes**

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

- Model an advanced, integrated, and applied understanding of project management as a discipline.
- Demonstrate the skills required to scope and solve complex problems and develop innovative solutions that minimize risks and optimize impacts for both projects and programs.
- Manage complex and technical activities within both predictable and unpredictable environments by integrating knowledge and solutions from practitioner and academic viewpoints.
- Evaluate complex sociocultural factors, ethical issues, and social responsiveness to maximize the management of resources, procedures, and processes.
- Apply leadership skills to promote a positive environment, motivate team members, and deliver a sustained competitive advantage.
- Develop a project in alignment with organizational strategy using an advanced, integrated, and applied understanding of project management that creates and delivers value.
- Collaborate with a project team to develop, execute, and communicate a comprehensive project management plan.

## Program Details

- **Degree:** Master of Project Management
- **Minimum credit hours required for graduation:** 39
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 2 months (7 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 12 months (3 semesters), assuming 9 credit hours of prior learning credit and an average of 10 credit hours per semester<sup>2</sup>
- **Embedded Program:** Students can earn a graduate certificate in Project Management en route to the MPM.

## Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### Management – 21 credit hours required

ACCT500<sup>^</sup>: Essentials of Accounting, Finance and Economics – 3 credit hours

ACCT503: Financial Accounting: Managerial Use and Analysis – 3 credit hours

MATH534<sup>^</sup>: Applied Managerial Statistics – 3 credit hours

MGMT501<sup>^</sup>: Organizational Structures and Business Processes – 3 credit hours

MGMT520: Legal, Political and Ethical Dimensions of Business – 3 credit hours

PROJ586: Project Management Systems – 3 credit hours

#### One of:

LEAD570: Leadership in the Age of AI – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

### Project Management – 15 credit hours required

PROJ592: Project Cost and Schedule Control – 3 credit hours

PROJ595: Project Risk Management – 3 credit hours

PROJ598: Contract and Procurement Management – 3 credit hours

#### One of:

PROJ582: Construction Project Management – 3 credit hours

PROJ585: Managing IT Projects – 3 credit hours

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program and qualify for and apply nine semester-credit hours of prior learning credit. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

**One of:**

PROJ587: Program Management – 3 credit hours

PROJ605<sup>3</sup>: Project Management Exam Preparation – 3 credit hours

**Capstone – 3 credit hours required**

PROJ601: Project Management Capstone – 3 credit hours

**Notes**

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

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

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

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

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

**For additional information, visit the [Project Management master's degree program](#) web page.**

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<sup>3</sup> This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)® certification exam. As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is authorized to offer this course; faculty teaching this course have completed specialized training and earned the ATP Instructor badge. PMP is a registered mark of the Project Management Institute, Inc.

## Master of Public Administration Program

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

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Degree:** Master of Public Administration
- **Minimum credit hours required for graduation:** 39
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 2 months (7 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 12 months (3 semesters), assuming 9 credit hours of prior learning credit and an average of 10 credit hours per semester<sup>2</sup>
- **Embedded Program:** Students can earn a graduate certificate in Health Services Management en route to the MPA with an emphasis in Healthcare Management.

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

#### Management – 12 credit hours required

ACCT500<sup>^</sup>: Essentials of Accounting, Finance and Economics – 3 credit hours

MATH534<sup>^</sup>: Applied Managerial Statistics – 3 credit hours

MGMT501<sup>^</sup>: Organizational Structures and Business Processes – 3 credit hours

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program and qualify for and apply nine semester-credit hours of prior learning credit. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

**One of:**

LEAD570: Leadership in the Age of AI – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

**Strategic Business – 9 credit hours required**

HRM587: Managing Organizational Change – 3 credit hours

MIS540^: Innovation Through Technology – 3 credit hours

PROJ586: Project Management Systems – 3 credit hours

**Capstone – 3 credit hours required**

PA601: Public Administration Capstone – 3 credit hours

**Emphasis – one emphasis selected – 15 credit hours required**

• **Government Management – 15 credit hours required**

ACCT503: Financial Accounting: Managerial Use and Analysis – 3 credit hours

ACCT567: Governmental and Not-for-Profit Accounting – 3 credit hours

PA581: Governmental Budgeting and Finance – 3 credit hours

PA582: Public Policy Formulation and Implementation – 3 credit hours

PA584: Intergovernmental Management – 3 credit hours

• **Healthcare Management – 15 credit hours required**

HSM541: Health Service Systems – 3 credit hours

HSM542: Health Rights and Responsibilities – 3 credit hours

HSM543: Health Services Finance – 3 credit hours

HSM544: Health Policy and Economics – 3 credit hours

HSM546: Managed Care – 3 credit hours

**Notes**

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

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

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Master of Public Administration degree program include Social and Community Service Managers (11-9151.00); Regulatory Affairs Managers (11-9199.01); Compliance Managers (11-9199.02); Medical and Health Services Managers (11-9111.00). These positions are used to**

calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.

For additional information, visit the [Public Administration master's degree program](#) web page.

## Master of Information Systems Management Program

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

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence.

This program, when completed with a concentration in Project Management, is accredited by the Global Accreditation Center for Project Management Education Programs of the Project Management Institute.

More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Degree:** Master of Information Systems Management
- **Minimum credit hours required for graduation:** 45
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 6 months (8 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 1 year, 4 months (4 semesters), assuming 9 credit hours of prior learning credit and an average of 10 credit hours per semester<sup>2</sup>
- **Embedded Program:** Students can earn a graduate certificate in:
  - AI & Business Analytics en route to the MISM with a concentration in Data Administration and Management
  - Cybersecurity & Information Assurance en route to the MISM with a concentration in Information Security
  - Project Management en route to the MISM with a concentration in Project Management

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program and qualify for and apply nine semester-credit hours of prior learning credit. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

## Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### Program Core – 18 credit hours required

HRM587: Managing Organizational Change – 3 credit hours

LEAD570: Leadership in the Age of AI – 3 credit hours

MATH534^: Applied Managerial Statistics – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

MIS540^: Innovation Through Technology – 3 credit hours

PROJ586^: Project Management Systems – 3 credit hours

### Technology Core – 15 credit hours required

MIS581^: Systems Analysis, Planning and Control – 3 credit hours

MIS582^: Database Concepts – 3 credit hours

MIS601: Technology Management Capstone – 3 credit hours

NETW540: Networking Concepts – 3 credit hours

SEC571^: Principles of Information Security and Privacy – 3 credit hours

### Concentration – one concentration selected<sup>3</sup> – 12 credit hours required

- **Data Administration and Management – 12 credit hours required**

BIAM500: Applications of Business Analytics I – 3 credit hours

BIAM510: Applications of Business Analytics II – 3 credit hours

BIAM530: Developing and Managing Databases for Business Intelligence – 3 credit hours

BIAM560: Predictive Analytics – 3 credit hours

- **Information Security – 12 credit hours required**

SEC572: Network Security – 3 credit hours

SEC585: Data Privacy and Security – 3 credit hours

SEC586: Cybersecurity Planning and Incident Response – 3 credit hours

SEC587: Governance, Regulation and Compliance – 3 credit hours

- **Project Management – 12 credit hours required**

**Four of:**

PROJ585: Managing IT Projects – 3 credit hours

PROJ587: Program Management – 3 credit hours

PROJ592: Project Cost and Schedule Control – 3 credit hours

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<sup>3</sup> Students not wishing to pursue a focused concentration must pursue a general studies concentration by choosing any four courses from those listed in the concentration areas shown. All students must declare either a focused or general studies concentration prior to graduation.

PROJ595: Project Risk Management – 3 credit hours  
PROJ598: Contract and Procurement Management – 3 credit hours  
PROJ605<sup>4</sup>: Project Management Exam Preparation – 3 credit hours

### **Notes**

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

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Master of Information Systems Management degree program include Computer and Information Systems Managers (11-3021.00). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [Information Systems Management master's degree program](#) web page.**

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<sup>4</sup> This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)® certification exam. As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is authorized to offer this course; faculty teaching this course have completed specialized training and earned the ATP Instructor badge. PMP is a registered mark of the Project Management Institute, Inc.

## Master of Information Technology Management Program

The Master of Information Technology Management (MITM) program (availability varies by location; first session taught January 2025) is designed to equip students with management skills and technical knowledge of the information technology industry. The program, taught from a practitioner perspective, prepares students to apply technical concepts and skills to real-world situations, and to recognize opportunities in which application of technology can provide strategic benefit to organizations. Coursework provides perspectives and aspects of information systems and network technologies, helping students understand and evaluate technology applications and alternatives employed in business and industry.

### Program Outcomes

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

- Develop and demonstrate business, technical and management skills needed to oversee people and/or processes.
- Identify and evaluate technologies and processes to enhance an organization's compliance, operational effectiveness and strategic advantage.
- Analyze information and exercise critical thinking to solve problems through research and the use of technologies to develop solutions that address the needs of appropriate stakeholders.
- Utilize appropriate tools and technologies to analyze, deploy and manage applications and resources.
- Apply project management skills needed to lead and execute project tasks.

### Program Details

- **Degree:** Master of Information Technology Management
- **Minimum credit hours required for graduation:** 39
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 2 months (7 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 12 months (3 semesters), assuming 9 credit hours of prior learning credit and an average of 10 credit hours per semester<sup>2</sup>
- **Embedded Program:** Students can earn a graduate certificate in:
  - AI & Business Analytics en route to the MITM with an emphasis in Business Analytics
  - Cybersecurity & Information Assurance en route to the MITM with an emphasis in Cybersecurity and Information Assurance
  - Project Management en route to the MITM with an emphasis in Project Management

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program and qualify for and apply nine semester-credit hours of prior learning credit. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

### **Program Focus – 24 credit hours required**

LEAD570: Leadership in the Age of AI – 3 credit hours

MATH534<sup>^</sup>: Applied Managerial Statistics – 3 credit hours

MIS540<sup>^</sup>: Innovation Through Technology – 3 credit hours

MIS548<sup>^</sup>: AI Applications for Business – 3 credit hours

#### **Four of<sup>3</sup>:**

MIS581<sup>^</sup>: Systems Analysis, Planning and Control – 3 credit hours

MIS582<sup>^</sup>: Database Concepts – 3 credit hours

NETW540: Networking Concepts – 3 credit hours

PROJ586: Project Management Systems – 3 credit hours

SEC571<sup>^</sup>: Principles of Information Security and Privacy – 3 credit hours

### **Capstone – 3 credit hours required**

MIS601: Technology Management Capstone – 3 credit hours

### **Emphasis – one emphasis selected – 12 credit hours required**

- **Business Analytics – 12 credit hours required**

BIAM500: Applications of Business Analytics I – 3 credit hours

BIAM510: Applications of Business Analytics II – 3 credit hours

BIAM530: Developing and Managing Databases for Business Intelligence – 3 credit hours

BIAM560: Predictive Analytics – 3 credit hours

- **Cloud Computing – 12 credit hours required**

NETW550<sup>^</sup>: Cloud Computing – 3 credit hours

SEC588<sup>^</sup>: Cloud Security – 3 credit hours

#### **Two of:**

NETW555<sup>^</sup>: Cloud Services – 3 credit hours

NETW556<sup>^</sup>: Cloud Architecture – 3 credit hours

NETW557<sup>^</sup>: Cloud Development – 3 credit hours

NETW558<sup>^</sup>: Cloud Operations – 3 credit hours

- **Cybersecurity and Information Assurance – 12 credit hours required**

SEC572<sup>^</sup>: Network Security – 3 credit hours

SEC585<sup>^</sup>: Data Privacy and Security – 3 credit hours

SEC586<sup>^</sup>: Cybersecurity Planning and Incident Response – 3 credit hours

SEC587<sup>^</sup>: Governance, Regulation and Compliance – 3 credit hours

- **General Option – 12 credit hours required**

Students select any four courses from those with prefixes BIAM, LEAD, MGMT, MIS, NETW, PROJ and SEC provided prerequisites are met. Other courses may be applied with permission from the appropriate academic administrator.

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<sup>3</sup> Students selecting the Cloud Computing emphasis or the Cybersecurity and Information Assurance emphasis must complete NETW540 and SEC571. Students selecting the Project Management emphasis must complete PROJ586.

- **Project Management – 12 credit hours required**

PROJ585: Managing IT Projects – 3 credit hours

PROJ592: Project Cost and Schedule Control – 3 credit hours

PROJ595: Project Risk Management – 3 credit hours

**One of:**

PROJ587: Program Management – 3 credit hours

PROJ605<sup>4</sup>: Project Management Exam Preparation – 3 credit hours

### Notes

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

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

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

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Master of Information Technology Management degree program include Information Security Analysts (15-1212.00); Computer and Information Systems Managers (11-3021.00); Database Administrators (15-1242.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [Information Technology Management master's degree program](#) web page.**

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<sup>4</sup> This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)® certification exam. As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is authorized to offer this course; faculty teaching this course have completed specialized training and earned the ATP Instructor badge. PMP is a registered mark of the Project Management Institute, Inc.

## Master of Network & Communications Management Program

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

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence.

This program, when completed with a concentration in Project Management, is accredited by the Global Accreditation Center for Project Management Education Programs of the Project Management Institute.

More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Degree:** Master of Network and Communications Management
- **Minimum credit hours required for graduation:** 45
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 6 months (8 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 1 year, 4 months (4 semesters), assuming 9 credit hours of prior learning credit and an average of 10 credit hours per semester<sup>2</sup>
- **Embedded Program:** Students can earn a graduate certificate in:
  - Cybersecurity & Information Assurance en route to the MNCM with a concentration in Information Security
  - Project Management en route to the MNCM with a concentration in Project Management

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program and qualify for and apply nine semester-credit hours of prior learning credit. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

## Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### Program Core – 18 credit hours required

HRM587: Managing Organizational Change – 3 credit hours

LEAD570: Leadership in the Age of AI – 3 credit hours

MATH534^: Applied Managerial Statistics – 3 credit hours

MIS540^: Innovation Through Technology – 3 credit hours

NETW540: Networking Concepts – 3 credit hours

PROJ586^: Project Management Systems – 3 credit hours

### Technology Core – 15 credit hours required

MIS548^: AI Applications for Business – 3 credit hours

MIS601: Technology Management Capstone – 3 credit hours

NETW584: Telecommunications Law and Regulation – 3 credit hours

NETW585^: Network Design and Management – 3 credit hours

SEC571^: Principles of Information Security and Privacy – 3 credit hours

### Concentration – one concentration selected<sup>3</sup> – 12 credit hours required

- **Information Security – 12 credit hours required**

- SEC572^: Network Security – 3 credit hours

- SEC585: Data Privacy and Security – 3 credit hours

- SEC586: Cybersecurity Planning and Incident Response – 3 credit hours

- SEC587: Governance, Regulation and Compliance – 3 credit hours

- **Project Management – 12 credit hours required**

- Four of:**

- PROJ585: Managing IT Projects – 3 credit hours

- PROJ587: Program Management – 3 credit hours

- PROJ592: Project Cost and Schedule Control – 3 credit hours

- PROJ595: Project Risk Management – 3 credit hours

- PROJ598: Contract and Procurement Management – 3 credit hours

- PROJ605<sup>4</sup>: Project Management Exam Preparation – 3 credit hours

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<sup>3</sup> Students not wishing to pursue a focused concentration must pursue a general studies concentration by choosing any four courses from those listed in the concentration areas shown. All students must declare either a focused or general studies concentration prior to graduation.

<sup>4</sup> This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)® certification exam. As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is authorized to offer this course; faculty teaching this course have completed specialized training and earned the ATP Instructor badge. PMP is a registered mark of the Project Management Institute, Inc.

## Notes

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

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Master of Network & Communications Management degree program include Computer Network Support Specialists (15-1231.00); Network and Computer Systems Administrators (15-1244.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [Network & Communications Management master's degree program](#) web page.**

## Keller's Certificate Programs

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**Note:** Select courses within Keller's graduate certificate programs, including courses required for tracks within certain graduate certificate programs, may be available at some DeVry University locations. Graduate certificate credentials are issued by DeVry University's main campus, in Lisle, Illinois.

### Accounting Graduate Certificate Program

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

Students who complete the Accounting graduate certificate program can apply eligible coursework to Keller's master's degree program in Business Administration with an Accounting concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Accounting
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

## Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### Accounting and Finance – 12 credit hours required

ACCT500^: Essentials of Accounting, Finance and Economics – 3 credit hours

ACCT503: Financial Accounting: Managerial Use and Analysis – 3 credit hours

ACCT505: Managerial Accounting – 3 credit hours

FIN510: Corporate Finance – 3 credit hours

### Intermediate Accounting – 6 credit hours required

ACCT550: Intermediate Accounting I – 3 credit hours

ACCT551: Intermediate Accounting II – 3 credit hours

## Notes

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

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

For additional information, visit the [Accounting graduate certificate program](#) web page.

## Accounting Certification Preparation Graduate Certificate Program

Keller's Accounting Certification Preparation graduate certificate program is designed for those with an undergraduate degree in accounting, or a business degree with a specialization in accounting or finance, who wish to advance in the field. It is intended to help students prepare for the Certified Management Accountant (CMA) or Certified Public Accountant (CPA) exam. The program focuses on professional competency in accounting through coursework addressing financial statement reporting and disclosures; managerial and cost accounting; taxes; investments; working capital management; cost of capital; and financial forecasting from a business perspective.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Accounting Certification Preparation
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students should check with a student support advisor for availability of courses marked with a caret (^).

Additional program-related information and notes are found after the program outline.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

## Accounting and Finance – 9 credit hours required

### Three of:

- ACCT525: Current Issues in Accounting – 3 credit hours
- ACCT530: Accounting Ethics and Related Regulatory Issues – 3 credit hours
- ACCT540: Professional Research for Accountants – 3 credit hours
- ACCT555<sup>3</sup>: External Auditing – 3 credit hours
- ACCT559: Advanced Financial Accounting and Reporting Issues – 3 credit hours
- ACCT560: Advanced Studies in Federal Taxes and Management Decisions – 3 credit hours
- ACCT564: International Accounting and Multinational Enterprises – 3 credit hours
- ACCT567: Governmental and Not-for-Profit Accounting – 3 credit hours
- ACCT568: Analytics for Accountants – 3 credit hours
- ACCT571: Accounting Information Systems – 3 credit hours
- ACCT573: Accounting Fraud, Criminology and Ethics – 3 credit hours
- FIN516: Advanced Managerial Finance – 3 credit hours
- FIN565: International Finance – 3 credit hours
- FIN575: Advanced Financial Statement Analysis – 3 credit hours
- MGMT520: Legal, Political and Ethical Dimensions of Business – 3 credit hours
- MGMT550: Managerial Communication – 3 credit hours

## Accounting Exam Preparation – one option selected – 9 credit hours required

- **Certified Management Accountant Exam Preparation – 9 credit hours required**

- ACCT563: Advanced Managerial Accounting Issues – 3 credit hours
- ACCT595: CMA Exam Preparation I – 3 credit hours
- ACCT596: CMA Exam Preparation II – 3 credit hours

- **Certified Public Accountant Exam Preparation – 9 credit hours required**

Requirements for CPA licensure vary by state. Students should check with the board of accountancy in the state in which they plan to pursue licensure for specific requirements.

### **Certified Public Accountant Exam Preparation – 9 credit hours required**

- ACCT591C<sup>^</sup>: CPA Exam Core Preparation: Auditing and Attestation – 2 credit hours
- ACCT593C<sup>^</sup>: CPA Exam Core Preparation: Financial Accounting and Reporting – 3 credit hours
- ACCT594C<sup>^</sup>: CPA Exam Core Preparation: Taxation and Regulation – 2 credit hours

### **One of:**

- ACCT597D<sup>^</sup>: CPA Exam Discipline Preparation: Business Analytics and Reporting – 2 credit hours
- ACCT598D<sup>^</sup>: CPA Exam Discipline Preparation: Information Systems and Controls – 2 credit hours
- ACCT599D<sup>^</sup>: CPA Exam Discipline Preparation: Tax Compliance and Planning – 2 credit hours

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<sup>3</sup> Students selecting the Certified Public Accountant Exam Preparation option must take ACCT555 or the equivalent to satisfy prerequisite requirements.

## Notes

Special requirements apply to those who wish to be admitted to the Accounting Certification Preparation graduate certificate program (visit the [Additional Admission Requirements for Applicants to the Graduate Certificate Program in Accounting Certification Preparation](#) section).

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

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

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

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

For additional information, visit the [Accounting Certification Preparation graduate certificate program](#) web page.

## AI & Business Analytics Graduate Certificate Program

Keller's AI & Business Analytics graduate certificate program is designed to help students analyze data outcomes that drive strategic business decisions. Coursework explores using AI tools for making business decisions, and addresses methods and technologies used to gather, store and report data. Topics include business analytics applications, artificial intelligence leadership, relational database management, data warehousing, data modeling and decision trees.

Students who complete the AI & Business Analytics graduate certificate program can apply eligible coursework to Keller's master's degree program in Business Administration with an AI and Business Analytics concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in AI and Business Analytics
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

### **Leadership and Applications – 9 credit hours required**

BIAM500: Applications of Business Analytics I – 3 credit hours

LEAD570: Leadership in the Age of AI – 3 credit hours

MATH534^: Applied Managerial Statistics – 3 credit hours

### **Artificial Intelligence and Business Analytics – 9 credit hours required**

#### **Three of:**

BIAM510: Applications of Business Analytics II – 3 credit hours

BIAM530: Developing and Managing Databases for Business Intelligence – 3 credit hours

BIAM560: Predictive Analytics – 3 credit hours

MIS540^: Innovation Through Technology – 3 credit hours

MIS548^: AI Applications for Business – 3 credit hours

#### **Notes**

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

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

**For additional information, visit the [AI & Business Analytics graduate certificate program](#) web page.**

## Cybersecurity & Information Assurance Graduate Certificate Program

Keller's Cybersecurity & Information Assurance graduate certificate program helps students develop technical knowledge in key areas of networking, information security, cybersecurity and response to security issues. Coursework also addresses industry needs and requirements for technology management, governance, regulation and compliance.

Students who complete the Cybersecurity & Information Assurance graduate certificate program can apply eligible coursework to Keller's master's degree programs in Information Systems Management with an Information Security concentration; Information Technology Management with a Cybersecurity and Information Assurance emphasis; and Network & Communications Management with an Information Security concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

- Assess and apply opportunities to improve an organization's cybersecurity practices.
- Evaluate organizational cybersecurity risks, and plan risk mitigation actions.
- Evaluate disaster recovery processes, and propose procedures and guidelines to safeguard the organization's technology assets.

### Program Details

- **Credential:** Graduate Certificate in Cybersecurity and Information Assurance
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### Program Focus – 18 credit hours required

NETW540: Networking Concepts – 3 credit hours

SEC571<sup>^</sup>: Principles of Information Security and Privacy – 3 credit hours

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

SEC572^: Network Security – 3 credit hours

SEC585: Data Privacy and Security – 3 credit hours

SEC586: Cybersecurity Planning and Incident Response – 3 credit hours

SEC587: Governance, Regulation and Compliance – 3 credit hours

### **Notes**

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

**Employment positions determined to be in field for graduates of the Graduate Certificate in Cybersecurity & Information Assurance program include Information Security Analysts (15-1212.00). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [Cybersecurity & Information Assurance graduate certificate program](#) web page.**

## Entrepreneurship Graduate Certificate Program

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

Students who complete the Entrepreneurship graduate certificate program can apply eligible coursework to Keller's master's degree program in Business Administration with an Entrepreneurship concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Entrepreneurship
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### Innovation, Leadership and Applications – 9 credit hours required

ENTR510: Entrepreneurship and New Ventures – 3 credit hours

MIS540^: Innovation Through Technology – 3 credit hours

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

**One of:**

LEAD570: Leadership in the Age of AI – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

**Entrepreneurship – 9 credit hours required**

**Three of:**

ENTR530: Venture Finance and Due Diligence – 3 credit hours

ENTR550: Entrepreneurial Marketing – 3 credit hours

INTL500: Global Perspectives for International Business – 3 credit hours

MIS571: Design Thinking and Innovation Management – 3 credit hours

**Notes**

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

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

For additional information, visit the [Entrepreneurship graduate certificate program](#) web page.

## Global Supply Chain Management Graduate Certificate Program

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

Students who complete the Global Supply Chain Management graduate certificate program can apply eligible coursework to Keller's master's degree program in Business Administration with a Global Supply Chain Management concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Global Supply Chain Management
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### Innovation, Leadership and Applications – 9 credit hours required

GSCM520: Foundations in Global Supply Chain Management – 3 credit hours

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

MIS540^: Innovation Through Technology – 3 credit hours

**One of:**

LEAD570: Leadership in the Age of AI – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

**Global Supply Chain Management – 9 credit hours required**

**Three of:**

GSCM530: Global Supply Chain Resource Planning and Management – 3 credit hours

GSCM540: Relationship Management, Procurement and Sourcing Strategy – 3 credit hours

INTL500: Global Perspectives for International Business – 3 credit hours

MGMT555: Operations Management – 3 credit hours

**Notes**

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Graduate Certificate in Global Supply Chain Management program include Supply Chain Managers (11-3071.04). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [Global Supply Chain Management graduate certificate program](#) web page.**

## Health Services Management Graduate Certificate Program

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

Students who complete the Health Services Management graduate certificate program can apply eligible coursework to Keller's master's degree programs in Business Administration with a Health Services concentration, and Public Administration with a Healthcare Management emphasis. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Health Services Management
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

Additional program-related information and notes are found after the program outline.

### **Accounting and Leadership – 6 credit hours required**

ACCT500^: Essentials of Accounting, Finance and Economics – 3 credit hours

#### **One of:**

LEAD570: Leadership in the Age of AI – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

### **Technology Management – 3 credit hours required**

MIS540^: Innovation Through Technology – 3 credit hours

### **Health Services Management – 9 credit hours required**

HSM541: Health Service Systems – 3 credit hours

HSM542: Health Rights and Responsibilities – 3 credit hours

HSM543: Health Services Finance – 3 credit hours

#### **Notes**

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Graduate Certificate in Health Services Management program include Administrative Services Managers (11-3012.00). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [Health Services Management graduate certificate program web page](#).**

## Human Resource Management Graduate Certificate Program

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

Students who complete the Human Resource Management graduate certificate program can apply eligible coursework to Keller's master's degree programs in Human Resource Management, and Business Administration with a Human Resources concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation and Alignment

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence.

The Society for Human Resource Management (SHRM) has acknowledged that this graduate certificate, when achieved within the Master of Business Administration program with a Human Resources concentration, aligns with SHRM's *HR Curriculum Guidebook and Templates*.

More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Human Resource Management
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

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

Additional program-related information and notes are found after the program outline.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

### **Leadership – 3 credit hours required**

#### **One of:**

LEAD570: Leadership in the Age of AI – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

### **Human Resource Management – 15 credit hours required**

#### **Five of:**

HRM530: Human Resources and Technology – 3 credit hours

HRM584: Managing International Human Resources – 3 credit hours

HRM587: Managing Organizational Change – 3 credit hours

HRM591: Strategic Human Resource Management – 3 credit hours

HRM593: Employment Law – 3 credit hours

HRM598: Compensation – 3 credit hours

#### **Notes**

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

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

**For additional information, visit the [Human Resource Management graduate certificate program web page](#).**

## Innovation Graduate Certificate Program

Keller's Innovation graduate certificate program helps empower students to drive change by engaging at the intersection of technology, leadership and design thinking in business. The program focuses on innovative leadership in the era of artificial intelligence (AI), using design thinking methodologies to turn business ideas into impactful solutions. Coursework is designed to help students harness current technologies, adopt a user-focused approach to problem-solving and develop product development strategies to create opportunities for long-term business growth.

Students who complete the Innovation graduate certificate program can apply eligible coursework to Keller's master's degree program in Business Administration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

- Assess how emerging technologies, including AI, influence business success and growth.
- Apply innovative leadership and design thinking to craft sustainable business solutions.
- Navigate the product development process, from idea to launch.

### Program Details

- **Credential:** Graduate Certificate in Innovation
- **Minimum credit hours required for certificate completion:** 9
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 6 months (2 semesters), assuming an average of 3-6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 4 months (1 semester), assuming 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

#### Innovation – 9 credit hours required

LEAD570: Leadership in the Age of AI – 3 credit hours

MIS540^: Innovation Through Technology – 3 credit hours

MIS571: Design Thinking and Innovation Management – 3 credit hours

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

**Notes**

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Graduate Certificate in Innovation program include General and Operations Managers (11.1021). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

For additional information, visit the [Innovation graduate certificate program](#) web page.

## Leadership Graduate Certificate Program

Keller's Leadership graduate certificate program is designed to help students become leaders in the workforce by developing their ability to elevate individual and team performance, formulate strategies and leverage technology in the workplace to drive competitive advantage. Coursework explores organizational behavior, change management, emerging technologies, strategic decision-making and planning, and leadership in diverse organizations.

Students who complete the Leadership graduate certificate program can apply eligible coursework to Keller's master's degree program in Business Administration with an embedded Leadership graduate certificate. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

- Analyze internal and external factors that contribute to organizational performance.
- Evaluate and demonstrate cultural and communication skills needed to lead a diverse workforce.
- Assess the impact of emerging technological advancements and artificial intelligence on leadership.
- Exhibit leadership acumen by utilizing strategic decision-making skills.

### Program Details

- **Credential:** Graduate Certificate in Leadership
- **Minimum credit hours required for certificate completion:** 12
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 8 months (2 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 4 months (1 semester), assuming an average of 12 credit hours per semester<sup>2</sup>

### Program Outline

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

Additional program-related information and notes are found after the program outline.

#### Program Focus – 12 credit hours required

HRM587: Managing Organizational Change – 3 credit hours

LEAD560: Globalized Leadership – 3 credit hours

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

LEAD570: Leadership in the Age of AI – 3 credit hours

LEAD590: Strategic Decision-Making for Leaders – 3 credit hours

### **Notes**

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Graduate Certificate in Leadership program include General and Operations Managers (11.1021). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

**For additional information, visit the [Leadership graduate certificate program](#) web page.**

## Project Management Graduate Certificate Program

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

Students who complete the Project Management graduate certificate program can apply eligible coursework to Keller's master's degree programs in Project Management, and Business Administration with a Project Management concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence.

This program is accredited by the Global Accreditation Center for Project Management Education Programs of the Project Management Institute.

More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Project Management
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

## Program Outline

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

Additional program-related information and notes are found after the program outline.

### Leadership – 3 credit hours required

#### One of:

LEAD570: Leadership in the Age of AI – 3 credit hours

MGMT591: Leadership and Organizational Behavior – 3 credit hours

### Project Management – 15 credit hours required

PROJ586: Project Management Systems – 3 credit hours

PROJ592: Project Cost and Schedule Control – 3 credit hours

PROJ595: Project Risk Management – 3 credit hours

#### One of:

PROJ582: Construction Project Management – 3 credit hours

PROJ585: Managing IT Projects – 3 credit hours

#### One of:

PROJ587: Program Management – 3 credit hours

PROJ605<sup>3</sup>: Project Management Exam Preparation – 3 credit hours

## Notes

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

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

**For additional information, visit the [Project Management graduate certificate program](#) web page.**

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<sup>3</sup> This course provides authorized content enabling students to meet education requirements for the Project Management Professional (PMP)<sup>®</sup> certification exam. As a Premier level Authorized Training Partner (ATP) of the Project Management Institute (PMI), Keller is authorized to offer this course; faculty teaching this course have completed specialized training and earned the ATP Instructor badge. PMP is a registered mark of the Project Management Institute, Inc.

## Programs No Longer Accepting New Applicants

Information in this section is for currently enrolled students in programs no longer accepting new applicants, or in versions of programs no longer accepting new applicants. As necessary, program outcomes/objectives, coursework and graduation requirements are adjusted to ensure students can successfully complete the programs.

In the following table, programs with an asterisk (\*) have versions that accept new enrollments. Visit the [Keller's Degree Programs](#) and [Keller's Certificate Programs](#) sections for programs accepting new applicants.

Programs No Longer Accepting New Applicants	
Program	Last Session Students Admitted
Big Data & Analytics graduate certificate* (current program version known as AI & Business Analytics)	November 2024
CPA Preparation graduate certificate	July 2023
Information Security graduate certificate* (current program version known as Cybersecurity & Information Assurance)	November 2024
Information Technology Management master's degree*	November 2024

**DeVry University’s Keller Graduate School of Management Tuition, Fees and Expenses Effective November 2023 Session through May 2026 Session: Programs No Longer Accepting New Applicants**

For programs no longer accepting new applicants, the standard tuition rate below applies to students enrolled in sessions beginning November 2023 through May 2026. Tuition is assessed each session for a given semester. Tuition rates for military students and for alumni are found in the [Tuition Benefit Programs](#) section of this academic catalog.

<b>Master’s Degree Program<sup>1</sup></b>	<b>Credit Hours Required</b>	<b>Tuition Per Credit Hour</b>	<b>Textbook and Materials Expense<sup>2</sup></b>	<b>Course Resource and LMS Fees<sup>3</sup></b>	<b>Total Program Cost<sup>4</sup></b>
Information Technology Management	39	\$776	\$520	\$1,180	\$31,994
<b>Graduate Certificate Program<sup>1</sup></b>	<b>Credit Hours Required</b>	<b>Tuition Per Credit Hour</b>	<b>Textbook and Materials Expense<sup>2</sup></b>	<b>Course Resource and LMS Fees<sup>3</sup></b>	<b>Total Program Cost<sup>4</sup></b>
Big Data & Analytics	18	\$776	\$240	\$760	\$14,998
CPA Preparation	30	\$776	\$280	\$820	\$24,410
Information Security	18	\$776	\$240	\$760	\$14,998

<sup>1</sup> Program availability varies by location and delivery method.

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

<sup>3</sup> Includes course resource fee estimated at \$60 per course and onetime-per-enrollment Learning Management System (LMS) access fee of \$400.

<sup>4</sup> At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS access fee, and average estimated textbook and materials expense. Does not include Student Tuition Recovery Fund (STRF) assessment, a nonrefundable California state-imposed assessment DeVry University collects from students and remits on behalf of California residents enrolled in an online program at the University and students enrolled at a DeVry location in California. The STRF fee is currently \$0.

## Big Data & Analytics Graduate Certificate Program

**Note: This program is no longer accepting new applicants.**

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

Students who complete the Big Data & Analytics graduate certificate program can apply eligible coursework to Keller's master's degree program in Business Administration with a Business Intelligence and Analytics Management concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Big Data and Analytics
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

### **Accounting and Mathematics – 3 credit hours required**

MATH534^: Applied Managerial Statistics – 3 credit hours

### **Technology Management – 3 credit hours required**

MIS540^: Innovation Through Technology – 3 credit hours

### **Business Intelligence and Analytics Management – 12 credit hours required**

BIAM500: Applications of Business Analytics I – 3 credit hours

BIAM510: Applications of Business Analytics II – 3 credit hours

BIAM530: Developing and Managing Databases for Business Intelligence – 3 credit hours

BIAM560: Predictive Analytics – 3 credit hours

#### **Notes**

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

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

## CPA Preparation Graduate Certificate Program

**Note: This program is no longer accepting new applicants.**

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

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

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

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in CPA Preparation
- **Minimum credit hours required for certificate completion:** 30
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 1 year, 8 months (5 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 12 months (3 semesters), assuming an average of 10 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students should check with a student support advisor for availability of courses marked with a caret (^).

Additional program-related information and notes are found after the program outline.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

### **Accounting – 12 credit hours required**

ACCT559: Advanced Financial Accounting and Reporting Issues – 3 credit hours

ACCT564: International Accounting and Multinational Enterprises – 3 credit hours

ACCT571: Accounting Information Systems – 3 credit hours

ACCT574: Forensic Accounting: Ethics and the Legal Environment – 3 credit hours

### **CPA Exam Preparation – 9 credit hours required**

ACCT591C^: CPA Exam Core Preparation: Auditing and Attestation – 2 credit hours

ACCT593C^: CPA Exam Core Preparation: Financial Accounting and Reporting – 3 credit hours

ACCT594C^: CPA Exam Core Preparation: Taxation and Regulation – 2 credit hours

#### **One of:**

ACCT597D^: CPA Exam Discipline Preparation: Business Analytics and Reporting – 2 credit hours

ACCT598D^: CPA Exam Discipline Preparation: Information Systems and Controls – 2 credit hours

ACCT599D^: CPA Exam Discipline Preparation: Tax Compliance and Planning – 2 credit hours

### **Track – one track selected – 9 credit hours required**

#### **• Advanced Accounting – 9 credit hours required**

ACCT560: Advanced Studies in Federal Taxes and Management Decisions – 3 credit hours

ACCT562: Auditing: An Operational and Internal Perspective Including Fraud Examination – 3 credit hours

ACCT573: Accounting Fraud, Criminology and Ethics – 3 credit hours

#### **• Professional Leadership – 9 credit hours required**

FIN564: Management of Financial Institutions – 3 credit hours

HRM587: Managing Organizational Change – 3 credit hours

PROJ586: Project Management Systems – 3 credit hours

### **Notes**

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

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

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

**Employment positions determined to be in field for graduates of the Graduate Certificate in CPA Preparation program include Financial Managers (11-3031.00); Treasurers and**

**Controllers (11-3031.01); Accountants and Auditors (13-2011.00); Financial Analysts (13-2051.00).** These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.

## Information Security Graduate Certificate Program

**Note: This program is no longer accepting new applicants.**

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

Students who complete the Information Security graduate certificate program can apply eligible coursework to Keller's master's degree programs in Information Systems Management with an Information Security concentration; Information Technology Management with an Information Security emphasis; and Network & Communications Management with an Information Security concentration. Visit the [Stackable Programs](#) section for more information.

### Programmatic Accreditation

This program is accredited by the Accreditation Council for Business Schools and Programs, demonstrating it has met standards of business education that promote teaching excellence. More information is available in the [Programmatic Accreditation and Recognition](#) section.

### Program Outcomes

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

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

### Program Details

- **Credential:** Graduate Certificate in Information Security
- **Minimum credit hours required for certificate completion:** 18
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 12 months (3 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 8 months (2 semesters), assuming an average of 9 credit hours per semester<sup>2</sup>

### Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

Additional program-related information and notes are found after the program outline.

### **Networking – 3 credit hours required**

MIS589^: Networking Concepts and Applications – 3 credit hours

### **Technology Management – 3 credit hours required**

LEAD570: Leadership in the Age of AI – 3 credit hours

### **Information Security – 12 credit hours required**

SEC571^: Principles of Information Security and Privacy – 3 credit hours

SEC572: Network Security – 3 credit hours

SEC586: Cybersecurity Planning and Incident Response – 3 credit hours

SEC592: IT Governance – 3 credit hours

### **Notes**

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

**Employment positions determined to be in field for graduates of the Graduate Certificate in Information Security program include Information Security Analysts (15-1212.00). This position is used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

## Master of Information Technology Management Program

**Note: The version of this program below is no longer accepting new applicants. This version applies to students whose initial enrollment was the November 2024 session or prior.**

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

### Program Outcomes

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

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

### Program Details

- **Degree:** Master of Information Technology Management
- **Minimum credit hours required for graduation:** 39
- **Program completion time schedules, assuming continuous year-round enrollment and expressed in calendar time:**
  - **Normal time to complete:** 2 years, 2 months (7 semesters), assuming an average of 6 credit hours per semester<sup>1</sup>
  - **Accelerated time to complete:** 12 months (3 semesters), assuming 9 credit hours of prior learning credit and an average of 10 credit hours per semester<sup>2</sup>
- **Embedded Program:** Students can earn a graduate certificate in Information Security en route to the MITM.

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<sup>1</sup> Assumes students remain on a normal schedule throughout their program.

<sup>2</sup> Assumes students remain on an accelerated schedule throughout their program and qualify for and apply nine semester-credit hours of prior learning credit. Credit-hour requirements also apply. Visit the [Program-Completion-Time Options](#) section.

## Program Outline

Course areas are shown with required credit hours. Courses are shown by designator (e.g., MGMT591), title and credit hours. **Note:** Students may be eligible for a course waiver for courses marked with a caret (^). Visit the [Course Waivers](#) and [Course Waivers Based on Body of Knowledge](#) sections for more information.

Additional program-related information and notes are found after the program outline.

### Program Core – 12 credit hours required

LEAD570: Leadership in the Age of AI – 3 credit hours  
MATH534^: Applied Managerial Statistics – 3 credit hours  
MIS540^: Innovation Through Technology – 3 credit hours  
MIS548^: AI Applications for Business – 3 credit hours

### Technology Core – 15 credit hours required

MIS581^: Systems Analysis, Planning and Control – 3 credit hours  
MIS582^: Database Concepts – 3 credit hours  
MIS589^: Networking Concepts and Applications – 3 credit hours  
MIS601: Technology Management Capstone – 3 credit hours  
SEC571^: Principles of Information Security and Privacy – 3 credit hours

### Emphasis – one emphasis selected – 12 credit hours required

- **Information Security – 12 credit hours required**
  - SEC572: Network Security – 3 credit hours
  - SEC573: E-Business Security – 3 credit hours
  - SEC586^: Cybersecurity Planning and Incident Response – 3 credit hours
  - SEC592: IT Governance – 3 credit hours
- **Data Administration and Management – 12 credit hours required**
  - BIAM500: Applications of Business Analytics I – 3 credit hours
  - BIAM510: Applications of Business Analytics II – 3 credit hours
  - MIS562: Database Programming and Applications – 3 credit hours
  - MIS563: Business Intelligence Systems – 3 credit hours

## Notes

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

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

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

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

Students who successfully complete an innovation strategies course are eligible for an innovation strategies digital badge for the course. Visit the [Innovation Strategies Coursework and Badges](#) section.

**Employment positions determined to be in field for graduates of the Master of Information Technology Management degree program include Information Security Analysts (15-1212.00); Computer and Information Systems Managers (11-3021.00); Database Administrators (15-1242.00). These positions are used to calculate graduate employment rates required by the state of California and to meet regulation requirements of other state authorization agencies. Learn more by searching career titles or SOC numbers above at the [Occupational Information Network](#) website.**

## Course Descriptions

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

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

Courses are three semester-credit hours unless otherwise noted. Course descriptions are presented alphabetically, by course discipline. Alpha designators indicate the discipline of the course (e.g., ACCT for accounting). An explanation of numeric designators is found in the [Course Levels](#) section.

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Accounting</b>			
<b>ACCT500</b>	Essentials of Accounting, Finance and Economics	This course introduces core accounting, finance, and economic concepts and principles needed by managers. Accounting topics cover the basics of financial statements, transaction analysis and the accounting cycle. Finance topics include an introduction to the finance function, the role of the financial manager, time value of money concepts and basic financial statement analysis. Topics in economics include an introduction to economic resources, scarcity and systems with a focus on key business fundamentals, including supply and demand, forms of competition, profit maximization and basic macroeconomic concepts	None
<b>ACCT503</b>	Financial Accounting: Managerial Use and Analysis	This course focuses on core accounting concepts as well as tools needed by managers to create the key financial statements that reflect an organization's financial health. Financial analyses and statements are examined for management control, decision-making and reporting purposes.	ACCT500
<b>ACCT505</b>	Managerial Accounting	Managerial Accounting focuses on developing, interpreting and applying accounting information for managerial decision-making. The course stresses using financial information within organizations for understanding and analyzing activities and operations. Students learn linkages between accounting information and management planning through cost analysis (including activity-based costing), operational and capital budgeting, and performance measurement.	ACCT503

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>ACCT525</b>	Current Issues in Accounting	This course addresses current issues in the field of accounting. Topics include ethics; harmonization of accounting and financial reporting methods; recent accounting pronouncements and the effect of these pronouncements on various entities; and current issues being addressed by the Federal Accounting Standards Advisory Board (FASAB), the Securities and Exchange Commission (SEC) and International Financial Reporting Standards (IFRS).	ACCT503 or permission from the appropriate academic administrator
<b>ACCT530</b>	Accounting Ethics and Related Regulatory Issues	This course examines core values such as ethical reasoning; integrity; objectivity and independence; and processes for ethical decision-making. Current state, national and international regulatory developments are addressed. Case studies and analyses focus on concepts of professional responsibility and values, legal requirements and codes of professional conduct related to the accounting profession.	ACCT505
<b>ACCT540</b>	Professional Research for Accountants	This course examines professional research skills critical in the accounting profession. Students identify research problems and authoritative sources, develop search criteria, gather and evaluate data, and formulate conclusions using a real-world case study approach in the areas of financial accounting, tax and audit. Students prepare a written report of their research and findings, and present recommendations.	ACCT505
<b>ACCT550</b>	Intermediate Accounting I	This course deals with financial accounting practice and theory, including generally accepted accounting principles (GAAP); the conceptual framework; accounting information systems, including financial statement reporting and disclosures; the time value of money; cash controls; and accounting and reporting for cash, receivables, inventories and long-term assets.	ACCT503
<b>ACCT551</b>	Intermediate Accounting II	Intermediate Accounting II extends the coverage of ACCT550 to include investments; intangible assets; current and long-term liabilities; stockholders' equity; contributed capital and retained earnings; dilutive securities; and earnings per share.	ACCT550
<b>ACCT552</b>	Cost Accounting	Cost Accounting deals with measurement and control of business production activities and improvement of corporate profitability through cost management. Topics include job order and process cost systems; flexible budgets and standard costs; overhead applications; variance analysis; pricing decisions; and performance measurements and rewards. Topics are covered within the context of dramatic changes in production methods that will have a profound impact on the structure of cost measurement, control and management.	ACCT505

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>ACCT553</b>	Federal Taxes and Management Decisions	This course deals with the need to recognize important tax consequences of common business transactions and how substantially different tax liabilities can result from nearly identical economic events. The course emphasizes practical results rather than technical compliance requirements to achieve those results.	ACCT505
<b>ACCT555</b>	External Auditing	External Auditing deals with accepted principles, practices and procedures used by public accountants for certification of financial statements. The major focus is on external audit services; auditor and management responsibilities; professional standards of external auditors; evidence and procedures used by external auditors; and audit reports.	ACCT505
<b>ACCT557</b>	Intermediate Accounting III	Intermediate Accounting III extends the coverage of ACCT551 to include revenue recognition; accounting for income taxes; pensions and postretirement benefits; leases; accounting changes and error analysis; statement of cash flows; and disclosure issues.	ACCT551
<b>ACCT559</b>	Advanced Financial Accounting and Reporting Issues	This course covers financial accounting practice and theory in relation to consolidations; foreign currency transactions and financial statement translations; and partnership accounting, including formation, maintenance, reorganizations and liquidations.	ACCT551
<b>ACCT560</b>	Advanced Studies in Federal Taxes and Management Decisions	This course expands the foundation of tax topics for non-tax accounting and financial professionals. The course furthers the coverage, and examines the complexity, of corporate and partnership taxation, as well as introduces topics such as estates and gifts, fiduciary accounting, tax-exempt entities, and qualified and nonqualified plans.	ACCT553
<b>ACCT562</b>	Auditing: An Operational and Internal Perspective Including Fraud Examination	This course examines why increased complexity in organizations requires management to establish means of monitoring control systems. Coursework examines the audit process using criteria and controls to evaluate causes and effects of – and conditions for – operational, performance and fraud audits. Emphasis is placed on standards, objectives, principles and procedures involved in reviewing the reliability and integrity of information; compliance with policies, plans, procedures, laws and regulations (including the Sarbanes-Oxley Act of 2002); means of safeguarding assets; appraising economical and efficient use of resources; and reviewing achievement of established objectives and goals (including accounting ethics) for operations and programs.	ACCT505
<b>ACCT563</b>	Advanced Managerial Accounting Issues	This course focuses on analysis and problem-solving skills used in planning and controlling organizations. Managerial tools and concepts such as target and activity-based costing; activity-based management; strategy and management accounting; measuring and managing quality costs and capacity; and emerging managerial accounting issues are explored.	ACCT505 or equivalent

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>ACCT564</b>	International Accounting and Multinational Enterprises	Topics in this course are studied in the context of multinational enterprises and from a strategic perspective. Topics include accounting for foreign currency transactions, translation of foreign financial statements, transfer pricing, comparative accounting standards, taxation, and multinational systems and control.	ACCT505
<b>ACCT567</b>	Governmental and Not-for-Profit Accounting	This course introduces core concepts and tools of accounting and financial reporting for managers of governmental and nonprofit organizations. Topics include transaction analysis, financial statement analysis and interpretation, compliance issues, and operational and cash budgeting. In addition, the impact of standards such as those promulgated by the Governmental Accounting Standards Board (GASB) and the Federal Accounting Standards Advisory Board (FASAB) are investigated and evaluated.	ACCT503 or permission from the appropriate academic administrator
<b>ACCT568</b>	Analytics for Accountants	This course introduces data analytics tools and techniques commonly used in the accounting profession. Students use various tools to analyze data and demonstrate informed data-driven decisions in financial accounting, managerial accounting, auditing and taxation. The course also focuses on data storytelling and communicating results to various stakeholders.	ACCT551 or equivalent
<b>ACCT571</b>	Accounting Information Systems	This course addresses computerized accounting information systems, focusing on reporting objectives, management needs, transaction trails, documentation, security, internal controls, and integration of accounting systems in software evaluation and selection. Systems analysis techniques are discussed. Coursework also prepares students interested in pursuing the Certified Fraud Examiner (CFE) credential.	ACCT503
<b>ACCT573</b>	Accounting Fraud, Criminology and Ethics	This course examines the nature of occupational fraud and how it is committed, and introduces actions to detect it and procedures to deter it. The course also covers how allegations of fraud should be investigated to meet requirements of civil and/or criminal court procedures. Also examined are ethics and governance in business as fraud-prevention tools. Coursework prepares students interested in earning the Certified Fraud Examiner (CFE) credential, examining tools and techniques for gathering evidence and information during fraud examinations.	ACCT503
<b>ACCT574</b>	Forensic Accounting: Ethics and the Legal Environment	This course focuses on conducting fraud examinations, and includes discussion of procedures used in forensic accounting examinations and reasons behind using these procedures. In addition, coursework addresses how allegations of fraud should be investigated to meet requirements of civil and/or criminal court procedures. Also covered are detection, investigation and prevention of specific types of fraud. Coursework focuses on preparing students interested in earning the Certified Fraud Examiner (CFE) credential, examining criminology and ethics.	ACCT503

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>ACCT591C</b>	CPA Exam Core Preparation: Auditing and Attestation	This course prepares students to take the Auditing and Attestation core section of the CPA exam. Coursework addresses auditing procedures, U.S. generally accepted auditing standards (GAAS) and other standards related to attestation engagements. Topics include the audit environment, engagement planning, risk assessment, materiality, audit evidence, audit procedures and information technology. (The course is two semester-credit hours and is graded on a Satisfactory/Unsatisfactory basis.)	ACCT555 or equivalent
<b>ACCT593C</b>	CPA Exam Core Preparation: Financial Accounting and Reporting	This course prepares students to take the Financial Accounting and Reporting core section of the CPA exam. Coursework covers U.S. generally accepted accounting principles (GAAP) that affect business, not-for-profit and government entities. Topics include, financial statements, financial statement accounts, transactions, financial statement analysis, governmental accounting and financial data analytics. (The course is graded on a Satisfactory/Unsatisfactory basis.)	ACCT551 or equivalent
<b>ACCT594C</b>	CPA Exam Core Preparation: Taxation and Regulation	This course prepares students to take the Taxation and Regulation core section of the CPA exam. Topics include, federal taxation of individuals and businesses, methods of taxation, tax procedures, legal responsibilities and technology. (The course is two semester-credit hours and is graded on a Satisfactory/Unsatisfactory basis.)	ACCT553 or equivalent
<b>ACCT595</b>	CMA Exam Preparation I	This course prepares students to take Part 1 of the Certified Management Accountant (CMA) exam titled Financial Planning, Performance, and Analytics. Coursework focuses on external financial reporting decisions; planning, budgeting, and forecasting; performance management; cost management; internal controls; and technology and analytics. (This course is graded on a satisfactory/unsatisfactory basis.)	ACCT563
<b>ACCT596</b>	CMA Exam Preparation II	This course prepares students to take Part 2 of the Certified Management Accountant (CMA) exam titled Strategic Financial Management. Coursework focuses on financial statement analysis; corporate finance; decision analysis; risk management; investment decisions; and professional ethics. (This course is graded on a satisfactory/unsatisfactory basis.)	ACCT563
<b>ACCT597D</b>	CPA Exam Discipline Preparation: Business Analytics and Reporting	This course prepares students to take the Business Analytics and Reporting discipline section of the CPA exam. Topics include, but are not limited to, accounting research, for-profit entity financial statements, intangible assets, revenue recognition, business combinations, foreign currency translations, cost accounting, governmental accounting, financial statement analysis and advanced data analytics. (The course is two semester-credit hours and is graded on a Satisfactory/Unsatisfactory basis.)	ACCT593C or equivalent

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>ACCT598D</b>	CPA Exam Discipline Preparation: Information Systems and Controls	This course prepares students to take the Information Systems and Controls discipline section of the CPA exam. Topics covered include, but are not limited to, IT governance and risk assessment; tests of internal controls; System and Organization Controls engagements; data management; and information security and protection. (The course is two semester-credit hours and is graded on a Satisfactory/Unsatisfactory basis.)	ACCT591C or equivalent
<b>ACCT599D</b>	CPA Exam Discipline Preparation: Tax Compliance and Planning	This course prepares students to take the Tax Compliance and Planning discipline section of the CPA exam. Topics include, but are not limited to, individual tax planning; acquisition, use and disposal of assets; tax accounting methods; taxation of entities; C corporations; S corporations; partnerships; trusts; technology; tax research; and personal financial advisory services. (The course is two semester-credit hours and is graded on a Satisfactory/Unsatisfactory basis.)	ACCT594C or equivalent
<b>ACCT601</b>	Accounting Capstone	Students in this culminating course integrate knowledge and skills learned throughout the MSAC program. Students apply what they have learned to challenges faced by accountants balancing the needs of customers, shareholders, employees and other stakeholders within ethical and legal considerations.	Successful completion of all other program core and MSAC focus courses, and permission from the appropriate academic administrator
<b>ACCT605</b>	MAFM Capstone	This culminating course provides MAFM students with the opportunity to integrate knowledge and skills learned throughout the program and is intended to be taken as the last course other than the exam-preparation courses. Students integrate strategic planning, critical thinking and communication skills relating to both treasury and accounting responsibilities from the perspective of a chief financial officer.	Successful completion of all other required MAFM program courses (except exam-preparation courses) and permission from the appropriate academic administrator

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Business Intelligence and Analytics Management</b>			
<b>BIAM500</b>	Applications of Business Analytics I	This course focuses on the role of business intelligence in facilitating implementation of business process changes. Constructing data-based models and examining their impact on major business functions are emphasized. Students use software tools to assess strengths and weaknesses of various models. The course also addresses handling large data sets, and analyzing text and network data.	None
<b>BIAM510</b>	Applications of Business Analytics II	Building on concepts presented in BIAM500, this course examines how to appropriately use business analytics tools. Topics include data warehousing, accessing data sources, customer profiling, customer churn and social network analysis. Understanding how business analytics fits into business processes is emphasized.	BIAM500 and MATH534
<b>BIAM530</b>	Developing and Managing Databases for Business Intelligence	This course addresses designing relational databases and building large database applications, including tables, queries, forms, reports and macros. Also addressed are implementing basic database security, backup and recovery procedures, the role of normalization and meeting business requirements. Data warehousing, implementation of data mining tools, data modeling and decision trees are also examined. Case studies are used throughout the course.	None
<b>BIAM540</b>	Internet Analytics Strategies	Based on analysis of an organization's mission and goals for its web presence, students explore strategies for implementing Internet analytics tools to evaluate the effectiveness of the organization's web presence, including its web and social media sites. Key performance indicators are examined. Students gain familiarity with several Internet analytics tools and data sources such as web logs, big data and social media.	None
<b>BIAM560</b>	Predictive Analytics	Students in this course examine exploratory data, and cluster and association analyses, with current and historical facts to make predictions. Also covered are logistic regression, text analytics and decision trees. Managerial issues of how to select models for specific business problems are examined.	BIAM510
<b>BIAM570</b>	Modeling for Decision-Making	This course introduces basic concepts of mathematical approaches to organizational decision-making and model development for formal decisions. Topics include model building, linear and nonlinear optimization, simulation, time series analysis, network models and decision analysis.	BIAM510

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Economics</b>			
<b>ECON545</b>	Business Economics	Business Economics provides a basic understanding of managerial economics and the impact of the economic environment on business decision-making. The course develops micro- and macroeconomic topics, with particular emphasis on marginal analysis, and supply and demand considerations.	MGMT501 or permission from the appropriate academic administrator
<b>Entrepreneurship</b>			
<b>ENTR510</b>	Entrepreneurship and New Ventures	This course provides an overview of entrepreneurship in the context of new ventures. Coursework examines identifying and assessing opportunities, as well as forming and managing a new venture through maturity and exit. Topics include the entrepreneurship process; idea generation; opportunity assessment and selection; business plan creation; differentiation; new venture equity financing; due diligence; management team characteristics; growth management; and liquidity and exit mechanisms.	None
<b>ENTR530</b>	Venture Finance and Due Diligence	This course examines the process of positioning and selling a new venture to equity sources, including making internal preparations; identifying and communicating with venture firms; and evaluating and negotiating investment offers. Processes investors use to assess and determine opportunities and entrepreneurs in which they will invest are also examined.	ENTR510
<b>ENTR550</b>	Entrepreneurial Marketing	This course covers the critical role of marketing in the success of a new venture. Coursework addresses opportunity screening, assessment and selection; market research, analysis, valuation and sizing; the value proposition and distinctive competence; segmentation, targeting and positioning; pricing; channels; sales management; communications; hiring; raising capital; and creating marketing plans to address various audiences.	ENTR510
<b>ENTR570</b>	Startup and New Venture Planning	This applications-based course addresses in-depth planning for executing a start-up venture. Students work through the entrepreneurial process – from research, planning and opportunity assessment; to team and company formation; to business model creation; to entrepreneurial finance and equity financing; to company development; and to exit planning. Students also prepare a business plan and deliver an investor pitch.	ENTR530

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Finance</b>			
<b>FIN510</b>	Corporate Finance	This course focuses on financial concepts and tools needed for effective business planning. Topics discussed from a practitioner viewpoint include financial statement analysis, time value of money concepts, securities valuation, working capital management, cost of capital, financial forecasting, external sources of capital, capital structure and company valuation.	ACCT503
<b>FIN515</b>	Managerial Finance	Managerial Finance teaches students financial concepts and tools needed for effective business planning. Topics, discussed from a practitioner viewpoint, include formation of interest rates, income taxes, working capital management, cost of capital, financial forecasting, external sources of capital, capital structure, company valuation and bankruptcy.	ACCT505
<b>FIN516</b>	Advanced Managerial Finance	This course addresses risk, return and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure with the Modigliani-Miller models. The course provides a comprehensive view of financial management with insight into securities analysis, mergers/acquisitions and financial/futures options.	FIN510 or FIN515
<b>FIN560</b>	Securities Analysis	Securities Analysis develops analytical skills for personal or business investment activities. Security selection based on technical and fundamental analyses is stressed. Techniques for analyzing risk and return are covered for specific investment opportunities. Modern and traditional portfolio management techniques are discussed.	FIN510 or FIN515
<b>FIN561</b>	Mergers and Acquisitions	This course addresses corporate recombinations and resource allocation. Topics include advanced capital budgeting techniques and valuation methods. Strategies, tactics and rationale for mergers, acquisitions, leveraged buyouts and restructuring are discussed.	FIN510 or FIN515
<b>FIN564</b>	Management of Financial Institutions	This course focuses on managing commercial banks and other financial institutions, and on the interaction of participants in money and capital markets. Management of lending is a major topic, and funds acquisition, capital management, portfolio management and issues relating to risk are discussed.	FIN510 or FIN515
<b>FIN565</b>	International Finance	International Finance examines, in detail, international financial flows and balance of payment considerations. Corporate exposure to international currency fluctuations (including foreign exchange rates and markets), and methods of hedging risks in international transactions, are addressed.	FIN510 or FIN515

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>FIN575</b>	Advanced Financial Statement Analysis	This course emphasizes fundamental techniques of financial statement analysis. Building on core accounting and investment concepts, coursework addresses analysis (including ratio analysis) and interpretation of financial accounting information such as that presented in balance sheets, income statements and statements of cash flows. Coursework also examines accounting information in investment and credit decisions.	ACCT503
<b>FIN580</b>	Personal Financial Planning	This course addresses personal cash flow management, goal setting, creating and maintaining annual cash budgets, investments, taxation, insurance, and retirement and estate planning. The course helps students achieve satisfaction and success in their personal financial futures. Topics are presented from a practitioner point of view.	ACCT503
<b>FIN590</b>	Real Estate Finance	This course introduces and develops tools used in forecasting, measuring and analyzing returns from real estate operations. These tools are also used in real estate valuation for funding and sale purposes. With profit maximization the goal, students examine financial leverage and the consequence of income tax, as well as their influences. The inherent risk of real estate and its reduction through modern portfolio theory is discussed. Students apply course concepts using real-world problems.	FIN510 or FIN515
<b>Global Supply Chain Management</b>			
<b>GSCM520</b>	Foundations in Global Supply Chain Management	This course focuses on core concepts and techniques required for directing and controlling processes that convert resources into goods and services. Coursework emphasizes integrating all aspects of the supply chain so that the quantity of goods being produced or acquired is accurate, and both time- and cost-efficient.	None
<b>GSCM530</b>	Global Supply Chain Resource Planning and Management	This course examines concepts and methods of directing and controlling processes that result in optimal supply chain efficiency. Demand management and forecasting; master production scheduling; material requirements and capacity resource planning; the Theory of Constraints; distribution requirements planning; and inventory management are emphasized.	GSCM520
<b>GSCM540</b>	Relationship Management, Procurement and Sourcing Strategy	This course provides an overview of sourcing relationships, including their strategy and implementation. Coursework examines the role of supply management across a global, upstream corporate value chain consisting of suppliers and outsourcers. Topics include make versus buy versus partner decisions; supplier evaluation, selection, assessment and quality assurance; the sourcing/procurement and partnering processes; relationship management; and purchasing ethics.	GSCM520

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>GSCM550</b>	Logistics, Distribution and Warehousing	This course examines physical supply and distribution systems critical to efficient integrated supply chains. Coursework addresses analytical and managerial methods applied to key components of facility location and materials management; logistics; distribution; transportation; warehousing; channel selection; logistics information systems; metrics and assessments; total cost analytics; and freight management.	GSCM520
<b>GSCM560</b>	Supply Chain Management Decision Support Tools and Applications	This course emphasizes analyzing supply chain information. Coursework examines supply chain design and integration; constraint, inventory and advanced demand management; and risk pooling. Prerequisite:	GSCM520
<b>GSCM588</b>	Managing Quality	This course focuses on implementation, cost and management of the quality function in manufacturing as well as service industries. Coursework addresses quality concepts and tools, as well as knowledge required for their application in quality planning, improvement and control in both parent organizations and supplier relationships.	None
<b>Health Services Management</b>			
<b>HSM541</b>	Health Service Systems	This course surveys the major components and organizational interrelationships of the U.S. healthcare delivery system across the continuum of care. Coursework emphasizes personnel, institutions, delivery systems, policy and payment mechanisms. Variables of access, cost and quality are introduced, and delivery of healthcare within those variables is outlined.	None
<b>HSM542</b>	Health Rights and Responsibilities	This course examines the growing importance of legal and ethical matters in healthcare from the manager's perspective. Topics include legal aspects of the corporation, and physician/patient, institution/patient and institution/physician relationships. Ethical issues related to individual life-cycle stages, health services institutions, third-party payers and public policy initiatives are also discussed.	None
<b>HSM543</b>	Health Services Finance	This course provides an understanding of the unique features of healthcare finance, including payment sources and reimbursement arrangements, as well as of emerging trends within the healthcare industry that impact the financial decision-making process of various healthcare industries. Covered are financial planning, operating revenue, working capital, resource allocation, financial analysis and the future of healthcare. Special emphasis is given to managing inpatient and outpatient costs and ratios, capitated payment systems, the resource-based relative value system (RBRVS), the prospective payment system (PPS), the impact of mergers, compliance issues and joint venture activities.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>HSM544</b>	Health Policy and Economics	This course focuses on the relationship between healthcare economics and public policy, and assists students in developing an understanding of the public policy formulation and implementation process, as well as awareness of critical issues in American health policy. Students are exposed to healthcare economics issues of supply and demand, technology, healthcare labor, equity and efficiency, and application of economic analysis to the public policy development process.	None
<b>HSM546</b>	Managed Care	Managed Care examines evolution and development of managed care approaches to delivering and financing health services in the United States. Fundamental concepts of insurance and risk management are reviewed, as are forces that have driven growth of managed healthcare. Types of managed care organizations and operational models are outlined. Perspectives of consumers, providers, purchasers and insurers of healthcare are discussed. Recent trends and issues affecting evolution of health insurance and managed care are considered, as are relevant legislative and regulatory standards shaping these industries.	None
<b>Human Resource Management</b>			
<b>HRM530</b>	Human Resources and Technology	This course surveys current trends and best practices in use of technology in the human resources field. Topics include strategic use of human resources information systems, web-based human resources and other technological applications used in various functional areas of human resources.	HRM591 or previous human resources experience
<b>HRM584</b>	Managing International Human Resources	This course examines strategy and tactics that make up the global human resources management field. The course provides a broad overview of how global human resources functions differ from those of domestic human resources, helps students develop an understanding of how global human resources strategy is crafted and shows how such strategy is put into effect. Particular emphasis is placed on staffing, compensation, training, performance management, labor relations, communication and regulatory compliance within the global business environment.	None
<b>HRM586</b>	Labor Relations	Labor Relations focuses on the interaction of management and labor in the corporation. The course discusses the history of the American labor movement, federal and state labor laws, collective bargaining, mediation and work stoppage. Contract administration and interpretation, and the relationship between management rights and employee discipline are discussed.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>HRM587</b>	Managing Organizational Change	This course addresses concepts and techniques required to successfully implement change across an organization. Coursework focuses on identifying an organization's vision as well as opportunities that can align the vision with the organization's structures, processes, culture and orientation to the environment. Also addressed are opportunities for, and problems in, managing human dynamics in organizations, including intervention techniques, models, principles and values that indicate how to take charge of planned change efforts in order to achieve success.	None
<b>HRM591</b>	Strategic Human Resource Management	This course surveys contemporary principles and practices for human capital management as a corporate strategic asset. Subject matter focuses on the changing nature of work in a dynamic global economy that requires flexible staffing, new approaches to workforce planning and talent management. Other topics covered include decentralized and virtual work environments, diversity, legal requirements, compliance as well as the ethics of managing human capital for competitive advantage.	None
<b>HRM592</b>	Training and Development	This course surveys training, and employee and organizational development techniques organizations use to build group and individual skills while tying anticipated results to improvements in organizational effectiveness. Topics related to creating such a development strategy include conducting needs analyses, linking identified needs to business objectives, developing an implementation plan, implementing the plan using a variety of modalities and best practices, and assessing results. These aspects are covered for both individual and group enhancement.	None
<b>HRM593</b>	Employment Law	Employment Law provides a comprehensive analysis of federal and state laws as they affect the human resource function, including equal employment opportunity, wage/overtime payment, employment agreements and other restrictions on management's rights. Emphasis is placed on applying employment laws to develop programs that enable organizations to be proactive in meeting both company and workforce needs, with an eye to resolving workplace disputes, preventing litigation, and implementing and administering personnel policies and practices in compliance with applicable law.	None
<b>HRM594</b>	Strategic Staffing	This course develops a strategic framework for providing corporations with the human resources needed to achieve corporate goals. The course focuses on policies and procedures for short- and long-range human resource planning, recruiting and selection. Rightsizing, employee separations and retention are also included.	None

Course Designator and Number	Course Title	Course Description	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.	None
HRM598	Compensation	Compensation focuses on how organizations use pay systems as strategic tools for improving organizational effectiveness. Major systems of the design of pay, paying for performance, and administering and applying pay systems are appraised and assessed.	None
HRM599	Benefits	This course examines, in-depth, employee benefits including legally required benefits (social security, worker compensation and unemployment compensation), as well as voluntary programs (health, disability, life, retirement, time-off, educational, work/life and others). The strategic importance of using employee benefits as part of the total compensation package is emphasized. In addition, financial, actuarial, administrative and legal implications of benefit plans are discussed.	None
HRM601	Human Resources Capstone	Students in this culminating course, intended to be taken as the last course, complete a comprehensive written plan for a company's human resource function. In preparing the plan, students review and integrate concepts and skills developed in other human resource courses. In addition to preparing the written plan, students make an oral presentation to the professor, the class and, when feasible, to a panel of human resource professionals.	Successful completion of all other required MHRM program courses, and permission from the appropriate academic administrator

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Information Systems Management</b>			
<b>MIS540</b>	Innovation Through Technology	This course explores the critical role of technology and innovation in reshaping the management and operation functions of contemporary organizations. Focusing on how organizations use technology to reinvent business processes and increase competitiveness in an increasingly virtual and interdependent world, the course addresses emerging organizational forms; competitive advantages; strategic initiatives; managing innovation projects; enterprise systems; the use of data for supporting decision making; global supply chains and business processes. Social and ethical issues are explored in the context of how technology is used to drive business innovation.	None
<b>MIS548</b>	AI Applications for Business	This course presents applied artificial intelligence (AI) and data analytics using product and service case studies and examples. AI tools used in different industry sectors for business-related decision-making are discussed. Coursework also examines ethical and privacy considerations of various types of AI.	MIS540
<b>MIS562</b>	Database Programming and Applications	This course reviews the industry standard ANSI Structured Query Language (SQL), the core of the relational database and associated applications. Students examine the features and programming of SQL extensions supported by leading relational databases widely used in industry, such as Oracle and Microsoft SQL Server. They also learn to develop reports, forms and other types of database application components essential to carry out transactional and analytical operations that support modern business. Applications-oriented projects and cases enhance the learning experience.	MIS582
<b>MIS563</b>	Business Intelligence Systems	This course focuses on concepts needed for analyzing, designing and applying effective systems for meeting management's information needs for tactical short-term, and strategic long-term, planning and decision-making. The course covers various models of business intelligence and decision support systems, based largely on database design in support of data warehousing and data mining concepts. Topics include data modeling for the data warehouse and data mart, and application of OLAP and artificial intelligence concepts as applied to data mining.	MIS582
<b>MIS571</b>	Design Thinking and Innovation Management	This course focuses on developing a design thinking mindset through application of techniques that create innovative, solution-focused products and services. Students engage in the product development life cycle, including ideation, prototyping, testing and launch; develop objectives and key results; and leverage data analytics to define, track and measure product development goals. Innovation management and strategic decision-making methodologies are used to navigate the complexities of taking products to market and sustaining growth.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>MIS581</b>	Systems Analysis, Planning and Control	This course introduces concepts and tools of systems development and implementation, and emphasizes using the life-cycle approach to effectively manage business information. The course provides practice in each major phase of the life-cycle approach: planning, analysis, design, implementation and operation/support. Business re-engineering techniques and project management models are used. Students apply concepts and tools learned in a term project.	MIS540 or permission from the appropriate academic administrator
<b>MIS582</b>	Database Concepts	This course provides a detailed introduction to database concepts and administration. Students explore designing, using, modeling and implementing database systems, synthesizing and evaluating concepts learned, and their application, in order to meet stakeholder needs. Coursework helps students develop their understanding of tasks and roles needed to effectively manage an organization's database infrastructure.	MIS540
<b>MIS589</b>	Networking Concepts and Applications	This course focuses on design, development and operation of a data communications system and computer network, and emphasizes managing data distribution and access. The course includes essential elements of networks including hardware, software and interfaces. Students use a networking software tool to build and analyze network models.	None
<b>MIS601</b>	Technology Management Capstone	This course provides students with the opportunity to integrate concepts and skills learned throughout the program and is intended to be taken as the last course. Students develop, design and present an information systems and/or network project, requiring synthesis of strategic management of technology, network concepts, systems analysis, security and privacy, and management of technology projects. Students plan and justify the project; meet performance, schedule and budget requirements; adjust for unplanned occurrences; and provide project reports. Options for the project may include a case study, simulation or approved project for an existing company.	Successful completion of all other required program courses and permission from the appropriate academic administrator
<b>International Business</b>			
<b>INTL500</b>	Global Perspectives for International Business	This course presents international strategy, operations, supply chain management, marketing and finance concepts required for global commerce. Using case studies and best-practice examples from international corporations, students gain management perspective needed to understand the unique roles of culture, politics and economics in executing multinational business strategy.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Internship</b>			
<b>INTP580</b>	Graduate Internship Seminar	In this course, the first in a two-course sequence, students examine experiential learning internship opportunities designed to complement skills and knowledge students learn throughout their program. To prepare for an internship with a professional organization, students attend seminar meetings and complete all requirements that may allow them to interview for – and potentially secure – an internship. No credit is awarded for the course. Students earn grades of A, B or F upon course completion; the final grade earned in this course is not used in GPA calculations.	Permission from the appropriate academic administrator
<b>INTP585</b>	Graduate Internship	In this course, the second in a two-course sequence, students supplement coursework with experiential learning in a professional organization. Using acquired knowledge and skills, students complete organizational initiatives and/or processes and provide effective solutions. During the eight-week onsite assignment, students acclimate to a real-world professional environment and culture, hone their communication and professional skills, gain valuable insight, and develop leadership skills through self-reflection and host-organization analysis and feedback. The course is strongly recommended for students without business/industry experience and for those seeking to change fields.	INTP580 and permission from the appropriate academic administrator
<b>Leadership</b>			
<b>LEAD560</b>	Globalized Leadership	This course explores leadership skills critical in today's increasingly global world. Coursework addresses skills, knowledge and strategies necessary for leading teams and organizations across different customs, countries and business environments. Topics include social variations in leadership styles, opportunities for effective communication and developing strategic decision-making skills in complex, global environments.	None
<b>LEAD570</b>	Leadership in the Age of AI	This course provides tools and strategies essential for leadership in the evolving age of artificial intelligence (AI). Coursework draws on real-world examples of innovative decision-making, helping students evaluate the leadership mindset and its impact on team engagement and future preparedness. The course also emphasizes how to leverage AI, data and technology to lead and sustain change.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>LEAD590</b>	Strategic Decision-Making for Leaders	This course prepares students to actively think and lead strategically using real-world planning activities to develop a roadmap to achieve long-term organizational goals. Coursework examines what strategic leadership is and is not; creating a vision with measurable objectives; how to write a communication plan; identifying, assessing and mitigating risks; the importance of core values and ethics for strategic leaders; the need for strategic leaders to accept and embrace technology; and the need to have governance in place for change management decisions.	None
<b>Management</b>			
<b>MGMT501</b>	Organizational Structures and Business Processes	This course covers essential management and marketing concepts and principles needed by managers. The course also reviews the legal and ethical environment of business. Management topics include fundamental functions of management, key business functions and business policy in a dynamic global marketplace. Topics include marketing strategy fundamentals, organizations as customers, determining marketing communications and opportunities, as well as topics within an ethical and legal framework.	None
<b>MGMT520</b>	Legal, Political and Ethical Dimensions of Business	This course introduces students to the legal, political and regulatory controls that define, promote and limit business practice opportunities. Fundamental interactions of law, politics, ethics and corporate social responsibility are emphasized. Topics include business and the legal system; foundations of business ethics; the constitution and business; regulatory and administrative agencies; regulation of private business conduct; the employer-employee relationship; formation and performance of contracts; ownership and control of business; antitrust, trade practices and consumer protection; land use and environmental protection; and the legal environment of international business.	MGMT501 or permission from the appropriate academic administrator
<b>MGMT550</b>	Managerial Communication	Managerial Communication emphasizes communication competencies that help ensure business success. Students learn how to write effective, persuasive and negative messages; conduct business research, analyze information, and write a business proposal or report; deliver an effective oral presentation with visual aids; and create corporate training materials. Also addressed are group dynamics, intercultural communication, media relations and ethics.	None

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>MGMT555</b>	Operations Management	This course explores key principles, practices and challenges of operations management within manufacturing and service-oriented organizations. Using problem-solving and strategic decision-making techniques to effectively manage processes, resources and technologies that improve business operations and sustain growth is emphasized. Topics include supply and demand, finance concerns, quality and statistical process control, lean operations, variability and forecasting.	None
<b>MGMT591</b>	Leadership and Organizational Behavior	This course examines inter- and intrapersonal dynamics as they affect achievement of corporate goals. Topics include theories of organizational behavior concepts and applications, including motivation, group dynamics, organizational communication processes, leadership, power, authority, team building and organizational development. Managing change in a complex domestic and international environment is also emphasized. Students are provided with a solid foundation for examining organizational behavior in a systematic manner.	None
<b>MGMT601</b>	MBA Capstone	In this culminating course experience, MBA candidates integrate concepts and skills developed in previous coursework. Students research and develop a new business opportunity which requires synthesis of communications, analysis, marketing, operations, finance, human resources and leadership principles. Options for developing the business opportunity may include a case study, business plan, simulation, or an approved project for an existing company.	Successful completion of all other required MBA program courses, and permission from the appropriate academic administrator

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Marketing</b>			
<b>MKTG525</b>	Strategic Marketing	This course surveys contemporary principles and practices for marketing management as a corporate strategic asset. In a dynamic global marketplace requiring rapid response to consumer need and behavior, this course focuses on marketing strategies for creating customer-driven value in products and services. Topics include consumer research techniques; product positioning and differentiation; branding; customer segmentation; target marketing by demographics, psychographics and behavioral variables; and using both traditional and digital channels to reach niche or mass market audiences. Ethical implications of online behavioral tracking and targeting are explored in the context of the value chain.	MGMT501
<b>MKTG550</b>	Digital Marketing	This course examines the emergence of digital marketing as a contemporary business discipline as well as use of digital media as part of a comprehensive marketing plan. Topics include website and blog publishing; social media and email marketing; digital behavior tracking; and web analytics.	MKTG522 or MKTG525
<b>MKTG551</b>	Digital Marketing and Emerging Trends	This course examines the emergence of digital marketing as a contemporary business discipline and use of digital media as part of a comprehensive marketing plan. Emerging trends in technology and society are explored as they relate to marketing activities. Topics include website and blog publishing, social media and email marketing, digital behavior tracking, artificial intelligence and web analytics.	MKTG522 or MKTG525
<b>MKTG570</b>	Marketing Research	Marketing Research teaches students how to gather and analyze data to assist in making marketing decisions. The course addresses both quantitative and qualitative research techniques, including written questionnaires, telephone surveys, test marketing and focus groups. Emphasis is placed on examining how marketing research can help managers make better decisions regarding target markets, product features, positioning, pricing, advertising and new product introductions. Students are encouraged to consider ethical implications of specific marketing research activities.	MKTG522 or MKTG525
<b>MKTG571</b>	Marketing Research and Analytics	This course explores how to gather and analyze data to support marketing decisions; quantitative and qualitative research techniques; and how market research can help managers make better decisions regarding target markets, product features, positioning, pricing, advertising and new product introductions. Coursework addresses the role of tactical and strategic research and analysis in supporting business decision processes. Students are encouraged to consider ethics implications of specific marketing research activities.	MKTG522 or MKTG525

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>MKTG572</b>	New Product Development	This course presents a framework for planning, implementing and evaluating new product introductions. The course addresses the new product development process – from idea generation to commercialization. Emphasis is placed on examining how organizations can manage resources to maximize the opportunity for successful new product introductions.	MKTG522 or MKTG525
<b>MKTG575</b>	Advertising Management	Advertising Management presents a structured approach to managing advertising, sales promotion and public relations activities from a corporate perspective. Students are taught how to determine promotional objectives, select campaign themes, choose media, control advertising costs, design sales promotions and evaluate results. The course also addresses agency selection and management.	MKTG522 or MKTG525
<b>MKTG576</b>	Consumer Behavior and Customer Experience	This course examines fundamental concepts and research results from marketing and the social sciences to better understand customers and their needs. Coursework addresses buyers' decision process and factors affecting purchasing decisions and customer satisfaction, as well as their impact on marketing strategies and decisions. Buyer behavior concepts, including pre- and post-purchase attitudes, behavior patterns and managerial marketing applications, are covered. Students explore different aspects of the customer experience in various environments and contexts, including brand identity and physical and online presence.	MKTG522 or MKTG525
<b>MKTG577</b>	Sales Management	Sales Management teaches students how to design and implement a salesforce strategy. The course presents techniques for identifying, recruiting and training sales personnel; monitoring and controlling sales efforts; and forecasting and budgeting sales performance. Issues such as territory decisions, compensation plans and motivation techniques are also discussed.	MKTG522 or MKTG525
<b>MKTG580</b>	Sales, Partnerships and Business Development	This course addresses sales management, sales channels and the process of business development in the current business environment. Salesforce strategies and business development models are reviewed as a foundation for students' exploration of opportunities presented by different partnerships and business models. Students also explore applying customer, market and relationship value-creation business development models to various business scenarios.	MKTG522 or MKTG525
<b>MKTG585</b>	Brand Management	This course explores developing and managing brands in current business applications through brand research, development, extension, brand equity and identity while relating the opportunities, risks and realities of branding in today's marketplace. Coursework examines the impact of branding on the consumer's personal and societal identity and explores the roles brands play in meeting consumer needs.	MKTG525

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>MKTG578</b>	Consumer Behavior	Students in this course examine basic concepts and research results from marketing and the social sciences to better understand customers and their needs. Coursework addresses the decision process of buyers, factors affecting purchasing decisions and customer satisfaction. Implications for marketing strategies (e.g., market segmentation, product design and promotion) are discussed. In addition, basic concepts of buyer behavior – including pre- and post-purchase attitudes and behavior patterns, as well as information processing relating to the functional areas of marketing – are included. Managerial applications to marketing are also emphasized.	MKTG522 or MKTG525
<b>Mathematics</b>			
<b>MATH534</b>	Applied Managerial Statistics	Applied Managerial Statistics stresses practical use of statistics in collecting, organizing, analyzing, interpreting and presenting data. Both descriptive and inferential techniques are covered.	None
<b>Network and Communications Management</b>			
<b>NETW540</b>	Networking Concepts	This course focuses on designing, developing and operating a data communications system and computer network, emphasizing managing data distribution and access. Coursework addresses essential elements of networks, including hardware, software and interfaces. Students apply a networking software tool to build and analyze network models designed to meet stakeholder needs.	None
<b>NETW550</b>	Cloud Computing	This course explores cloud computing principles, concepts, governance and service support, as well as important concepts and terminology for applying and analyzing common cloud platforms and vendor services. Students examine and evaluate strategies for developing and migrating solutions to the cloud.	NETW540 and SEC571
<b>NETW555</b>	Cloud Services	Topics in this course help bridge knowledge of Microsoft Azure with practical applications in technical management. The course is designed for aspiring technical leaders who seek to leverage cloud services in a strategic and management-focused context.	NETW550
<b>NETW556</b>	Cloud Architecture	Topics in this course help bridge knowledge of Amazon Web Services with practical applications in technical management. The course is designed for aspiring technical leaders who seek to leverage cloud services in a strategic and management-focused context.	NETW550

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>NETW557</b>	Cloud Development	This course offers a comprehensive exploration of Microsoft Azure development within the context of technical management. The course helps students develop advanced skills in Azure development while emphasizing their application in strategic and management roles. Course content integrates development practices with management strategies to prepare students for both technical agility and leadership in cloud environments.	NETW555
<b>NETW558</b>	Cloud Operations	This course offers a comprehensive exploration of Amazon Web Services development within the context of technical management. The course helps students develop advanced skills in AWS development while emphasizing their application in strategic and management roles. Course content integrates development practices with management strategies to prepare students for both technical agility and leadership in cloud environments.	NETW556
<b>NETW584</b>	Telecommunications Law and Regulation	This course covers the legal and regulatory environment for telecommunications services. Coursework focuses on developing telecommunications law and policy as related to a variety of telecommunications technologies, including the broadcast spectrum of radio and television; cable and satellite; wireline and cellular telephone; and the Internet. Emphasized are the interconnected nature of media, as well as the policy rationale and techniques of government oversight.	None
<b>NETW585</b>	Network Design and Management	This course focuses on technologies and processes used to design, optimize and manage networks. Topics include functions of network standards, protocols and architecture; network design and optimization processes; and network management. Topics also include network design requirements for support of high bandwidth multimedia applications, wireless local area connections and security strategies. Students use a networking software tool to build and simulate network models.	None
<b>NETW589</b>	Wireless Communication Systems	This course provides an essential foundation in core wireless technologies. Topics provide managers with required knowledge of voice and data systems. The current wireless industry, its recent past and emerging systems are explored through real-world projects and practitioner-based case studies.	MIS589

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Project Management</b>			
<b>PROJ582</b>	Construction Project Management	This course addresses knowledge and skills for leading construction projects through all life cycle phases, from feasibility and design through build, deploy and closeout. Coursework emphasizes key stakeholder roles and explores how stakeholder collaboration influences project success. Topics include project scope, cost and schedule, as well as managing various types of contracts. Students analyze and apply course concepts to develop stakeholder engagement plans, risk-mitigation strategies and conflict resolution strategies, and to create project schedules, contract administration plans, work-breakdown structures and construction project management plans.	PROJ586
<b>PROJ585</b>	Managing IT Projects	This course is designed to help students develop skills needed to manage IT projects. Topics include fundamental project management concepts, with a focus on agile methodologies. Students complete various project management documents related to managing IT projects.	PROJ586
<b>PROJ586</b>	Project Management Systems	This course introduces project management principles throughout the project life cycle, from project charter development through project closing. Topics include scope statements, project schedules, team communications, agile project management and program management. The effect of sociocultural factors, project leadership and contingency planning are also explored to manage projects efficiently and effectively.	None
<b>PROJ587</b>	Program Management	This course examines how program managers plan, strategize, manage program benefits, engage with stakeholders, and create appropriate program governance controls. In addition, the distinction between project, program and portfolio management is examined to determine the impact each has in organizational project management. The importance of stakeholders, program and project teams and program closure as it relates to program life cycle management is investigated. Activities such as discussions, assignments, quizzes and research projects allow students to demonstrate their mastery of the material.	PROJ586
<b>PROJ592</b>	Project Cost and Schedule Control	This course examines the processes involved in controlling costs and schedule components in projects. Topics include cost and schedule estimation, budgeting; resource allocation and leveling, schedule analysis techniques, the use of earned value management systems, and project change control; project metrics; and project cost and schedule control using earned value management systems. Students develop a cost and schedule control-based project management plan.	PROJ586

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>PROJ595</b>	Project Risk Management	This course explores the risk management processes of risk management planning, risk identification, risk analysis, planning and implementation of risk responses, and risk monitoring. The course includes a course project assignment in which the risk management processes are implemented in the creation of a risk management plan using a practical approach.	PROJ586
<b>PROJ598</b>	Contract and Procurement Management	This course examines processes through which goods and services are acquired in the project management environment. Topics include contract and procurement strategies, requests for proposals (RFPs), vendor selection, contract types, negotiation and contract administration. The course also provides a broad overview of the procurement cycle and how it relates to contracts, projects and procurement management.	PROJ586
<b>PROJ601</b>	Project Management Capstone	Students in this capstone course integrate knowledge and skills learned throughout the MPM program. Students develop, design and present a project in a team-based format. Additionally, teams justify the project, meet performance standards, manage schedule and budget requirements, adjust for unplanned occurrences, and provide status reports.  Note: This course is intended to be taken as the last course in the MPM program.	Successful completion of all other required MPM program courses, and permission from the appropriate academic administrator
<b>PROJ605</b>	Project Management Exam Preparation	This course is designed to prepare students for the Project Management Professional (PMP)® exam. Coursework addresses exam content related to leading project teams, managing project life cycle elements, and delivering project benefits and value to organizations. The course is offered through the Project Management Institute's Authorized Training Partner (ATP) program.  PMP is a registered mark of the Project Management Institute, Inc.	PROJ586

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Public Administration</b>			
<b>PA581</b>	Governmental Budgeting and Finance	This course provides thorough study and analysis of revenue and expenditure systems at all levels of government. Topics include alternative revenue sources, public budgeting processes, the appropriations process, capital budgeting and analysis, tax analysis and government debt financing. Tax expenditures, forecasting and budgeting, and finance software systems are addressed.	ACCT503 or ACCT567
<b>PA582</b>	Public Policy Formulation and Implementation	This course examines principles, mechanisms and tools through which governments make resource allocation decisions on social and economic programs. Topics include the policy process; establishing appropriate efficiency and equity objectives; rational, political and bureaucratic models of government decision-making; voting mechanisms; public choice; log rolling; cost-effectiveness and cost-benefit analysis; public-private partnerships; impact of special interest groups; ethics; and program implementation and evaluation.	None
<b>PA584</b>	Intergovernmental Management	This course provides a comparative study of issues involved in formulating and implementing government programs that impact multiple jurisdictions. Students investigate ways in which various levels of government relate to each other in matters of legality and responsibility, including issues of intergovernmental externalities and their resolution. Methods of resolving intergovernmental conflicts are explored and evaluated.	None
<b>PA601</b>	Public Administration Capstone	Students in this culminating course, intended to be taken as the last course, integrate knowledge and skills learned throughout the program. Students develop a project related to their area of emphasis within the MPA program.	Successful completion of all other required MPA program courses, and permission from the appropriate academic administrator

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>Security</b>			
<b>SEC571</b>	Principles of Information Security and Privacy	This course provides a broad overview of security in information systems. Covered are various aspects of security in computing, including security threats and controls; basic cryptography and its applications; network intrusion detection and prevention; security administration and planning; anonymity and privacy; legal issues; protection; and ethics. Coursework also examines controls in information systems, and addresses security issues surrounding information systems and computer-generated data.	None
<b>SEC572</b>	Network Security	This course addresses concepts and industry standards of computer networking, including the OSI Reference Model, TCP/IP and network routing concepts, as well as inherent risks in their use. Also addressed are digital cryptography principles and practices; major email security standards; and methods by which networks may be attacked. Students use a networking software tool to build a secure network, as well as prepare to assist in incident response and management activities in the event of a network breach.	NETW540 and SEC571
<b>SEC573</b>	E-Business Security	This course covers issues involved in protecting an e-business from external threats while safeguarding customer privacy. Students examine external threats to a company's systems and learn how to react if systems and business goals conflict.	SEC571
<b>SEC585</b>	Data Privacy and Security	This course focuses on legal, ethics and security issues involving data and other information assets organizations must address to ensure operational continuity and compliance with standards, policies and laws. Various levels of threats to an organization's data, standards, policies and procedures, as well as plans to combat them through strategic implementation, are examined.	SEC571
<b>SEC586</b>	Cybersecurity Planning and Incident Response	This course provides an overview of contingency operations and their components. Administration of the planning process for incident response, disaster recovery and business continuity are discussed in detail.	SEC571
<b>SEC587</b>	Governance Regulation and Compliance	This course provides an overview of information governance (IG) and how to launch, control and manage IG programs. Major components of IG are covered, including risk management; compliance; business operations; law and e-discovery; records management; information technology; privacy; and cybersecurity.	SEC571

Course Designator and Number	Course Title	Course Description	Prerequisite
<b>SEC588</b>	Cloud Security	This course presents technologies and procedures to combat internal and external threats to an organization's security. Students explore cloud-based tools and services to help businesses and other entities enhance the security of their infrastructure.	NETW550
<b>SEC592</b>	IT Governance	This course introduces principles of information technology (IT) governance, focusing on IT control objectives (COBIT) and related internal controls. Coursework explores best practices for managing IT processes; meeting multiple needs of enterprise management by bridging gaps between business risks; technical issues; control needs; and performance measurement requirements. Students explore IT industry standards, and develop governance skills relating to creating and maintaining corporate information systems policy.	SEC571
<p><b>Fundamental Skills for Education Success</b></p> <p>A solid foundation is critical to success in any graduate-level program. To help students who could benefit from skills enhancement as they return to the classroom, Keller offers fundamental skills courses that help foster long-term program and career success. Required prerequisite skills coursework may affect program length and cost.</p>			
<b>ENGL510</b>	Foundations of Professional Communication	This course helps improve students' ability to communicate effectively in professional environments by enhancing their understanding of ways in which language is used to accomplish various purposes and shape readers' responses in business situations. Building on an understanding of audience, purpose and the writing process, students learn to create effective messages for a variety of business contexts. Topics include business letters, memos and short reports; message organization and design; strategies for oral presentations; and grammar, punctuation and style. Students also explore the influences of technology, ethics and the global workplace on effective communication. This course may not be applied to elective course requirements in any program. Students in this course 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.	None
<b>MATH500</b>	Foundations of Managerial Mathematics	This course prepares students in quantitative skills useful to managers. The course covers selected algebra topics, mathematics for finance and descriptive statistics. This course may not be applied to elective course requirements in any program. 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.	None

## Admission Requirements

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### General Admission Requirements

To be admitted to DeVry University's Keller Graduate School of Management, applicants must hold a baccalaureate degree from a University-recognized postsecondary institution. International applicants must hold a degree recognized as equivalent to a U.S. baccalaureate degree. Applicants who hold a University-recognized professional degree may also be eligible for admission.

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

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

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

All applicants must also complete an interview with an admissions advisor (admissions representative in Florida, Massachusetts, Minnesota and Nebraska, and online). Interview appointments can be scheduled during day or evening hours on weekdays, or on Saturday, by contacting an admissions advisor/representative. Admission interviews can be scheduled by calling 800.839.9009.

Once the application is submitted, applicants are notified of their admission acceptance or denial in writing. DeVry University reserves the right to deny admission to any applicant and to change entrance requirements without prior notice. The University reserves the right to refuse admission or readmission to any applicant or student when it is deemed in the best interest of the University to do so or if the University determines the applicant may not be able to benefit from the University's instruction. Students wishing to be readmitted into the University may be required to submit an appeal or documentation. Admission to the University does not constitute automatic continuation in future semesters. The University reserves the right to refuse admission or continuation to any student.

Students attending a Nevada, New Jersey or New York location must present proof of immunization against certain diseases as required by state law. Applicants should contact the Student Services Office for further information. For all states with the proof of immunization requirement: In the event of an outbreak of disease against which immunization is required, no exemption or exception from immunization shall be recognized and exempted persons may be subject to exclusion from school and quarantine.

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

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

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

### **Additional Admission Requirements for Applicants to the Master of Accounting & Financial Management Program Pursuing the Certified Public Accountant Exam Preparation Emphasis**

To be admitted to the MAFM program and pursue the Certified Public Accountant Exam Preparation emphasis, applicants must provide evidence of a qualifying bachelor's degree or higher in a business discipline. Typically, qualifying business disciplines are accounting, business, business administration, finance and management. Applicants with degrees in other business disciplines may submit their transcripts for evaluation. More information is available from a student support advisor.

### **Additional Admission Requirements for Applicants to the Graduate Certificate Program in Accounting Certification Preparation**

To be admitted to the graduate certificate program in Accounting Certification Preparation, applicants must provide evidence of one of the following:

- A bachelor's degree or higher in accounting
- A bachelor's degree or higher with a specialization in accounting or finance

### **Additional Admission Requirements for Applicants Not Enrolling in a Program of Study**

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

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

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

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

### **Additional Admission Requirements for Applicants to the Master of Business Administration Program with Three-Year Bachelor's Degrees from India**

To be admitted to Keller, graduates of three-year bachelor's degree programs in India must:

- Have a degree awarded from an institution accredited by India's National Assessment and Accreditation Council (NAAC) with a grade of "C" or higher.
- Have their credentials evaluated to determine acceptability of their degree and applicability of their degree type (e.g., BBA, BCom). Applicants may submit their credentials to Keller for evaluation; in some cases, an external international credentials evaluation may be required. Applicants may also submit previously completed evaluations performed by an international credentials evaluation agency.
- Meet all regular and international admission requirements.

Students whose degrees are determined to be equivalent to a U.S. four-year degree enroll directly into the MBA program's standard coursework.

Students whose degrees qualify them for admission but are not equivalent to a four-year U.S. bachelor's degree must take Keller's professional skills courses HRM530, MGMT520 and MGMT550 within their first three sessions of enrollment. These courses must be taken in addition to fulfilling all other course requirements, which may increase program length and cost. Such students may be eligible for Keller's course waivers based on a bachelor's degree in a qualifying business or technology discipline.

### **Prerequisite Skills Requirements**

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

Selected programs have additional program-related prerequisite skills requirements, which are noted in the program descriptions. In addition to meeting standard program requirements, students must successfully complete required prerequisite skills courses, which 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. **Note:** Students requiring prerequisite skills coursework may not be able to select an accelerated schedule until all prerequisite skills course requirements have been fulfilled, which would increase program completion time. Such students should work with a student support advisor to determine an appropriate schedule.

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

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

Prerequisite skills courses are unlikely to transfer to other institutions.

### ***Quantitative Skills Proficiency***

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

### ***Verbal Skills Proficiency***

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

### **Admission Process**

A person seeking admission must:

- **Complete the Application** – Complete and submit an application for admission.
- **Submit Proof of Graduation** – Submit proof of graduation during the admission process. Acceptable documents include “Issued to Student” transcripts and copies of diplomas.
- **Interview with Keller** – Complete a personal interview with an admissions advisor/representative. Students who wish to complete their first course online are encouraged to participate in an Internet-based orientation session.
- **Review Assessment Options** – Those whose undergraduate grade point average was at least 2.50, based on a 4.00 scale, and earned a grade of B or better in both college algebra and composition can begin their program without testing. Those for whom testing is required can provide GMAT or GRE scores, or take the Keller-administered admission test, which can be scheduled at the time of the interview at no charge.
- **Provide Transcripts** – Submit unofficial academic transcripts from the college or university where the baccalaureate or advanced degree was earned prior to receiving the admission decision. Documentation requirements and deadlines for students requiring an I-20 are found in the [Additional Admission Requirements for International Applicants](#) section.

Applicants should send their materials to:

DeVry University  
Graduate Admissions Department  
4225 Naperville Rd., Ste. 400  
Lisle, IL 60532

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

### **Admission of Post-Baccalaureate-Degree Holders**

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

### **Communication Competency**

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

Conducting applied research – defining problems, determining appropriate solutions, and using primary and secondary sources to acquire needed information – is an objective of all the University's master's curricula. Once research has been conducted, students may be required to communicate their findings in written reports and oral presentations.

### **Technology Specifications**

Because technology changes rapidly, students should note that their computer or computing device used to complete coursework may need upgrading during the course of their program. Students are responsible for checking the University's website for [hardware/software requirements](#) before registering for courses.

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

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

### **Additional Admission Requirements for International Applicants**

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

Most DeVry locations are authorized by Immigration and Customs Enforcement (ICE) to accept and enroll F-1 Visa students and require international applicants to submit certain financial and academic documentation before they will be considered for admission. The University provides support for foreign students needing F-1 Visas by issuing the I-20, if requirements are met, and sponsoring students while they are attending their specific academic program for the duration of their F-1 Visa. International applicants are responsible for applying for their visa and for all

associated fees to be paid by the student directly to the Student Exchange and Visitor Program (SEVP).

To be considered for admission to the University, and before an I-20 can be issued, international applicants must:

- Provide certified copies of acceptable documents demonstrating the required level of prior education. Such documents may include high school transcripts, leaving certificates, scores on approved examinations or college transcripts (visit the [Specially Recruited International Applicants](#) section). Foreign diplomas and supporting foreign transcripts not written in English must be translated into English by a certified translator and may require review by one of the following approved educational credentials evaluation agencies at the applicant's expense<sup>1</sup>:
  - A current member of the National Association of Credential Evaluation Services (NACES)
  - AACRAO International Education Services (formerly AACRAO's Foreign Educational Credential Service)
  - Educated Choices, LLC
  - Foreign Credentials Service of America
  - Institute of Foreign Credential Services
  - A current member of the Association of International Credentials Evaluators (AICE)
- Meet requirements outlined in the [English-Language-Proficiency Admission Requirement](#) section, if applicable.
- Meet all other University admission requirements. International applicants must submit appropriate GMAT or GRE scores, if necessary; transcripts of prior college coursework; or acceptable documentation of prior mathematics and overall educational performance deemed appropriate for placement into the intended program. DeVry-administered online math and verbal placement tests are available to international applicants.

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

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

### **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. DeVry's website provides [additional admission information for international applicants](#) and a list of [recognized agents, by country](#).

### **Employment Outside the United States**

Applicants and students outside the United States or planning to move outside the United States for employment should be aware that professional standards of practice may vary by

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<sup>1</sup> The University may require an applicant's foreign credentials to be evaluated by a specific agency. In the event an applicant has already submitted a credentials evaluation from another agency and Keller determines an additional evaluation is required, the University will pay for the additional evaluation.

country. Persons interested in employment outside the United States are encouraged to contact the national association or regulatory agency for their field of interest.

### **Prerequisite Enrollment**

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

### **Primary Program of Enrollment**

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

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

### **English-Language-Proficiency Admission Requirement**

All instruction and services are provided in English.

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

- U.S. high school diploma (education completed in English)
- GED certificate (education completed in English)
- Equivalent of a high school diploma as awarded by the state (education completed in English)
- Documents verifying at least two years' service in the U.S. military
- Documents demonstrating successful completion of a DeVry-recognized advanced-level English as a Second Language (ESL) course
- Postsecondary transcript verifying completion of 30 semester-credit hours of baccalaureate-level courses (excluding remedial or developmental courses) with at least a C (70 percent) average from an institution in which the language of instruction was English; students may demonstrate that the language of instruction was English by submitting a letter from the school's registrar
- Postsecondary transcript verifying completion of the equivalent of DeVry's freshman English composition course, with a grade of B (80 percent) or higher, from a DeVry-recognized postsecondary institution or community college
- Postsecondary transcript verifying completion of two or more baccalaureate-level English writing or composition courses with grades of B (80 percent) or higher, from a DeVry-recognized postsecondary institution or community college
- Transcript demonstrating successful completion of secondary or postsecondary education from a country in which English is identified as the official/primary language, as listed in the CIA World Factbook
- An official letter from the secondary or postsecondary institution attended indicating the language of instruction was English
- An approved international credentials evaluation report indicating the language of instruction of the institution attended, and/or the program completed, was English

- Successful completion of a DeVry-approved SEVP-certified external English language program. **Note:** For applicants requiring an I-20, DeVry cannot issue a pending letter of acceptance until the applicant has been accepted into a SEVP-certified language school. Also, DeVry cannot issue an I-20 until the applicant has successfully completed the IEP or English language program and DeVry receives documentation indicating completion.
- Acceptable test scores from one of the following:

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

### Rescinding Admission

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

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

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

<sup>2</sup> Applicants not requiring an I-20 who do not meet the minimum score requirement may be admitted. If admitted, such applicants must attempt ENGL510 during their first session of enrollment and successfully complete the course by the end of their second session of enrollment.

## Student Services

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### Course Schedules

Keller's year-round course schedule includes six 8-week sessions. New students may start their program at the beginning of any session. Continuing students may take a session off, as needed, to accommodate their schedules (visit the [Student-Centric Period](#) section). All Keller courses are taught within the eight-week-session model. Online courses have the added benefit of enabling students to complete coursework at the most convenient time, and place, for them.

Keller also offers students the advantage of completing their program on a normal schedule (normal time to complete) or on an accelerated schedule – to reach program completion sooner – or through a combination of both options. Each session, students choose the schedule that best fits their goals and their commitments outside of school. Visit the [Program-Completion-Time Options](#) section for more information.

### Course Availability and Program-Completion Time

Students should note that course availability may vary by session. This may affect the time needed to complete a program, as well as the length of both normal and accelerated schedules shown in the sections entitled [Keller's Degree Programs](#) and [Keller's Certificate Programs](#).

### Course Delivery Formats

All Keller courses use the University's learning management system (LMS) to reinforce active learning; provide a common course structure and communication vehicle; and offer centralized student resources, including course syllabi, objectives, assignments, assessment rubrics, tutorials, discussions, milestones and grade updates. Course objectives are provided in course syllabi, and program outcomes are included in the [Keller's Degree Programs](#) section and in the [Keller's Certificate Programs](#) section.

Students should note that DeVry University reserves the right to alter the number of contact hours for reasons including, but not limited to, occurrences beyond DeVry's control, holidays, special institution activity days and registration days. Services and administrative office hours vary by DeVry University location and may be limited during evenings and weekends, or online.

Courses delivered in each modality below are designed to achieve the same student outcomes and are academically equivalent. For all programs, regardless of modality, the University observes student success measures that are holistic and support overall student completion.

**Note:** Many DeVry University courses are offered in a purely online modality.

Prior to beginning courses, all students are provided a virtual New Student Orientation session (live or recorded) for a thorough introduction to the online functionality and to the general requirements of courses at DeVry University. After registering for a course, students are granted access to preview the course shell for up to two weeks prior to the scheduled course start date.

Courses may be delivered as:

#### ***Blended/Hybrid (mix of onsite and online)***

**Note:** References to onsite refer to the blended/hybrid course delivery modality.

Students in blended/hybrid courses attend onsite scheduled weekly course meetings (i.e., lectures) at a University location and also complete a substantial amount of course-related

activities online. Online course activity is completed asynchronously in the LMS. Activities include, but are not limited to, completing practice problems, readings, lab exercises and homework; and participating in discussion threads, and in faculty-directed and individual study components. All course materials and technologies for blended/hybrid courses are accessed via the LMS.

Some blended/hybrid courses may offer instruction via videoconference from a single DeVry University location and be delivered to other DeVry locations and/or to fully online students via technology. To complete blended/hybrid courses, students must be in close proximity to a University location.

### **Online**

Students in online courses complete all course-related activity online in the LMS. Coursework can be completed asynchronously throughout the session, with assignment and project submissions required by posted due dates. In many courses, faculty hold optional synchronous live lessons each week; these lessons are recorded for asynchronous review.

Course activities include, but are not limited to, completing practice problems, readings and lab exercises; and participating in discussion threads, and in faculty-directed and individual study components. Professors guide students through online courses, engaging them in discussions and reflections; answering questions; and posting course announcements, reminders, and supplemental and reference materials, as needed. Professors teaching online also offer virtual office hours for student support. All materials and technologies for online courses are accessed via the LMS.

### **Supportive Learning Environment**

Through the University's online training platform, students and faculty have unlimited access to web-based short courses of professional or personal interest. Courses are self-paced, tutorial in nature and range from two to 10 hours in length.

In addition, the Student Resource Center (SRC) in the University's learning management system, Canvas, is designed to enhance students' online learning experience. Containing a wealth of student resources, the SRC helps students easily:

- Access the online library
- Find tutoring services
- Review technology requirements for online learning and available learning technology resources
- Enhance written communication skills via the [DeVry University Writing Center](#)
- Review Canvas Quick-Start Guides for common Canvas features
- Find information about accessibility tools

### **Academic Advising**

Keller is committed to helping students achieve their education goals. Supporting students throughout their academic journey is a team of colleagues, including Student Central leaders, student support advisors (SSAs) and faculty, that can direct students to online and onsite resources. SSAs offer academic and financial advising, and are also available to discuss career plans, professional services and extracurricular activities. Students can find their assigned SSAs within the Student Finance tab on [the University's student portal](#). Contact information, including

phone number, for a student's assigned SSA is listed. While each student has an assigned advisor, any SSA within Student Central may assist the student.

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

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

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

### **Library**

The library of DeVry University and its Keller Graduate School of Management is virtual and supports student learning. Students can access digital library materials from [the main page of the library](#) via their personal devices 24/7. Resources include periodical and research databases, e-books, full-text journal articles and information from academic and trade publications.

The University's professional librarians are available to help students access library resources, search for information and provide direction for their research questions. Students can contact librarians by live chat or email, or by calling the library toll-free at 800.293.3044. A library chatbot is also available to help students 24/7.

To learn more about library resources and services, [visit the library](#).

### **DeVry University Writing Center**

Extending learning beyond the classroom, the DeVry University Writing Center (DWC) provides resources and programming to enhance writing and communication skills. The center offers relevant and engaging asynchronous resources, as well as synchronous learning opportunities, for a diverse community of learners.

The DWC is dedicated to:

- Supporting writing and communication for academic, professional and personal applications.
- Helping develop and enhance effective and ethical writing and communication.
- Providing a platform for engaging in, and collaborating on, existing and emerging communication-related issues and needs.

The center addresses the importance of writing, essential communication skills, the writing process, and developing and supporting arguments and ethical communication, drawing on resources from professional organizations, the University and other higher education organizations. The DWC also offers live 30-minute workshops to help current students learn more about resources at DeVry University that focus on skills including critical thinking and information literacy.

More information is available on [the DWC web page](#).

## Career Services

Although the University does not guarantee employment, career services professionals are available to assist students and alumni in their career searches. Staff members help with career planning, job interviewing and résumé preparation. Once enrolled, students can access career resources. In addition, student who have completed two or more courses at the University can schedule one-on-one meetings with their career advisor. To access all resources, as well as schedule a session with their career advisor, students log in to the University's career platform, Hire DeVry Powered by Prentus, through the [student portal](#). Alumni can also access all resources through the student portal or through [the Alumni Association website](#).

Career services available to students and alumni include:

- **Career Coaching:** Career coaching assists students and alumni in their career search by helping them create résumés and cover letters, prepare for interviews, and learn about networking opportunities and job-seeking strategies. Career coaching includes one-on-one appointments with career services professionals who focus on an individual's job search obstacles and develop strategies designed to help them reach their employment goals. Appointments occur virtually via phone, web-sharing and email to ensure flexibility in meeting the needs of students and alumni.
- **Job Search Platform:** The University maintains an interactive platform, Hire DeVry, that contains job opportunities from employers looking to hire for various roles throughout the United States. This online job search tool provides students and alumni access to active internship, apprenticeship, remote and full-time opportunities.
- **Career Events:** DeVry Career Services hosts career events throughout the year to help students and alumni continue their career development, network with each other and connect with recruiters actively hiring. Events may include career development webinars hosted by subject matter experts, employer information sessions and virtual career fairs.
- **Experiential Learning Education:** DeVry Career Services communicates the importance of experiential learning to current students. Career services professionals focus on identifying unique opportunities that help enable students to apply their classroom learning in real-world situations. Opportunities include internships, micro-internships and virtual internships; apprenticeships; volunteer opportunities; and ways in which students can use their current employment to help expand their program knowledge.

In addition, resources such as recorded webinars, program-focused career resources and videos can be accessed in Hire DeVry. Resources are created exclusively for DeVry University students and alumni by DeVry Career Services staff.

Keller and DeVry students and alumni employed by the University are not eligible to receive career service benefits.

**Note:** DeVry's graduate employment statistics are available through the Admissions Office and via [the University's Student Consumer Information web page](#).

## 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, the University maintains records that include admission and attendance information, academic transcripts and other relevant data. In

accordance with DeVry University's academic records retention schedule, academic records are maintained for a minimum of six years after the student is no longer enrolled. Students who wish to review their files must submit a written request to the registrar. Permanent student records include admission information and academic transcripts.

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

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

DeVry University does not withhold transcripts from students who have an unpaid balance.

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

- Email: [documentrequest@devry.edu](mailto:documentrequest@devry.edu)
- Fax: 630.689.4003 (Attn: Document Request)
- Mail: DeVry University  
Attn: Document Request  
4225 Naperville Rd., Ste. 400  
Lisle, IL 60532

### Hours of Operation

Typically, administrative hours at DeVry University locations are Monday through Friday 10 am to 6 pm; specific information is available from each location. In general, onsite classroom hours

are Monday through Friday beginning at 6 pm and ending as late as 10 pm. Virtual student support is available by calling 877-496-9050:

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

Services and administrative office hours vary by location and may be limited evenings and weekends.

### Academic Instruction and Faculty Office Hours

Each session, instruction ends at 11:59 pm MT on Saturday of week 8. No instruction occurs on holidays or during breaks. Online instruction, professor feedback and student-student interaction in the virtual classroom are continuous processes during each session.

In general, throughout the duration of a course, students can expect a response to online submissions of assignments any time after Tuesday evening following the weekly submission deadline, which is 11:59 pm MT Saturday night. Other submissions (e.g., discussion board posts, etc.) completed through the online learning platform generally provide an immediate digital response indicating the transmission was completed successfully.

Faculty office hours are scheduled at the discretion of each faculty member. Faculty telephone numbers and email addresses are included on course syllabi, which indicate when and how students can contact professors.

### **StudentLinc Student Assistance Program**

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

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

### **Accessing Support**

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

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

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

### **Alumni Association**

The goal of the Alumni Association is to support the career journey of graduates by offering professional development resources, lifelong learning opportunities, as well as ongoing delivery of benefits and services. Alumni Association membership is complimentary to all certificate and degree program graduates of the University. For more information, visit [the Alumni Association website](#) or email [alumni@devry.edu](mailto:alumni@devry.edu).

### **Disability Accommodations**

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

## Academic Policies

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### Residency Requirement – All Students

The residency requirement defines the minimum number of credit hours students must successfully complete at Keller. Prior learning credit, as defined below and including transfer credit, challenge exams, course waivers and portfolio assessment, cannot be used to meet the residency requirement.

### Residency Requirement – Degree-Seeking Students

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

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

Students should note the following state-specific residency requirements:

- **Arizona:** Students must successfully complete 51 percent of their degree program's credit hours at Keller.
- **California:** Students must successfully complete 80 percent of their degree program's credit hours at Keller.
- **Missouri:** Students must successfully complete 75 percent of their degree program's credit hours at Keller.

Additional restrictions may apply.

### Residency Requirement – Graduate-Certificate-Seeking Students

In general, students must successfully complete 50 percent of the graduate certificate's credit hours, rounded down to the nearest three-credit-hour course, at Keller. Students should note that:

- Students in the Innovation graduate certificate program must successfully complete 66 percent (two courses) of the graduate certificate's credit hours at Keller.

- Students who complete two Keller Graduate School of Management courses (courses noted with a G in the [DeVry University undergraduate academic catalog](#), e.g., LEAD570G) as undergraduate students at DeVry that apply to the [Innovation graduate certificate program](#) meet the residency requirement.

### 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 a student support advisor, in writing, of their intent. They must also seek academic advising from their advisor regarding a course of study that supports each degree. While students may enroll in courses applicable to a second degree prior to completing the primary degree, they should focus on completing their primary degree.

Those opting to pursue multiple degrees must meet all course requirements for each degree as well as a minimum of 18 semester-credit hours beyond those required for the prior degree. MISM, MITM and MNCM program students may pursue a second or subsequent degree in a different specialization only.

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

Alumni who already hold a DeVry University graduate degree have the opportunity to pursue additional graduate-level coursework at an alumni tuition rate. Visit the [Alumni Tuition Benefit](#) section.

### Multiple Certificate Programs

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

### Embedded Graduate Certificate Programs

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

**Note:** MBA in the table below refers to all MBA students.

Embedded Graduate Certificate Programs	
Master’s Degree Programs	Embedded Graduate Certificate Programs
<ul style="list-style-type: none"> <li>• MBA<sup>1</sup></li> </ul>	Leadership
<ul style="list-style-type: none"> <li>• MBA, Accounting concentration</li> </ul>	Accounting
<ul style="list-style-type: none"> <li>• MBA, AI and Business Analytics concentration</li> <li>• MISM, Data Administration and Management concentration</li> <li>• MITM, Business Analytics emphasis</li> </ul>	AI & Business Analytics

<sup>1</sup> Students who complete qualifying coursework in the [MBA with Embedded Leadership Graduate Certificate](#) are awarded the Leadership graduate certificate. Students who complete qualifying coursework in the [MBA without Embedded Leadership Graduate Certificate](#) – and complete an optional concentration in Leadership – are awarded the Leadership graduate certificate.

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

### Stackable Programs

Each of the following graduate certificate programs can be pursued as a standalone credential. In addition, qualifying credits from each certificate are applicable to the corresponding master's degree program(s). **Note:** Students in graduate certificate programs who plan to pursue a stackable course of study are strongly encouraged to contact a student support advisor to ensure courses selected meet requirements for stackability. At the time of application to the next credential level, an evaluation of qualifying transfer credit will occur and the most beneficial outcome will be applied.

Students should note that future programmatic changes could impact application of credit to a future program and that restrictions may apply based on program and/or specialization chosen. Students should contact a student support advisor for more information.

Unless otherwise noted, MBA in the table below refers to both the MBA program with the embedded Leadership graduate certificate and the MBA program without the embedded Leadership graduate certificate.

Stackable Programs	
Graduate Certificate Programs	Master's Degree Programs
Accounting	<ul style="list-style-type: none"> <li>• MBA, Accounting concentration</li> </ul>
Accounting Certification Preparation	<ul style="list-style-type: none"> <li>• MSAC, CMA Exam Preparation profession option</li> <li>• MSAC, CPA Exam Preparation profession option</li> </ul>
AI & Business Analytics	<ul style="list-style-type: none"> <li>• MBA, AI and Business Analytics concentration</li> <li>• MISM, Data Administration and Management concentration</li> <li>• MITM, Business Analytics emphasis</li> </ul>
Cybersecurity & Information Assurance	<ul style="list-style-type: none"> <li>• MISM, Information Security concentration</li> <li>• MITM, Cybersecurity and Information Assurance emphasis</li> <li>• MNCM, Information Security concentration</li> </ul>

Stackable Programs	
Graduate Certificate Programs	Master's Degree Programs
Entrepreneurship	<ul style="list-style-type: none"> <li>• MBA, Entrepreneurship concentration</li> </ul>
Global Supply Chain Management	<ul style="list-style-type: none"> <li>• MBA, Global Supply Chain Management concentration</li> </ul>
Health Services Management	<ul style="list-style-type: none"> <li>• MBA, Health Services concentration</li> <li>• MPA, Healthcare Management emphasis</li> </ul>
Human Resource Management	<ul style="list-style-type: none"> <li>• MBA, Human Resources concentration</li> <li>• MHRM</li> </ul>
Innovation	<ul style="list-style-type: none"> <li>• MBA, without any optional concentration</li> <li>• MBA, with optional concentration</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• MBA, without any optional concentration</li> <li>• MBA, with optional concentration</li> </ul>
Project Management	<ul style="list-style-type: none"> <li>• MBA, Project Management concentration</li> <li>• MISM, Project Management concentration</li> <li>• MITM, Project Management emphasis</li> <li>• MNCM, Project Management concentration</li> <li>• MPM</li> </ul>

### Innovation Strategies Coursework and Badges

Keller's master's degree and graduate certificate programs include coursework focused on innovation strategies, helping students prepare to tackle complex challenges, drive growth and create value in today's workforce. While some innovation strategies courses are required, others may be selected as shown in each program outline. Upon successful completion of each course below, students are awarded a digital badge that:

- Highlights expertise in driving innovation and leveraging emerging technologies.
- Signals proficiency in strategic thinking, design thinking and product management.
- Demonstrates readiness to lead transformative projects and foster innovation.

Course Designator and Title	Innovation Strategies Badge Title
LEAD570: Leadership in the Age of AI	Leadership and AI Badge
MIS540: Innovation Through Technology	Technology Management Badge
MIS571: Design Thinking and Innovation Management	Design Thinking Badge

Students should contact a student support advisor to register for innovation strategies courses or for more information.

**Note:** Students who receive a waiver, or other type of prior learning credit, for any course listed above may not receive an innovation strategies badge for the course.

### Work-Based Learning Experiences

Work-based learning (WBL) opportunities, such as those noted below, provide experiential learning that augments traditional college coursework. DeVry University evaluates WBL opportunities and may offer:

- **Sponsored Projects:** These provide academic credit and count toward graduation requirements typically as part of a capstone course.

- **Internships:** These may provide credit toward academic program requirements and may count toward graduation requirements.
- **Co-ops and Practica:** These typically provide credit toward academic program requirements and apply to graduation. Practica may be graduation requirements for certain academic programs and may be included in the programs as course requirements.
- **Apprenticeships, Externships and Service Learning:** Generally, these opportunities do not provide academic credit and as such do not count toward academic program or graduation requirements, unless components are applied to a course or other academic requirement.

Individual WBL program materials and/or contacts may provide programs details, including information about potential payment.

To participate in WBL experiences, students must submit appropriate documentation, such as an application; be in good academic standing; meet minimum grade point average and credit hour requirements for the WBL program; and meet program, employer and/or WBL site requirements. More information may also be available from student support advisors.

### **DeVry University Semesters and Sessions**

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

To provide maximum flexibility, courses are offered in two 8-week sessions within each semester. Because certain academic policies and measurements specify actions on a semester basis, and many procedures occur on a session basis, students should note how semesters and sessions relate to their planned coursework.

### **Enrollment Status**

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

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

## **Governing Rules**

Students are generally governed by graduation requirements in effect at the time of initial enrollment, provided their enrollment has been continuous. Students who change programs are governed by graduation requirements of the new program in effect at the time of the program change. Curriculum changes may occur, as DeVry reserves the right to change graduation requirements and to revise, add or delete courses. Consequently, curriculum changes may affect current and returning students. Program or policy changes that affect students who are already enrolled are announced within a reasonable timeframe of at least 30 days before the beginning of the effective term.

Continuous enrollment requires no instance of more than six consecutive sessions out of school. For each interruption of continuous enrollment, students must apply for readmission and are governed by graduation requirements and academic rules and policies in effect at the time of readmission. The University reserves the right to refuse admission or readmission to any applicant or student when it is deemed in the best interest of the University to do so or if the University determines the applicant may not be able to benefit from the University's instruction. Students wishing to be readmitted into the University may be required to submit an appeal or documentation. Admission to the University does not constitute automatic continuation in future semesters. The University reserves the right to refuse admission or continuation to any student.

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

If the number of students enrolling in a starting class is deemed insufficient, the University reserves the right to cancel the starting class (a class which begins the first term of an academic program). If this occurs, applicants will be given a full refund, within 30 days, of the application fee and prepaid tuition. If a continuing program or class is cancelled, students will be offered the opportunity to transfer within the University system with full credit for all course work completed.

Not all programs are offered at all locations and online. Some courses may not be offered every session. All students enrolled in site-based programs must take some coursework online, and for some programs and locations, a substantial portion of the program must be completed online. Students should check with a student support advisor regarding course availability and delivery modality.

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

## **Academic Engagement**

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

This academic catalog is available on DeVry University's website and includes the academic engagement policy, which serves as notification to students of the policy. Students must adhere to the policy and check for revisions each semester. Students who may not be able to meet requirements of the policy should contact their professor or an academic dean as soon as possible.

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

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

### **Academic Events**

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

Academic engagement is monitored via academic events as defined below.

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

### **Academic Engagement Drops**

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

### **Last Date of Attendance**

Academic engagement is monitored for all eight weeks of the session and recorded daily based on each academic event to ensure the last date of attendance is available for the purpose of determining the timeframe of attendance as well as the amounts of earned and unearned financial aid.

For online courses, academic events are tracked for the purpose of determining the last date of attendance.

For blended/hybrid courses, each scheduled class meeting is considered an academic event for the purpose of determining the last date of attendance.

### **Academic Engagement Warning**

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

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

**Reinstatement**

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

**Unsuccessful Completion**

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

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

**Payment Period**

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

**Canceled Classes**

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

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

**Religious Holiday Observance**

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

**Missed Exams**

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

Final exams must be taken during week 8 of the session. For all other types of exams and quizzes, the professor and student agree upon an appropriate day and time to make-up the missed exam or quiz.

### **Retention and Review of Final Exams**

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

### **Classroom Visitors**

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

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

### **Prior Learning Credit**

Upon the University's evaluation, students with qualifying previous prior learning may receive credit toward graduation. As appropriate, the University awards credit for:

- Previous college coursework (transfer credit)
- Professional certifications and training (transfer credit)
- Challenge exams
- Course waivers
- Portfolio assessment

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

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

- **Arizona:** A maximum of 49 percent of master's degree program requirements may be satisfied through prior learning credit.
- **California:** A maximum of 20 percent of master's degree program requirements may be satisfied through prior learning credit. As part of this, students in California may receive a maximum of six semester-credit hours of experiential learning credit toward the first 30 credit hours of their program and, if applicable, an additional three semester-credit hours of experiential learning credit toward the remaining credit hours of their program.
- **Missouri:** A maximum of 25 percent of master's degree program requirements may be satisfied through prior learning credit.

Additional restrictions may apply (visit the [Portfolio Assessment](#) section).

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

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

### ***Credit for Previous College Coursework***

To receive transfer credit, the following criteria must be met:

- The course or courses taken were for graduate credit while the student was enrolled as a graduate student
- The course or courses taken are equivalent to a Keller course in content, level and credit hours
- The grade or grades earned were B or better
- The course or courses taken were completed within the 10 years preceding initial enrollment at Keller

Courses taken on a pass/fail basis may not be transferred. Transfer credit reduces the number of courses students must take and correspondingly reduces students' costs. Transfer credit does not affect grade point average calculations.

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

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

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

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

Transfer credit is not granted for CMA exam preparation courses or for CPA exam preparation courses and cannot be applied to ACCT525, ACCT540 and ACCT601.

### ***Prior Learning Credit – Veterans***

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

DeVry University maintains a written record of previous undergraduate and graduate education completed by veterans and all persons eligible for veterans benefits. A copy of official transcripts used to evaluate prior learning credit is maintained in students' permanent records. This record, required for either program admission or prior learning credit review, clearly indicates when appropriate prior learning credit has been given. Students attending a California location may receive transfer credit for up to 20 percent of the degree program's credit hours.

Veterans enrolled in a DeVry University course for which credit has already been earned at a University-recognized institution cannot include that course in the total hours reported to the

U.S. Department of Veterans Affairs. It is students' responsibility to be aware of prior learning credit eligible for transfer.

If credit is received for a course of enrollment after the student has begun attendance in that course, the University must reverse the previously certified hours, and VA benefits cannot be applied to the charges associated with the course.

**Note:** If the registrar grants reversal of previously applied prior training credits, the University still cannot report those hours to the Department of Veterans Affairs for benefit payment, and the repeated course(s) will need to be funded by an alternative source.

### ***Credit for Professional Certifications and Training***

The University awards transfer credit, as appropriate, based on recommendations from the [American Council on Education](#) (ACE) College Credit Recommendation Service, which evaluates workforce and military training programs to determine their comparability to college-level learning.

To earn credit, students must have the minimum ACE requirements, such as the minimum recommended score or higher for their certification or training programs. 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.

Information on other agreements the University maintains is available via [the University's transfer student web page](#).

### ***Challenge Exams***

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

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

**Note:** Challenge exams are not available for all courses.

### ***Course Waivers***

Students may be eligible for course waivers based on their body of knowledge or as evaluated on a course-by-course basis. The award of waivers is limited to nine semester-credit hours for MBA, MAFM (Finance and General Accounting emphases only), MHRM, MPA, MPM and MITM program students, 15 semester-credit hours for MISM and MNCM program students and 18 semester-credit hours for MAFM students in the CMA and CPA emphases regardless of the number of degrees attempted or completed. Students pursuing graduate certificates may also be eligible for up to nine semester-credit hours of waivers depending on the certificate selected. Waivers are not applicable to capstone courses.

Students who receive waiver credit in their program of study do not need to take these courses or substitute courses. Visit the [Course Substitutions](#) section for more information about requesting an alternate course applicable to a Keller program.

Course waivers cannot be applied to the residency requirement.

Students in the Accounting Certification Preparation graduate certificate program, or in the MSAC program, are eligible for waivers based on CMA or CPA certification only.

Waiver applicability in the MAFM program is limited. Because course requirements vary by program, waivers granted in the Accounting certificate may not apply to the MAFM program.

**Note:** Application of course waivers varies by state. Students enrolled in a program whose credential is awarded by a New York location, as well as residents of Oregon attending online, are not eligible for course waivers based on undergraduate coursework; however, such students are eligible for course waivers based on graduate/professional degrees, or on CMA or CPA certification. Students with degrees from outside the United States must have their courses evaluated individually and do not qualify for waivers based on a body of knowledge.

### ***Course Waivers Based on Body of Knowledge***

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

Students in the MAFM program and those with a bachelor's degree in a non-applicable discipline should refer to the Course Waivers Based on Course-by-Course Evaluations section below. Students pursuing a graduate certificate or those who have completed a graduate or professional degree may also be eligible for course waivers based on a body of knowledge.

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

### ***Course Waivers Based on Course-by-Course Evaluations***

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

Students who hold CMA certification or who have passed one part of the CMA exam may be granted waivers as appropriate for ACCT563, ACCT595 and ACCT596.

Students who hold CPA certification or who have passed applicable parts of the CPA exam may be granted waivers as appropriate for ACCT591C, ACCT593C, ACCT594C, and one of ACCT597D, ACCT598D or ACCT599D.

These waivers may be granted in addition to waivers based on course-by-course evaluation. Therefore, MAFM students may be eligible for up to 18 semester-credit hours of waivers.

### ***Portfolio Assessment***

Keller offers currently enrolled students the opportunity to earn college credit for prior learning through portfolio assessment. To be eligible to submit a portfolio for assessment, students must complete a portfolio development course at Keller, which guides them through the process of preparing and submitting the portfolio. Portfolios demonstrating achievement of course learning outcomes are awarded proficiency credit.

Students may submit a single portfolio that addresses learning outcomes for one or more courses in their program. Subsequent portfolios may be submitted for additional courses. However, they may seek portfolio assessment credit for each Keller course one time only.

### **Portfolio Assessment Eligibility**

To be eligible for credit, students must:

- Demonstrate graduate-level English-language and math proficiency by placing directly into program coursework or by successfully completing required prerequisite skills courses in English (ENGL510) and/or mathematics (MATH500).
- Reside in the United States. (This includes international students on an F-1 visa; however, proficiency credit hours do not count toward minimum credit hours required to be considered full-time.)
- Submit an application to a student support advisor (SSA) while enrolled and attending classes as matriculated students in graduate coursework for the current session and prior to the final term of enrollment.
- Submit transcripts from all previously attended postsecondary institutions and request transfer credit prior to submitting the application.
- Verify with an SSA that the course or courses for which portfolio assessment credit is being sought applies to their program requirements.
- Have satisfied University residency requirements or have enough required Keller coursework remaining to satisfy residency requirements after portfolio assessment credit has been awarded.

### **Portfolio Assessment Policies**

Students pursuing portfolio assessment credit must adhere to the following University policies:

- The first portfolio must be submitted no later than 90 days after enrolling in the portfolio development course.
- Students must submit a Portfolio Assessment Request form to an SSA prior to submitting any subsequent portfolio.
- Students may seek portfolio assessment credit for each Keller course one time only.
- Students may not appeal portfolio review decisions.

- Students may not seek portfolio assessment credit for a:
  - Keller course previously attempted, regardless of the grade or designator assigned to the attempt.
  - Keller course in which they are currently enrolled.
  - Course equivalent to one for which they have already earned credit.
- Students must complete required prerequisite courses in their program of study. A course awarded portfolio assessment credit does not waive required prerequisite courses in the program.
- Students must meet the residency requirement (visit the Residency Requirement – All Students section). Portfolio assessment credit is treated as proficiency credit and does not count toward the residency requirement. Prior learning credit, including portfolio assessment, transfer credit, course waivers and challenge exams, is limited by the residency requirement.
- Students are responsible for ensuring they are not enrolled in a course for which they intend to seek portfolio assessment credit. The University will not refund tuition to students who pay for such a course.

Students should note that portfolio assessment may not be available for certain courses. More information is available from a student support advisor.

Students in the following states should note the limitations below:

- **California:** Students may receive a maximum of six semester-credit hours of experiential learning credit toward the first 30 credit hours of their program and, if applicable, an additional three semester-credit hours of experiential learning credit toward the remaining credit hours of their program (visit the [Residency Requirement – All Students](#) section).
- **Florida:** Students may receive a maximum of 25 percent of the total semester-credit hours required in their degree program through portfolio assessment credit.
- **Oregon:** Students are not eligible for portfolio assessment credit.
- **Texas:** Students are not eligible for portfolio assessment.
- **Virginia:** Students may receive a maximum of 30 percent of the total semester-credit hours required in their degree program through portfolio assessment.

### Course Substitutions

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

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

### Transfers to Other Institutions

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

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

### **Elective/Alternate Courses**

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

### **Internal Transfers**

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

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

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

### ***Program Transfers***

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

Financial aid eligibility for coursework not applicable to the current program may be limited. Visit the [Financial Aid Applicability to Elective/Alternate Courses](#) section. Students should contact a student support advisor for more information.

Program transfers may result in students having to take additional coursework to fulfill graduation requirements of the new program. Students transferring programs may be required to sign an enrollment agreement addendum before beginning classes in the new program and are evaluated for admission and placement under the new program's admission requirements.

### ***Location Transfers***

Students requesting a location transfer must submit the Request for Home Location Update form to the registrar. Students approved for transfer must meet all graduation requirements of

the intended state, based on their residence, in order to graduate. Students on financial aid probation (academic probation) or disciplinary probation remain on probation after the transfer.

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

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

## Grades, Progress & Registration

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### Grading Philosophy

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

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

### Grade Point System and GPAs

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

Three GPAs are maintained on student records:

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

All GPAs exclude grades earned in non-GPA courses (visit the [Non-GPA Credit](#) section).

### Non-GPA Credit

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

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

If students are required to take a non-GPA course, credit is considered when determining students' academic level and progress.

### Grades and Designators

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

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

Grades and designators are assigned as follows:

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

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

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

### **Grade of F – Failing**

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

### **Designator of AU – Course Audit**

Students who wish to audit courses must receive approval to do so from the appropriate academic administrator prior to the beginning of the session. Capstone courses may not be audited.

Tuition and fees are charged for audited courses; however, financial aid may not be applied to audited courses. Thus, changing to audit status may affect financial aid awards. Academic engagement is required in audited courses.

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

***Designator of CWA – Course Waiver***

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

***Designator of I – Incomplete***

An I designator signifies that required coursework was not completed during the session of enrollment. Incompletes are granted in exceptional situations only, such as when illness or work-related travel is documented and when substantial course requirements have already been completed. All required work must be completed and submitted to the professor by Sunday of week 2 of the subsequent session. The I must be converted to a letter grade A through F, or to an S or U designator, as determined by the course grading scale.

Designators of I are counted in attempted hours but are not counted in any GPA computations. If course requirements are not satisfied by the deadline, the I is converted to an F. When an I is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA is then recalculated for that session, resulting in different term, semester and cumulative GPAs.

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

An I may be assigned only when all the following conditions are met:

- The student has been making satisfactory progress in the course, as determined by the professor.
- The student is unable to complete some coursework because of unusual circumstances beyond personal control. The student must submit a Request for Course Incomplete form and obtain approval from the professor and the appropriate academic administrator prior to the grade roster deadline.

***Designator of PR – Proficiency Credit***

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

***Designator of S – Satisfactory***

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

***Designator of T – Transfer Credit***

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

***Designator of U – Unsatisfactory***

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

### ***Designator of W – Course Withdrawal***

A W designator signifies withdrawal from the course and appears on transcripts of students who attend all courses during the add/drop period and then withdraw from a course or courses, or who are administratively withdrawn from a course or courses because of an academic engagement violation.

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

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

### **Missing Grades**

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

### **Grade Changes**

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

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

### **Grade Appeals**

Students who want to appeal their grade from a specific course must contact their professor by Sunday of week 4 of the session immediately following the session in which they took the course. If issues remain unresolved after reviewing the grade with the professor, students may appeal the grade by submitting a request to the appropriate academic administrator, or to a student support advisor for routing. The academic administrator will review the appeal and make a decision on the outcome, which can result in a final grade that may increase, decrease or stay the same.

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

### **Retroactive Grade Changes**

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

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

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

### **Repeated Courses**

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

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

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

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

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

### **Academic and Professional Conduct**

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

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

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

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

### **Standards of Academic Progress Terminology**

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

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

### **Standards of Academic Progress**

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

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

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

### **Requirements for Students Starting the Semester in Good Standing**

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

### **Grade Point Averages**

To remain in good academic standing, a student must maintain a CGPA of 2.50-3.00 or higher. A student is required to maintain certain established CGPA increments (i.e., 2.50-3.00) based on the number of credit hours attempted as shown in the table below.

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

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

### **Successful Completion of Required Prerequisite Skills Coursework**

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

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

### **Maximum Coursework Allowed**

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

### **Pace of Progress Toward Graduation, Including Withdrawal from All Courses**

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

Students starting the semester in good standing who do not meet all requirements are placed on financial aid warning (academic warning) or dismissed, as noted above. Students placed on financial aid warning (academic warning) may continue their studies for one semester without

an appeal. However, these students should immediately seek academic advising and review all academic requirements carefully.

Students dismissed for failing to meet standards of academic progress may submit an academic appeal and may not continue their studies unless the appeal is approved (visit the [Academic Appeal](#) section).

Students with approved appeals are placed on financial aid probation (academic probation) and must follow a predetermined academic plan.

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

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

#### ***Students on Financial Aid Warning (Academic Warning)***

At the end of a financial aid warning (academic warning) semester, the student a) returns to good standing or b) is dismissed.

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

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

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

#### ***Students on Financial Aid Probation (Academic Probation)***

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

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

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

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

- The student's CGPA was at least the required increment (i.e., 2.50-3.00) or the student had never completed a GPA course; or the CGPA was less than the required increment (i.e., 2.50-3.00) and the SGPA was at least 3.00.
- The student passed all courses attempted.
- The student did not exceed the maximum coursework allowance; or the student exceeded the maximum coursework allowance, and the semester pace was at least 67 percent.
- The student maintained the required pace of progress; or the student did not maintain the required pace of progress, and the semester pace was at least 67 percent.
- The student completed at least one course.

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

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

Otherwise, the student is dismissed.

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

### **Academic Appeal**

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

Appeals must explain the verifiable mitigating circumstances that contributed to poor academic performance, show how the circumstances have been overcome, and present a realistic plan for meeting requirements to return to good standing. Supporting documentation may be submitted to further explain the cause and progress toward resolution of your mitigating circumstances(s). If no supporting documentation is provided, you may be contacted to provide such documentation which could delay the review of your appeal.

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

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

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

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

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

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

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

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

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

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

### **Additional Academic Progress Information for Students Receiving Veterans Education Benefits**

Students are placed on academic warning for failure to meet minimum CGPA, pace of progress toward graduation and other minimum requirements outlined in the [Standards of](#)

[Academic Progress](#) section. Students on academic warning are eligible to receive veterans education benefits for their academic warning semester. If at the end of the academic warning semester such students do not return to good standing, they are dismissed and have their enrollment certifications terminated for unsatisfactory progress. Students who are dismissed for failing to meet standards of academic progress may appeal. Students may not continue their studies unless the appeal is approved.

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

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

### **Registration**

Registration is the process of enrolling in and paying for a course. Students are strongly encouraged to self-register online via [the University's student portal](#) prior to the start of the session, or they may contact a student support advisor to complete the registration process. Student Central colleagues may register students prior to the start of the session and through week 1.

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

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

Students should note that registration for online capstone courses closes Friday of week 7 of the prior session. In addition, registration for online exam preparation courses (ACCT591C, ACCT593C, ACCT594C, ACCT595, ACCT596, ACCT597D, ACCT598D, ACCT599D) closes two weeks prior to the course start date.

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

### **Self-Registration**

Self-registration is the process of accessing the student information system and registering for a course or courses and/or dropping a course or courses. Students can self-register via [the University's student portal](#). Students may not drop all courses for the session via self-registration. Students who need registration assistance should contact a student support advisor.

### **Enrollment in Capstone Courses**

Each Keller master's degree program culminates in a capstone course in which students draw on knowledge and experience gained in their program. Students generally enroll in their

capstone course in their final session but may enroll in the capstone course prior to the final session with permission from the appropriate academic administrator. To benefit fully from the capstone course, students are encouraged to successfully complete all core courses prior to taking the capstone.

### **Additional Registration Requirements for International Students**

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

### **Course Schedules**

Course schedules are available via [the University's student portal](#). Courses not appearing on the schedule may be offered at students' request provided demand is sufficient and a qualified professor is available. Students have the ability to register for up to five sessions at a time.

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

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

### **Course Loads**

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

### **Class Hours**

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

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

### **Course Cancellation**

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

### **Withdrawals**

Students may withdraw from a course by making a formal request. Withdrawal requests must be communicated to a student support advisor or to an appropriate academic administrator, verbally, by email or by submitting a request through the student portal. Students who inquire about a withdrawal are contacted to confirm their intention to withdraw. Students inquiring about

withdrawing who cannot be reached, or who do not respond, regarding their inquiry are withdrawn from their course if they have not academically engaged in the course in accordance with the academic engagement policy (visit the [Academic Engagement](#) section). In addition, withdrawal requests for students who attend a blended/hybrid course, or who participate in an online course, after submitting and/or confirming a withdrawal request are considered to have revoked their withdrawal request.

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

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

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

Visit the [Withdrawals – Financial](#) section for financial policies regarding withdrawals.

### ***Military Withdrawal***

Regarding military withdrawals, special considerations are granted for:

- Active Duty, Reserve and National Guard students deployed or participating in required training for federal Active Duty service for their assigned period of service (Section 101 of Title 10) or in enlistee training/bootcamp.
- Students participating in state Active Duty or training for more than 14 consecutive days.

The student or designated officer in the student's chain of command must notify the student's student support advisor or registrar of a deployment situation that would require special consideration. A brief overview of the [DeVry University Military Deployment policy](#) is available, as is additional information from a student support advisor.

### **Deployment Policy**

DeVry University recognizes the many hardships military personnel and their families face every day. We understand that military students who are deployed away from their homes, families and their permanent duty stations may experience difficulties completing their education goals and course requirements.

We encourage military students to continue their education and assure them that DeVry University will remain flexible and responsive to their needs. In support of our deployed students, we have adopted a deployment policy for all Active Duty, Reserve and National Guard students deployed or participating in required training. For this policy:

- Qualifying service in the U.S. Armed Forces includes Active Duty, Active Duty for training, and full-time National Guard duty under federal or state authority.
- Qualifying service includes state Reserve and Guard service, and mandated state training, for more than 14 consecutive days.

## **Resumption of Study**

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

## **Readmission**

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

A person seeking readmission must:

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

## **Time Limitations**

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

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

## **Pursuit of Specializations**

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

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

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

Master's Degree Program	Specialization Limit
Accounting & Financial Management	1
Business Administration	3
Information Systems Management	2
Information Technology Management	2
Network & Communications Management	2
Public Administration	2

### General Graduation Requirements

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

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

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

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

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

### Graduation Requirements – Students Pursuing Multiple Degree Programs

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

### University Suspension or Expulsion

Code of conduct violations can result in university suspension and expulsion.

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

### Graduation Notification

Students who have begun their final session of coursework for program completion must submit a Graduation Notification form to a student support advisor to request that a diploma be

ordered. Diplomas are mailed after all graduation requirements have been met. Students should note that the degree awarded is indicated on diplomas and transcripts; however, concentrations and emphases are indicated on transcripts only.

### **Commencement Ceremonies**

DeVry University holds two commencement ceremonies each year – one in-person event and one virtual (online). In-person ceremonies are held in the Chicagoland area and include a live-stream option for friends and family unable to attend onsite. Degree-seeking students must meet all graduation requirements to participate in commencement. Students completing graduate certificates only are not eligible to participate in commencement.

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

## Financial Information

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### Student Costs, Payment Options and Financial Assistance

Students and applicants should note that all financial figures are disclosed in U.S. dollars.

#### Tuition

Tuition charges are calculated each session per credit hours enrolled, and tuition is assessed each session for a given semester. Matriculating and nonmatriculating students are charged \$776 per credit hour. Total program costs for students enrolling in the July 2025 through May 2026 sessions are shown in the [tuition tables](#). A \$30 application fee must accompany the application.

DeVry University reserves the right to change tuition rates at any time; increases are announced within a reasonable timeframe of at least 30 days before the beginning of the effective term.

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

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

**DeVry University's Keller Graduate School of Management Tuition, Fees and Expenses Effective July 2025 Session through May 2026  
Session: Master's Degree Program Students, Except Those in California**

The standard tuition rates below apply to students enrolling in the University's July 2025 through May 2026 sessions. Tuition is assessed each session for a given semester. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog. **Visit footnotes on next page.**

<b>Master's Degree Program<sup>1</sup></b>	<b>Credit Hours Required</b>	<b>Tuition Per Credit Hour</b>	<b>Textbooks and Materials Expense<sup>2</sup></b>	<b>Course Resource and LMS Fees<sup>3</sup></b>	<b>Total Program Cost<sup>4</sup></b>
Accounting – with CMA Exam Preparation Option	30	\$776	\$400	\$1,000	\$24,710
Accounting – with CPA Exam Preparation Option	30	\$776	\$440	\$1,060	\$24,810
Accounting – with General Accounting Option	30	\$776	\$400	\$1,000	\$24,710
Accounting & Financial Management – with CMA Preparation Emphasis	39	\$776	\$520	\$1,180	\$31,994
Accounting & Financial Management – with CPA Preparation Emphasis	39	\$776	\$560	\$1,240	\$32,094
Accounting & Financial Management – with Finance Emphasis	39	\$776	\$520	\$1,180	\$31,994
Accounting & Financial Management – with General Accounting Emphasis	39	\$776	\$520	\$1,180	\$31,994
Business Administration – with Embedded Leadership Graduate Certificate	39	\$776	\$520	\$1,180	\$31,994
Business Administration – without Embedded Leadership Graduate Certificate	39	\$776	\$520	\$1,180	\$31,994
Business Administration – with Optional Concentration Other than Project Management	48	\$776	\$640	\$1,360	\$39,278
Business Administration – with Optional Project Management Concentration	51	\$776	\$680	\$1,420	\$41,706
Human Resource Management	39	\$776	\$520	\$1,180	\$31,994
Information Systems Management	45	\$776	\$600	\$1,300	\$36,850
Information Technology Management	39	\$776	\$520	\$1,180	\$31,994
Network & Communications Management	45	\$776	\$600	\$1,300	\$36,850
Project Management	39	\$776	\$520	\$1,180	\$31,994
Public Administration	39	\$776	\$520	\$1,180	\$31,994

<sup>1</sup> Program availability varies by location and delivery method.

<sup>2</sup> At average estimated per-course expense for textbooks and materials of \$40.

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

<sup>4</sup> At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS access fee, and average estimated textbook and materials expense.

**DeVry University’s Keller Graduate School of Management Tuition, Fees and Expenses Effective July 2025 Session through May 2026  
Session: Graduate Certificate Program Students, Except Those in California**

The standard tuition rates below apply to students enrolling in the University’s July 2025 through May 2026 sessions. Tuition is assessed each session for a given semester. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog.

<b>Graduate Certificate Program<sup>1</sup></b>	<b>Credit Hours Required</b>	<b>Tuition Per Credit Hour</b>	<b>Textbook and Materials Expense<sup>2</sup></b>	<b>Course Resource and LMS Fees<sup>3</sup></b>	<b>Total Program Cost<sup>4</sup></b>
Accounting	18	\$776	\$240	\$760	\$14,998
Accounting Certification Preparation – CMA Preparation	18	\$776	\$240	\$760	\$14,998
Accounting Certification Preparation – CPA Preparation	18	\$776	\$280	\$820	\$15,098
AI & Business Analytics	18	\$776	\$240	\$760	\$14,998
Cybersecurity & Information Assurance	18	\$776	\$240	\$760	\$14,998
Entrepreneurship	18	\$776	\$240	\$760	\$14,998
Global Supply Chain Management	18	\$776	\$240	\$760	\$14,998
Health Services Management	18	\$776	\$240	\$760	\$14,998
Human Resource Management	18	\$776	\$240	\$760	\$14,998
Innovation	9	\$776	\$120	\$580	\$7,714
Leadership	12	\$776	\$160	\$640	\$10,142
Project Management	18	\$776	\$240	\$760	\$14,998

<sup>1</sup> Program availability varies by location and delivery method.

<sup>2</sup> At average estimated per-course expense for textbooks and materials of \$40.

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

<sup>4</sup> At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS access fee, and average estimated textbook and materials expense.

**DeVry University’s Keller Graduate School of Management Tuition, Fees and Expenses Effective July 2025 Session through May 2026  
Session: Master’s Degree Program Students in California**

The standard tuition rates below apply to students enrolling in the University’s July 2025 through May 2026 sessions. Tuition is assessed each session for a given semester. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog. **Visit footnotes on next page.**

<b>Master’s Degree Program<sup>1</sup></b>	<b>Credit Hours Required</b>	<b>Tuition Per Credit Hour</b>	<b>Textbook and Materials Expense<sup>2</sup></b>	<b>STRF<sup>3</sup></b>	<b>Course Resource and LMS Fees<sup>4</sup></b>	<b>Total Program Cost<sup>5</sup></b>
Accounting – with CMA Preparation Emphasis	30	\$776	\$400	\$0	\$1,000	\$24,710
Accounting – with CPA Preparation Emphasis	30	\$776	\$440	\$0	\$1,060	\$24,810
Accounting – with General Accounting Emphasis	30	\$776	\$400	\$0	\$1,000	\$24,710
Accounting & Financial Management – with CMA Preparation Emphasis	39	\$776	\$520	\$0	\$1,180	\$31,994
Accounting & Financial Management – with CPA Exam Preparation Emphasis	39	\$776	\$560	\$0	\$1,240	\$32,094
Accounting & Financial Management – with Finance Emphasis	39	\$776	\$520	\$0	\$1,180	\$31,994
Accounting & Financial Management – with General Accounting Emphasis	39	\$776	\$520	\$0	\$1,180	\$31,994
Business Administration – with Embedded Leadership Graduate Certificate	39	\$776	\$520	\$0	\$1,180	\$31,994
Business Administration – without Embedded Leadership Graduate Certificate	39	\$776	\$520	\$0	\$1,180	\$31,994
Business Administration – with Optional Concentration Other than Project Management	48	\$776	\$640	\$0	\$1,360	\$39,278
Business Administration – with Optional Project Management Concentration	51	\$776	\$680	\$0	\$1,420	\$41,706
Human Resource Management	39	\$776	\$520	\$0	\$1,180	\$31,994
Information Systems Management	45	\$776	\$600	\$0	\$1,300	\$36,850
Information Technology Management	39	\$776	\$520	\$0	\$1,180	\$31,994
Network & Communications Management	45	\$776	\$600	\$0	\$1,300	\$36,850

Master's Degree Program <sup>1</sup>	Credit Hours Required	Tuition Per Credit Hour	Textbook and Materials Expense <sup>2</sup>	STRF <sup>3</sup>	Course Resource and LMS Fees <sup>4</sup>	Total Program Cost <sup>5</sup>
Project Management	39	\$776	\$520	\$0	\$1,180	\$31,994
Public Administration	39	\$776	\$520	\$0	\$1,180	\$31,994

<sup>1</sup> Program availability varies by location and delivery method.

<sup>2</sup> At average estimated per-course expense for textbooks and materials of \$40.

<sup>3</sup> The Student Tuition Recovery Fund (STRF) is a nonrefundable California state-imposed assessment DeVry University collects from students and remits on behalf of California residents enrolled in an online program at the University and students enrolled at a DeVry location in California. The STRF fee is currently \$0.

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

<sup>5</sup> At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS access fee and average estimated textbook and materials expense; does not include STRF assessment (visit footnote 3).

**DeVry University's Keller Graduate School of Management Tuition, Fees and Expenses Effective July 2025 Session through May 2026  
Session: Graduate Certificate Program Students in California**

The standard tuition rates below apply to students enrolling in DeVry University's July 2025 through May 2026 sessions. Tuition is assessed each session for a given semester. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog.

<b>Graduate Certificate Program<sup>1</sup></b>	<b>Credit Hours Required</b>	<b>Tuition Per Credit Hour</b>	<b>Textbook and Materials Expense<sup>2</sup></b>	<b>STRF<sup>3</sup></b>	<b>Course Resource and LMS Fees<sup>4</sup></b>	<b>Total Program Cost<sup>5</sup></b>
Accounting	18	\$776	\$240	\$0	\$760	\$14,998
Accounting Certification Preparation – CMA Preparation	18	\$776	\$240	\$0	\$760	\$14,998
Accounting Certification Preparation – CPA Preparation	18	\$776	\$280	\$0	\$820	\$15,098
AI & Business Analytics	18	\$776	\$240	\$0	\$760	\$14,998
Cybersecurity & Information Assurance	18	\$776	\$240	\$0	\$760	\$14,998
Entrepreneurship	18	\$776	\$240	\$0	\$760	\$14,998
Global Supply Chain Management	18	\$776	\$240	\$0	\$760	\$14,998
Health Services Management	18	\$776	\$240	\$0	\$760	\$14,998
Human Resource Management	18	\$776	\$240	\$0	\$760	\$14,998
Innovation	9	\$776	\$120	\$0	\$580	\$7,714
Leadership	12	\$776	\$160	\$0	\$640	\$10,142
Project Management	18	\$776	\$240	\$0	\$760	\$14,998

<sup>1</sup> Program availability varies by location and delivery method.

<sup>2</sup> At average estimated per-course expense for textbooks and materials of \$40.

<sup>3</sup> The Student Tuition Recovery Fund (STRF) is a nonrefundable California state-imposed assessment DeVry University collects from students and remits on behalf of California residents enrolled in an online program at the University and students enrolled at a DeVry location in California. The STRF fee is currently \$0

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

<sup>5</sup> At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS access fee and average estimated textbook and materials expense; does not include STRF assessment (visit footnote 3).

**DeVry University's Keller Graduate School of Management Tuition, Fees and Expenses Effective July 2025 Session through May 2026 Session: Graduates of Three-Year Bachelor's Degree Programs in India with Degrees Not Equivalent to Four-Year U.S. Bachelor's Degrees**

The standard tuition rates below apply to students enrolling in the University's July 2025 through May 2026 sessions. Tuition is assessed each session for a given semester. Information on tuition rates for military students and for alumni is contained in the [Tuition Benefit Programs](#) section of this academic catalog.

Master's Degree Program <sup>1</sup>	Credit Hours Required	Tuition Per Credit Hour	Textbook and Materials Expense <sup>2</sup>	STRF <sup>3</sup>	Course Resource and LMS Fees <sup>4</sup>	Total Program Cost <sup>5</sup>
Business Administration – with Embedded Leadership Graduate Certificate	48	\$776	\$640	\$	\$1,360	\$39,278
Business Administration – without Embedded Leadership Graduate Certificate	48	\$776	\$640	\$0	\$1,360	\$39,278
Business Administration – with Optional Concentration Other than Project Management	57	\$776	\$760	\$0	\$1,540	\$46,562
Business Administration – with Optional Project Management Concentration	60	\$776	\$800	\$0	\$1,600	\$48,990

<sup>1</sup> Program availability varies by location and delivery method.

<sup>2</sup> At average estimated per-course expense for textbooks and materials of \$40.

<sup>3</sup> The Student Tuition Recovery Fund (STRF) is a nonrefundable California state-imposed assessment DeVry University collects from students and remits on behalf of California residents enrolled in an online program at the University and students enrolled at a DeVry location in California. The STRF fee is currently \$0.

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

<sup>5</sup> At current tuition rates and credit hours shown; includes \$30 application fee, average estimated course resource fee, LMS access fee and average estimated textbook and materials expense; does not include STRF assessment (visit footnote 3).

## **Expenses**

**Note:** The University reserves the right to change fees at any time without notice. DeVry receives administrative and service fees from its graduation regalia supplier and uses these fees to cover student activities costs, including graduation expenses. DeVry also receives administrative and service fees from textbook suppliers and bookstore operations and uses these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials.

### ***Course Resource***

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

### ***Learning Management System Access***

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

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

### ***Nonsufficient Funds Check***

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

### ***Official Transcript Request***

An electronic transcript is sent to students automatically, at no charge, upon graduation. Students and alumni are charged \$10 for each electronic transcript and \$15 for each paper transcript. Students must submit requests for official transcripts via the student portal.

DeVry does not withhold transcripts from students who have an unpaid balance.

### ***Parking***

To park in parking lots at some DeVry locations, students may be charged a nonrefundable fee not to exceed \$60 per vehicle, per session. Students should contact Student Central for details. Vehicles not authorized for parking may be towed.

### ***Student Tuition Recovery Fund***

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, 916.574.8900 or 888.370.7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

### ***Textbooks and Supplies***

Using Keller-specified electronic and hard-copy textbooks is integral to successful course completion. Students can purchase electronic and hard-copy textbooks from an outside source, but they must purchase the books specified by Keller. Some courses may require purchase of additional technology and software supplies. Students must also purchase the additional supplies specified by the University. Textbooks and supplies may be purchased from [the DeVry University bookstore](#).

Costs for electronic and hard-copy textbooks vary by program and course for matriculating and nonmatriculating students. Course syllabi outline required textbooks, e-books and supplies, and students' billing statements show associated costs. Costs for all textbooks are subject to change based on publishers' prices.

Most courses require e-books, which are digital versions of printed books that can be read on a computer and, in most cases, on other electronic devices such as tablets and smartphones. Courses not requiring an e-book may require a hard-copy textbook.

Students enrolled in courses in which an e-book is used are charged \$40 for the e-book. Students enrolled in a course using multiple e-books are charged one \$40 fee only. E-books are deemed required when integrated directly into the course; students cannot opt out of these e-books. When an e-book is not directly integrated into a course, students may opt out of the e-book provided by Keller and can request a \$40 e-book fee credit. Students must request such credit for each course by the end of week 1 of the session and can do so via [the bookstore](#). Students who order a print textbook, or who otherwise print the e-book, are not eligible for the \$40 e-book fee credit. The ability to request a credit provides students the opportunity to obtain the e-book elsewhere; however, the e-book is still integral to course completion.

Black-and-white, soft-cover printed versions of certain e-books may be available at an additional cost for students who want printed textbooks as well as e-books. These optional printed e-books are equivalent to textbooks. More information is available from [the bookstore](#).

### **Failure to Fulfill Financial Obligations**

Enrollment for a subsequent term may be denied to students who fail to fulfill their financial obligations. Students may be dismissed for failing to pay tuition, federal student loans or other charges. Career services assistance may also be withheld. In all cases, students remain responsible for tuition and other charges incurred, in accordance with [DeVry University's refund policy](#).

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

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

#### ***Tuition Deposit F-1 Initial I-20 Applicants***

A refundable tuition deposit equivalent to the cost of six semester-credit hours charged at the current standard tuition rate is required from F-1 Initial I-20 applicants prior to entering their first semester at the University. The deposit is due after an applicant's F-1 visa has been approved by the U.S. consulate or embassy abroad and prior to the applicant's entry into the United States. The tuition deposit is applied to tuition charged for the student's first semester and refunded (less fees) if the applicant subsequently cancels enrollment. Regarding tuition payments:

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

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

### ***Transfer-Out Fee for F-1 Students***

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

### **Payment Options**

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

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

### ***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 and fees to be deferred until Thursday of week 5 of the subsequent session.

### ***Direct Bill Plan***

Available to students for whom an employer or third party (e.g., state, VA, etc.) will be paying DeVry directly for tuition and fees, the Direct Bill Plan allows the employer or third party to delay full payment of tuition and fees until Friday of week 7 of the third subsequent session.

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

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

- Certificate of Eligibility for entitlement to educational assistance under Chapters 33 or 31, or
- "Statement of Benefits" obtained from the Department of Veterans Affairs' website, <https://www.benefits.va.gov/gibill/>, or
- VA Form 28-1905 for Chapter 31 authorization, or
- Completed Corporate Education Program form for all other third-party methods.

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

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

### **Veterans Benefits and Transition Act**

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, effective August 1, 2019, and the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021, section 3679 of title 38, effective August 1, 2022, any DeVry University students using Chapter 33 Post 9/11 GI Bill<sup>2</sup> or Chapter 31 Veteran Readiness and Employment will not be penalized by holds, interest or late fees while the VA Education Benefit payment is pending receipt for at least 90 days from the date tuition and fees were certified by the institution. DeVry University will not impose any penalty, including denial of access to classes, libraries or other institutional facilities, or the requirement that a covered individual borrow additional funds.

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

### **Tuition Benefit Programs**

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

### **Alumni Tuition Benefit**

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

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

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

### **Military Tuition Rate**

Military personnel serving in any of the five branches of the U.S. Armed Forces (including National Guard and Reserves), and their spouses, are eligible for DeVry University's military pricing of \$575 per semester-credit hour. The per-semester-credit-hour charge for ACCT591C, ACCT593C, ACCT594C, ACCT597D, ACCT598D and ACCT599D is \$443.

The application fee is waived for these individuals; textbook and other fees are charged at the standard rate. Additional information is available from the University's admissions advisors/representatives.

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

## **DeVry University Scholarships and Grants**

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

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

Learn more by visiting [the University's scholarships and grants web page](#).

### ***Basic Scholarship and Grant Eligibility***

To qualify for a Keller scholarship or grant, students must have met Keller entrance requirements and applied for admission. They must also meet criteria outlined for each scholarship or grant award. Additional criteria may also need to be met.

### ***General Scholarship and Grant Policies***

- Recipients are responsible for all education expenses not provided for by their scholarship or grant.
- Applications for scholarships or grants must be received by Saturday of week 2 of the first session, unless otherwise noted in the criteria. Award recipients must start in the intended term specified on their admissions application. Recipients who do not start in their intended term have their award expired and must reapply for offerings available at the time of actual enrollment.
- Scholarship and grant recipients are expected to meet certain continuing eligibility criteria and progress in a timely manner toward completing their programs. To retain scholarship or grant eligibility, recipients must remain in good academic standing and meet additional conditions outlined in the terms and conditions document sent to award recipients.
- To qualify for scholarship or grant funds, students must maintain continuous enrollment on a session basis. A scholarship recipient's term begins at the start of their enrollment and continues for six consecutive sessions. Students must enroll in at least one course per session in four of the six sessions during their scholarship period.
- Recipients must acknowledge receipt of the terms and conditions document pertaining to their specific scholarship or grant award. Disbursement of funds may be withheld until receipt of this document is acknowledged in writing and returned by recipients.
- DeVry University and Keller Graduate School of Management alumni are not eligible for DeVry scholarships and grants.

### **Veterans Benefits**

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

Many locations/programs are approved for veterans benefits. Students should check with the University's designated veterans point of contact to see if their location/program is approved. The University also participates in the federal Yellow Ribbon program for students using Chapter 33 benefits.

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

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

### **Financial Aid**

Federal Direct Unsubsidized Loan and Federal Direct PLUS loan money is available to students through the Federal Direct Loan Program. These loans are made by the U.S. Department of Education, rather than by banks or other financial institutions, and are insured by the federal government.

For graduate students, Direct Unsubsidized Loans first disbursed on or after July 1, 2024, through June 30, 2025, have a fixed interest rate of 8.083 percent. Direct Unsubsidized Loans first disbursed on or after July 1, 2025, through June 30, 2026, have a fixed interest rate of 7.94 percent. These loans also have an origination fee that is subtracted from the value of each loan disbursement. For Federal Direct Loans first disbursed between October 1, 2020, and September 30, 2026, the origination fee is 1.057 percent. Additional information on interest rates and fees for Federal Direct Loans is available via <https://studentaid.gov/understand-aid/types/loans/interest-rates>.

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

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

Students may not be eligible for Federal Direct Loans at the graduate level if they have exceeded undergraduate loan limits. Undergraduate Federal Direct Loan limits may not exceed \$23,000 (subsidized) and should not exceed \$57,500 (combined subsidized and unsubsidized). Satisfactory repayment of the over award must be made to regain eligibility.

Federal Direct Graduate PLUS loan funds are also available to students through the U.S. Department of Education. To be considered for a Federal Direct PLUS loan, students must be enrolled at least half time. These loans are not based on need and have a fixed interest rate of 9.083 percent for loans first disbursed on or after July 1, 2024, through June 30, 2025. The interest rate for Federal Direct PLUS Loans first disbursed on or after July 1, 2025, and before July 1, 2026, is fixed at 8.94 percent. PLUS loans have an origination fee that is subtracted from

the value of each loan disbursement. For PLUS loans first disbursed between October 1, 2020, and September 30, 2026, the origination fee is 4.228 percent. The federal government does not pay the interest during school attendance. Students may pay the interest while completing their academic program or allow it to accumulate and be added to their outstanding principal. A credit check is completed to establish creditworthiness.

Graduate students may also be eligible for Federal Work-Study (FWS). FWS enables students who demonstrate financial need to earn aid to pay for their education expenses. Students earn at least the current hourly minimum wage by working at the University, for nonprofit agencies, in jobs in community service or for for-profit businesses. DeVry University helps eligible students locate jobs; certain restrictions apply. FWS earnings are exempt from the subsequent year's expected family contribution calculations. Students must complete the FAFSA® to be considered for FWS funds.

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

Disbursements occur throughout the session, generally beginning Saturday week 1 of classes. Disbursement is based on each student's account information. More information is available via the Student Finance tab on [the University's student portal](#).

**Note:** Students who obtain a student loan of any type to pay for an educational program are responsible for repaying the full amount of the loan, plus interest, less the amount of any refund (i.e., return of funds to the loan program). Their degree of success at DeVry University does not change this legal obligation.

### **Applying for Financial Aid**

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

To ease the financial assistance application process, the University supports an Internet-based application process. Applicants can complete the FAFSA® and Federal Direct Loan master promissory note via the University's [How To Apply for Financial Aid web page](#), where they follow the application information and links to the "FAFSA on the Web" and "Direct Loan" websites.

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

Students should complete the 2025-2026 FAFSA® using 2023 income tax information. The 2025-2026 FAFSA® became available in December 2024.

Students should complete the 2026-2027 FAFSA® using 2024 income tax information. The 2026-2027 FAFSA® became available in late September 2025.

FAFSA® is a registered trademark of the U.S. Department of Education.

## **Eligibility for Financial Aid**

To be eligible for federal financial aid a student must:

- Be enrolled as a degree- or certificate-seeking student.
- Provide an official transcript for University verification.
- Be a U.S. citizen or eligible noncitizen.
- Make satisfactory academic progress toward completing their program.
- Not be in default on a Federal Perkins/NDSL, Federal Direct, Federal Stafford/FFEL, Federal SLS, Income Contingent Loan or Federal PLUS loan received at any institution.
- Not owe a refund on a Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Math Access to Retain Talent (SMART) Grant, loan overpayment or State Student Incentive Grant (SSIG) received at any institution.
- Not have exceeded federal loan limits.

Students who do not complete coursework (i.e., withdraw during the term) may have their financial aid award reduced, based on federal financial aid regulations.

Retaking previously passed coursework may impact students receiving certain forms of financial assistance. Students who plan to retake a previously passed course should contact a DeVry student support advisor prior to registering for the course to determine if their financial aid will be affected.

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

## **Financial Aid Information Verification**

Financial aid information verification is a federally mandated process requiring institutions to confirm specific data reported on a student's Free Application for Federal Student Aid (FAFSA®). Verification helps ensure accuracy of FAFSA® information submitted and protect the integrity of federal student aid programs.

Students may be selected for financial aid information verification by the U.S. Department of Education or by an institution of higher education if conflicting data is found. Students selected for verification are notified via their Student Aid Report (SAR), as well as by email and in the student portal, and must submit required documentation. Documentation may include a completed Institutional Verification Worksheet; proof of income (e.g., federal income tax return or W-2 tax form); proof of non-filing status; and a valid, unexpired government-issued photo ID for verification of identity. All requested documents should be submitted promptly; federal regulations require submission within 120 days of the student's last day of attendance or by the federal deadline for the award year. Failure to meet the deadline results in loss of eligibility for federal financial aid and may lead to the student's responsibility for institutional charges incurred.

Students who must verify their identity must complete the verification process either in person or through a secure online process.

## **Financial Aid Applicability to Elective/Alternate Courses**

Students receiving financial aid are expected to enroll in courses that meet requirements of their academic program; financial aid eligibility for coursework not applicable to the current program may

be limited. Students who wish to replace/substitute a course in their current program must obtain prior approval for a course substitution in order for the course to be financial aid eligible.

### **Loan Exit Counseling**

Federal student aid regulations require all borrowers to complete loan exit counseling for their Federal Direct and/or Federal Perkins Loans. Students must complete loan exit counseling when graduating, leaving the University or enrolling for fewer than three credit hours. Loan exit counseling notifications are provided to all identified students via email.

### **Financial Delinquency**

Students are responsible for all tuition, fees, costs of textbooks and costs associated with collecting on outstanding accounts. Students whose financial accounts are delinquent are not permitted to register for additional courses. Students whose accounts are, or have been, delinquent may be prohibited from participating in certain payment plan options.

### **Registration – Financial**

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

### **Statements of Account**

Statements of account are available by submitting a written request via [the University's student portal](#), then clicking on the Home tab and then on "Ask Us a Question." Requests must indicate the session for which the statement is being sought, as well as either a fax number or mailing address to which the statement is to be delivered. Statements are processed within three business days of request. Customized statements of account are not available.

### **Withdrawals – Financial**

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

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

All withdrawal requests must be communicated to a student support advisor or an appropriate academic administrator verbally, by email or by submitting a request through the student portal.

### **Application Fee/Cancellation Policy**

Upon completion of the application process, a \$30 application fee is due. Applicants may cancel their enrollment without penalty prior to midnight of the 10<sup>th</sup> business day after the date of transaction or acceptance (cancellation period). **Note:** California residents may cancel their initial enrollment agreement without penalty or obligation at any time prior to midnight of the 10<sup>th</sup> business day following this transaction or through attendance at the first class meeting, whichever is later.

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

The application fee is waived for:

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

### **Refund Policy**

After classes begin, students who withdraw from a course may be entitled to a tuition refund. Refund policies vary by state, and the most beneficial institutional or applicable state policy is used to calculate tuition refunds. Refunds are paid within 30 days of notification of withdrawal. The refund amount is related to the date of withdrawal as indicated in the chart below, or according to the effective withdrawal date, if required by state law.

### **DeVry University Refund Policy**

At a minimum, refunds are calculated as follows:

<b>Week of Withdrawal</b>	<b>Percent Refund of Tuition, Less Administrative Fee<sup>3</sup></b>
Week 1	90%
Week 2	75%
Week 3	25%
Weeks 4-8	0%

### **Alabama Refund Policy**

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

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

### **California Refund Policy**

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

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

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

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<sup>3</sup> The administrative fee is \$50 per course.

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

DeVry University participates in the Title IV Federal Student Aid program as well as in financial aid programs in certain states. For consumer information, visit [the University's Student Consumer Information web page](#).

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

### **Colorado Refund Policy**

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

### **Florida Refund Policy**

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

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

### **Georgia Refund Policy**

Students who have completed 50 percent or less of the session are entitled to a refund based on the proration of tuition and percentage of course completed at withdrawal, or as required by applicable state or federal laws and regulations, if more favor-able to the student.

### **Fees**

Institutions that charge for fees, books and supplies that are in addition to tuition must refund any unused portion of the fees if a student withdraws before completing 50 percent of the period of enrollment except for:

- Items that were specially ordered for a particular student and cannot be used or sold to another student.
- Items that were returned in a condition that prevents them from being used by or sold to new students.
- Nonrefundable fees for goods and/or services provided by third-party vendors

### **Indiana Refund Policy**

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

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

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

### **Iowa Refund Policy**

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

### **Kansas Refund Policy**

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

### **Kentucky Refund Policy**

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

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

### Louisiana Refund Policy

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

Withdrawal Period	Percent Refund, Less Administrative Fee <sup>4</sup>
Days 1-10	75%
Days 11-24	50%
Day 25 through end of session	0%

### Maryland Refund Policy

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

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

### Missouri Refund Policy

At a minimum, refunds are calculated as follows:

Week of Withdrawal	Percent Refund of Tuition, Less Administrative Fee <sup>5</sup>
First day of scheduled classes <sup>6</sup>	100%
Balance of week 1	90%
Week 2	75%
Weeks 3 and 4	25%
Weeks 5-8	0%

<sup>4</sup> The administrative fee will not exceed 15% of tuition.

<sup>5</sup> The administrative fee is \$50 per course.

<sup>6</sup> Students who cancel their enrollment during this period also have their financial aid awards cancelled and any funds received returned to the funding source.

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

### **Nevada Refund Policy**

If the institution has substantially failed to furnish the program agreed upon in the enrollment agreement, the institution shall refund all money that the student has paid. "Substantially failed to furnish" includes canceling or changing a training program agreed upon in the enrollment agreement without offering the student a fair chance to complete the same program or another program with a demonstrated possibility of placement equal to or higher than the possibility of placement of the program in which the student is enrolled within approximately the same period at no additional cost; or obtaining the written agreement of the student to the specified changes and a statement that the student is not being coerced or forced into accepting the changes unless the cancellation or change of a program is in response to a change in the requirements to enter an occupation.

If a student cancels their enrollment before the start of the program, the institution shall refund all money that the student has paid, minus 10 percent of the tuition or \$150, whichever is less. If a student withdraws or is expelled after the start of the program and before the completion of more than 60 percent of the program, the institution shall refund the student a pro rata amount of the tuition minus 10 percent of the tuition or \$150, whichever is less.

If a student withdraws or is expelled by the institution after completion of more than 60 percent of the term, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition.

If a refund is owed, the institution shall issue the refund within 15 calendar days after the date of cancellation by a student, date of termination by the institution or the last day of attendance.

Books, educational supplies or equipment for individual use are not included in the policy described above. A separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the administrator for refunds on a case-by-case basis.

A period of a student's attendance must be measured from the first day of instruction through the student's last day of actual attendance, regardless of absences. The period of time for a program is the period set forth in the enrollment agreement. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies or equipment that are listed separately from the tuition and fees.

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

### **Oklahoma Refund Policy**

- First week: For a student who withdraws after starting school but within the first week, the tuition retained by the school will not exceed 10% of the contract price plus \$150.00 but in no event more than \$350.00.

- After first week: For a student who withdraws after one week but within the first 25% of the course, the tuition retained by the school will not exceed 25% of the contract price plus \$150.00.
- After 25%: For a student who withdraws after completing over 25% but within 50% of the course, the tuition retained will not exceed 50% of the contract price plus \$150.00.
- After 50%: A student completing more than 50% of the course is not entitled to a refund.

### **Oregon Refund Policy**

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

### **South Carolina Refund Policy**

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

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

### **Virginia Refund Policy**

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

### **West Virginia Refund Policy**

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

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

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

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

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

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<sup>7</sup> The administrative fee is \$50 per course.

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

### **Wisconsin Refund Policy**

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

A student who withdraws or is dismissed before completing sixty percent (60%) of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, less any amounts owed by the student for the current enrollment period, less a one-time application fee. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period. All efforts will be made to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

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

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

### **Federal Return of Funds Policy**

Federal return of funds must be performed if a student receiving financial aid withdraws completely from all classes after the start of the enrollment period. Length of enrollment is equal to the number of calendar days, including weekends and holidays, in the periods in which the student was registered. However, according to federal regulations, a federal refund calculation excludes breaks of five or more days.

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

Return of funds is calculated as follows:

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

Return of funds occurs in the following order:

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

## Regulatory Policies

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### Privacy Act

DeVry University complies with the Family Educational Rights and Privacy Act of 1974, as amended. This Act protects the privacy of students' educational records, establishes students' rights to inspect and review their academic records, and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings. DeVry's policy on releasing student-related information explains our procedures for complying with the Act's provisions. Copies of the policy are available in the [student handbook](#).

### Student Consumer Information and Disclosures

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

### Nondiscrimination Policy

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

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

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

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

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Bldg.  
400 Maryland Ave., SW, Washington, DC 20202-1100  
Telephone: 800.421.3481  
TDD: 800.877.8339  
FAX: 202.453.6012  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

### Title IX Compliance

DeVry University's Title IX Coordinator is responsible for overseeing compliance of DeVry University's Title IX and Sexual Misconduct Policy. Questions regarding application of Title IX and compliance should be directed to the Title IX Coordinator. The Title IX Coordinator is also responsible for managing reports of sex and gender-based discrimination including, but not limited

to, sexual harassment and sexual misconduct affecting the campus community. Students who wish to make a report of sexual misconduct affecting the campus community should follow the procedures published on DeVry University's [Title IX web page](#).

Paul Herbst  
Title IX Coordinator  
4225 Naperville Rd., Ste. 400, Lisle, IL 60563  
[TitleIX@devry.edu](mailto:TitleIX@devry.edu)  
630.960.8019

Leanne Brumley  
Deputy Title IX Coordinator  
4225 Naperville Rd., Ste. 400, Lisle, IL 60532  
[TitleIX@devry.edu](mailto:TitleIX@devry.edu)  
630.799.9029

### **Drug-Free Schools and Communities Act**

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

### **Intellectual Property Rights**

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

### **Student Conduct**

All students are expected to observe DeVry University's Code of Conduct. Mature behavior and conduct consistent with the highest professional standards are expected of every student while on University property or engaging in University-related online activities. DeVry University reserves the right to suspend or permanently expel students who engage in unsatisfactory conduct such as dishonesty; failure to adhere to rules and regulations, including those stated in the Code of Conduct, and failure to exhibit proper online etiquette; destruction or theft of property; participation in activity that impinges on the rights of others; or possession or consumption of alcoholic beverages or illegal drugs at any time on University premises. A detailed listing of all student rights, privileges, and responsibilities can be found in the [student handbook](#).

**Note:** A notation is applied to the transcripts of online students who reside in New York, and to students enrolled at New York locations, who are found responsible for certain code of conduct violations or who withdraw during certain code of conduct violation proceedings.

### **Plagiarism Prevention**

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

### **Tardiness and Missed Class Time**

Students enrolled in blended/hybrid courses (visit the [Course Delivery Formats](#) section) are expected to be present at the beginning of, and throughout, each class meeting.

Excessive tardiness and/or early class departure may affect students' ability to master course material, and professors may consider time in class when computing students' grades.

This policy does not apply to students enrolled in online courses.

### **Rescinding Award Conferrals**

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

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

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

### **Institutional Complaint Policy**

DeVry University has an established process for addressing complaints and concerns from students both informally and formally.

The University encourages students to first attempt to resolve concerns about their Keller education experience informally, by contacting the individual(s) most directly connected to the concern. Students unable to resolve concerns through, or not comfortable with this informal process or with having direct conversations, can file a written (formal) complaint via the Written Complaint Procedure in the [student handbook](#).

Ensuring confidentiality and prohibiting retaliation are integral to DeVry's Institutional Complaint Policy.

- **Confidentiality:** DeVry strives to foster an environment in which individuals feel free to discuss concerns and file complaints, and understands that those involved in the complaint resolution process may be concerned about confidentiality of information they share. While the University will maintain confidentiality to the extent possible and consistent with its obligations in investigating complaints, students should note that in some cases, DeVry University may be obligated to take action when it becomes aware of information relating to a complaint.

Individuals who disclose identifying information to Keller through procedures in the [student handbook](#) are considered to have filed a formal complaint with the University. To the extent possible and appropriate, confidentiality of information received, privacy of individuals involved, and compliance with wishes of complainants or witnesses will be respected; however, they cannot be guaranteed.

- **Retaliation:** DeVry University prohibits retaliation against anyone who reports an incident of alleged harassment, discrimination or other unlawful conduct, and against anyone who assists or participates in a proceeding, investigation or hearing related to such allegations.

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. All complaints of retaliation should be reported in accordance with complaint procedures in the [student handbook](#). Students who believe procedures outlined would result in submitting their retaliation complaint to the person they believe is retaliating against them may submit complaints to the University's complaint coordinator ([Complaints@devry.edu](mailto:Complaints@devry.edu)), who will determine an appropriate party to address the retaliation complaint.

Students should note that submitting a good-faith complaint, or reporting harassment, discrimination or other unlawful conduct, will not adversely affect their future grades, learning opportunities or academic environment. DeVry takes appropriate action against anyone retaliating against those reporting incidents of alleged harassment, discrimination or other unlawful conduct; or testifying, assisting and/or participating in a proceeding, investigation or hearing related to such allegations.

For all students, complaints involving allegations of disability or sex-based discrimination or harassment should be filed with the Title IX coordinator (visit the [Title IX Compliance](#) section).

Students not satisfied with the final disposition of the DeVry University complaint process may contact the state higher education approving authority, the University's accreditor or the state attorney general. Visit [the University's Student Complaint Procedure web page](#) for contact information for state higher education approving authorities and/or state attorney general offices.

#### ***Students Enrolled Online, Except California Residents***

DeVry University is approved to participate in the National Council for State Authorization Reciprocity Agreement (SARA), which provides a voluntary, regional approach to state authorization of postsecondary distance (online) education. With that approval, and with approval from the Illinois Board of Higher Education, DeVry's distance (online) education programs are considered approved by reciprocity with other SARA member state higher education agencies. Visit the SARA website (<https://nc-sara.org/>) for the most current list of participating states and a detailed description of SARA.

As DeVry is an Illinois-based institution approved to participate in SARA, online students not satisfied with the final disposition of the DeVry complaint process may contact the Illinois Board of Higher Education through the online complaint system, <https://complaints.ibhe.org>, or by mail to 1 N. Old State Capitol Plaza, Ste. 333, Springfield, IL 62701-1377.

#### ***Students Enrolled Onsite, and California Residents***

In compliance with state regulations, information for the following state higher education approving authorities is also listed below:

- **Arizona:** Students completing courses at an Arizona location who wish to file a formal complaint should follow the process outlined above. If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, under A.R.S. § 32-3052, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. Arizona State Board for Private Postsecondary Education, 1740 W. Adams, 3rd Flr., Phoenix, AZ 85007, 602.542.5709, <https://ppse.az.gov/student-complaint-procedure>. Students enrolled online who wish to file a formal complaint should follow the process outlined above. Steps and time frames involved in the grievance procedure are outlined in the [student handbook](#).

- **California:** A student or any member of the public may file a complaint about this institution with the California Bureau for Private Postsecondary Education by calling 888.370.7589 or by completing a complaint form, which can be obtained on the Bureau's website, <https://www.bppe.ca.gov>.
- **Florida:** Florida Department of Education, Commission for Independent Education, 325 W. Gaines St., Ste. 1414, Tallahassee, FL 32399-0400, [cieinfo@fldoe.org](mailto:cieinfo@fldoe.org), 850.245.3238 (fax) , <https://www.fldoe.org/about-us/office-of-the-inspector-general/file-a-complaint.stml>.
- **Georgia:** Georgia Nonpublic Postsecondary Education Commission, 2082 E. Exchange Pl., Ste. 220, Tucker, GA 30084, 770.414.3300, <https://gnpec.georgia.gov/student-resources/complaints-against-institution>.
- **Illinois:** Illinois Board of Higher Education through the online complaint system <https://complaints.ibhe.org> or by mail to 1 N. Old State Capitol Plaza, Ste. 333, Springfield, IL 62701-1377.
- **Nevada:** Nevada Commission on Postsecondary Education, 2800 E. St. Louis Ave., Las Vegas, NV 89104, <https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf>.
- **New Jersey:** New Jersey Office of the Secretary of Higher Education, Attn: Complaints, 1 John Fitch Plaza, 10th Flr., P.O. Box 542, Trenton, NJ 08625-0542, 609.292.4310, <https://www.nj.gov/highereducation/OSHEComplaintInstructions.shtml>.
- **New York:** Office of College and University Evaluation, New York State Education Department, 89 Washington Ave., Room 960 EBA, Albany, NY 12234, 518.474.1551, [ocueinfo@nysed.gov](mailto:ocueinfo@nysed.gov), <https://www.nysed.gov/college-university-evaluation/complaints>.
- **Ohio:** Ohio Department of Higher Education, 25 S. Front St., Columbus, OH 43215, 614.466.6000, <https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints>.
- **Texas:** Texas Higher Education Coordinating Board (<https://www.highered.texas.gov/student-complaints>) rules governing student complaints in Texas can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y).
- **Virginia:** 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. 14<sup>th</sup> St., 9<sup>th</sup> Flr., James Monroe Bldg., Richmond, VA 23219 <https://www.schev.edu/students/resources/student-complaints> as a last resort in the complaint process. Students will not be subject to adverse action as a result of initiating a complaint with SCHEV.

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill<sup>®1</sup> beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact the SAA office via email [saa@dvs.virginia.gov](mailto:saa@dvs.virginia.gov).

### Campus Crime and Security Act

DeVry University complies with the Campus Crime and Security Act of 1990 and publishes the required campus crime and security report on October 1 of each year. A copy of the crime and security report can be obtained from the U.S. Department of Education's Campus Safety and Security Data Analysis website at <https://ope.ed.gov/campusafety/#/>.

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

Should students be witnesses to or victims of a crime, they should immediately report the incident to the local law enforcement agency. Emergency numbers are located throughout the University.

### **Safety Information**

The security of all members of the University community is a priority. Each year, DeVry publishes a report outlining security and safety information, as well as crime statistics for the University community. This report provides suggestions about crime prevention strategies as well as important policy information on emergency procedures, reporting of crimes and support services for victims of sexual assault. The report also contains information about DeVry University's policy on alcohol and other drugs, and informs students where to obtain a copy of the policy. This report is available from a student support advisor or the location leader, or by calling 800.733.3879.

For students attending locations in New York, the Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

### **Academic Freedom**

DeVry University supports development of autonomous thought and respect for others' ideas. As such, members of the DeVry community, including students and colleagues, including full-time and part-time faculty, are free to discuss their questions and express their opinions both publicly and privately within the boundaries of the Code of Conduct and Colleague Handbook and other reasonable behavioral expectations, such as those included in other University policies.

## Locations

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

### [Arizona](#)

DeVry's Phoenix location, in Deer Valley, is conveniently accessed from major streets and a freeway. Classrooms include Wi-Fi, to facilitate both individual learning and collaborative work, and provide adequate space for students to connect their own devices or to use a DeVry workstation/laptop. Wi-Fi is also accessible throughout the rest of the DeVry space, which offers a study area; conference room for group study or collaboration; a student commons area; and administrative office space. Students have access to a break room with kitchen and an adjacent wellness room. The building provides surface parking at no additional charge and EV charging stations. DeVry University's Library is virtual – eBooks, journals, online databases and other resources can be accessed via [the main Library web page](#).

### [Phoenix](#)

20430 N. 19<sup>th</sup> Ave., Ste. 170, Phoenix, AZ 85027  
602.749.4500

### [California](#)

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

### [Encino](#)

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

### [Newark](#)

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

### [Ontario](#)

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

### [San Diego](#)

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

### [San Jose](#)

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

### **Florida**

The Orlando location, accessible from major streets and highways, is designed to meet graduate and undergraduate students' needs with classrooms, accessible Wi-Fi throughout the DeVry space and private offices. The DeVry University Library is virtual – eBooks, journals, online databases and other resources can be accessed via [the main Library web page](#).

### [Orlando](#)

450 S. Orange Ave., 3<sup>rd</sup> Flr., Orlando, FL 32801  
407.345.2800

### **Georgia**

#### [Decatur](#)

One West Court Square, Ste. 600, Decatur, GA 30030  
404.270.2706

### **Illinois**

The University's Chicago and suburban locations serve both graduate and undergraduate students seeking degree and certificate credentials. Each site offers classrooms; a comfortable student commons area for study and tutoring; loaner laptops; and Wi-Fi internet throughout the DeVry space. One classroom at the Chicago location on Lawrence Avenue includes computers, and the Lisle location includes a Tech Bar.

#### [Chicago](#)

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

#### [Chicago Loop](#)

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

#### [Lisle](#)

4225 Naperville Rd., Ste. 400, Lisle, IL 60532  
630.428.9086

### **Nevada**

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

**[Henderson](#) Close Date: May 2026 will be the final session; location no longer accepting new applicants; limited onsite instruction continues for students already enrolled**

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

### **New Jersey**

#### [Iselin](#)

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

## **New York**

### Midtown Manhattan

DeVry College of New York  
180 Madison Ave., 10<sup>th</sup> Flr., New York, NY 10016  
212.312.4300

## **Ohio**

DeVry University's Columbus location is nearly 5,300 square feet and offers four classrooms and space for administrative staff. Wi-Fi internet is accessible throughout the DeVry space, which also offers a student commons area. Classrooms, including a video-connected classroom, are used for lectures and for applied learning activities.

### Columbus

2 Easton Oval, Ste. 210, Columbus, OH 43219  
614.253.7291

## **Texas**

### Irving

100 E. Royal Ln., Ste. 105, Irving, TX 75039  
972.929.6777

**San Antonio *Close Date: May 2026 will be the final session; location no longer accepting new applicants; limited onsite instruction continues for students already enrolled***

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

## **Virginia**

### Arlington

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

## **Online**

### Home Office and Online Administration

4225 Naperville Rd., Ste. 400, Lisle, IL 60532  
Admissions – 800.231.0497  
Student Services – 877.496.9050 (877.453.3879 fax)  
<https://www.devry.edu>

## Leadership

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### **DeVry University Board of Trustees**

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

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## Administrators & Full-Time Professors

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DeVry University is committed to providing relevant education to a diverse student body and to helping close society's opportunity gap. Supporting students as they prepare for careers shaped by continuous technological change are dedicated education administrators, as well as full-time professors and [visiting professors](#) who teach online and/or onsite.

Nearly all faculty hold master's degrees, PhDs or other doctorate degrees and bring their passion for teaching to the learning environment. Through rigorous training, the University prepares new professors to teach and fully supports *all* faculty in their ongoing dedication to excellence.

To remain current on advances in their fields, many faculty and administrators participate in leading industry professional organizations, as well as in organizations dedicated to excellence in education programs and services. Visit the [Professional Connections and Memberships](#) section for more information.

The following pages share information on University [college deans](#), [location leaders](#) and [full-time professors](#). Information is organized by state; professors noted as virtual teach online only. Information on professors teaching at a specific location is available from local staff members.

## **Administrators**

### **National College Deans and Program Directors**

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

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

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

### **Location Leaders**

#### **Arizona – Phoenix**

John MacCatherine, Associate Dean of Teaching & Learning, and Phoenix Location Leader  
PhD, Capella University

#### **California – Encino**

Natalie Camacho, Manager of Student Services, and Encino Location Leader  
MS, Azusa Pacific University

#### **California – Newark**

Krystal Fair Mills, Assistant Director of Student Central, and Newark Location Leader  
MBA, Keller Graduate School of Management

#### **California – Ontario**

Debra Maldonado, Assistant Director of Student Central, and Ontario Location Leader  
MHRM, Keller Graduate School of Management

#### **California – San Diego**

Lilbert (Gil) Ontai, Assistant Dean of Teaching & Learning, and San Diego Location Leader  
EdD, Capella University

#### **California – San Jose**

Mostafa Mortezaie, Professor, and San Jose Location Leader  
PhD, University of California

#### **Florida – Orlando**

Michelle Hooper, Director of Student Central, and Orlando Location Leader  
MBA, Keller Graduate School of Management

#### **Georgia – Decatur**

William Blackwell, Assistant Director of Student Central, and Decatur Location Leader  
MBA, Keller Graduate School of Management

**Illinois – Chicago**

Brian Niro, Assistant Dean of Teaching & Learning, and Chicago Location Leader  
PhD, University of Dundee, Scotland

**Illinois – Chicago Loop**

Amanda Bellino, Assistant Director of Student Central, and Chicago Loop Location Leader  
MA, Western Michigan University  
MBA, Keller Graduate School of Management

**Illinois – Lisle**

Karalyn Voelkner, Assistant Director of Student Central, and Lisle Location Leader  
BS, Toccoa Falls College

**Nevada – Henderson**

Tiffany Burnett, Assistant Director of Admissions II, and Henderson Location Leader  
BA, University of California

**New Jersey – Iselin**

Scarlett Howery, Vice President, and Iselin Location Leader  
MBA, Keller Graduate School of Management

**New York – Midtown Manhattan**

Abha Chhetry Rai, Assistant Director of Student Central, and Midtown Manhattan Location Leader  
MBA, New York Institute of Technology

**Ohio – Columbus**

Joshua Cosby, Assistant Director of Student Central, and Columbus Location Leader  
MAEd, Northern University  
MBA, University of Phoenix

**Texas – Irving**

Allison Bennett, Director of Student Central, and Irving Location Leader  
MPA, Keller Graduate School of Management

**Texas – San Antonio**

Grover McDaniel, Associate Dean of Teaching & Learning, and San Antonio Location Leader  
PhD, Capella University

**Virginia – Arlington**

Steven Dhondt, Senior Director of Admissions, and Arlington Location Leader  
MBA, Keller Graduate School of Management

## Full-Time Professors

### Arizona

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

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

Joan L. Snyder, Professor  
MEd, Northern Arizona University

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

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

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

### California

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

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

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

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

Chihwen Chen, Associate Professor  
MBA, University of Massachusetts  
MS, Roosevelt University  
MD, St. Matthew's University School of Medicine

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

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

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

Omar Haddad, Associate Professor  
MS, University of Michigan  
DBA, Argosy University

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

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

Stanley Hong, Professor – *Virtual*  
MAcc, University of Southern California

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

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

Victoria H. Kim, Senior Professor – *Virtual*  
MA, Monterey Institute of International Studies  
MS, Brigham Young University  
EdD, Pepperdine University

Paul K. Kohara, Professor  
MBA, San Francisco State University

Alex M. Leung, Senior Professor – *Virtual*  
MS, University of Colorado

James Lewis, Associate Professor  
MTM, Keller Graduate School of Management

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

Mostafa Mortezaie, Professor – *Virtual*  
MA, University of Southern California  
MS, PhD, University of California

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

Carlos Perez, Professor  
MS, Florida State University

James F. Powell, Professor – *Virtual*  
MBA, Pepperdine University

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

Ramy Saber, Associate Professor  
MBA, Southern States University  
PhD, University of the Cumberlands

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

Mohamad Saouli, Professor  
MBA, University of Redlands  
DPA, University of La Verne

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

## **Colorado**

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

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

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

Susan Kennedy, Professor – *Virtual*  
PhD, University of Michigan

## Florida

Japera Barnes, Associate Professor – *Virtual*  
MBA, St. Leo University

Vicki Bealman, Professor – *Virtual*  
MS, Full Sail University  
MS, EdD, EdS, Liberty University

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

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

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

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

Kaila Givens, Associate Professor – *Virtual*  
MPH, University of North Florida  
DHS, Nova Southeastern University

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

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

Amber Krasny  
Associate Professor – *Virtual*  
MBA, Walden University

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

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

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

Franklin Orellana, Associate Professor – *Virtual*  
MBA, MIT, American InterContinental University  
MS, Eastern University  
DBA, Northcentral University

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

Karen Sears, Associate Professor  
MPAcc, Colorado State University Global  
DBA, Walden University

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

Kiana Wilson, Associate Professor – *Virtual*  
MBA, Nova Southeastern University  
DM, Colorado Technical University

## **Georgia**

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

Curtis Crocker, Associate Professor – *Virtual*  
MBA, Kennesaw State University  
MTax, MSRE, Georgia State University  
DBA, Nova Southeastern University

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

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

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

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

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

La'Quata Sumter, Professor – *Virtual*  
MEd, EdS, Georgia Southern University  
PhD, University of North Texas

Bola S. Tilghman, Associate Professor  
MS, PhD, Clark Atlanta University

### **Idaho**

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

### **Illinois**

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

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

Sean Caruthers, Assistant Professor  
MBA, MISM, Keller Graduate School of Management

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

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

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

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

Ruizhen Hardin, Associate Professor – *Virtual*  
MPA, Georgia State University  
DBA, Capella University

Teresa M. Hayes, Professor – *Virtual*  
MA, DePaul University

Saeed Jellouli, Professor  
MS, PhD, Blaise Pascal University

James Karagiannes, Senior Professor  
PhD, Illinois Institute of Technology

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

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

Jeremy Lowenthal, Associate Professor  
MA, MA, PhD, University of Iowa

Maddison McGann, Professor  
MA, PhD, University of Iowa

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

Margaret Murphy, Associate Professor  
MA, Northwestern University

Paula Offutt, Associate Professor  
MBA, University of Phoenix  
PhD, Capella University

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

Jack Osmer, Associate Professor  
MA, Georgia State University  
MSF, Brandeis University  
PhD, University of New Orleans

Nicholas G. Powers, Senior Professor  
MBA, Loyola University  
DBA, Argosy University

Bonnie S. Rucks, Senior Professor – *Virtual*  
MBA, Campbell University

Robert A. Salitore, Professor – *Virtual*  
MS, Loyola University

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

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

Matthew Surdel, Assistant Professor – *Virtual*  
MS, Western Governors University

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

### **Maryland**

Alpana V. Ramanathan, Professor – *Virtual*  
MBA, The University of Mississippi

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

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

### **Michigan**

Kimberly Blake, Associate Professor – *Virtual*  
MBA, DBA, Baker College

Jennifer Young, Professor – *Virtual*  
MS, Kaplan University

### **Missouri**

Jimmy Duncan, Associate Professor – *Virtual*  
MBA, Southeast Missouri State University  
MPhil, PhD, Walden University

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

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

### **Nebraska**

Ashley Cooper, Associate Professor – *Virtual*  
MEd, Doane University  
EdD, University of Nebraska

## **Nevada**

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

## **New Jersey**

Eric Addeo, Senior Professor  
MS, Newark College of Engineering at New Jersey Institute of Technology  
PhD, Stevens Institute of Technology

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

Matthew Fowler, Associate Professor  
MBA, University of Phoenix  
PhD, Capella University

Deborah Helman, Senior Professor  
PhD, University of Birmingham

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

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

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

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

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

## **New York**

Valeriy Arseniev, Professor – *Virtual*  
MS, PhD, Moscow Institute of Mechanical Engineering

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

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

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

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

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

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

Natalie M. Sommer, Senior Professor – *Virtual*  
MS, Union College  
PhD, Syracuse University

Adnan Turkey, Senior Professor  
PhD, Hungarian Academy of Sciences

### **North Carolina**

Schuyler Connell, Associate Professor – *Virtual*  
LLM, Argosy University

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

### **Ohio**

Gina Augustine, Associate Professor – *Virtual*  
MLS, University of Pittsburgh

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

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

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

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MAFM, Keller Graduate School of Management  
MSEE, Air Force Institute of Technology

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MSE, PhD, Jadavpur University

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

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

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

### **Pennsylvania**

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

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

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

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

William Winner, Associate Professor – *Virtual*  
MDiv, Palmer Theological Seminary  
PhD, Regent University

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

### **South Dakota**

Sheba Schlaikjer, Assistant Professor – *Virtual*  
MBA, Colorado Technical University

### **Tennessee**

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

Michael W. Magro, Professor – *Virtual*  
MIT, American InterContinental University  
DPDS, University of Southern California

Mia Reddick-Smith, Assistant Professor – *Virtual*  
MBA, Webster University

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

## **Texas**

Richmond Adebaye, Associate Professor – *Virtual*  
MS, Lewis University  
DSc, Robert Morris University

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

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

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

Angela Garrett, Professor  
MBA, Keller Graduate School of Management

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

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

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

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

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

Kevin Moore, Professor – *Virtual*  
MS, Purdue University  
MS, PhD, Walden University

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

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

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

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

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

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

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

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

## **Virginia**

Edward Haberek, Associate Professor  
MBA, Johnson & Wales University  
PhD, International Academy of Management and Economics

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

Shad Koros, Assistant Professor  
MS, Jiwaji University, Gwalior  
PhD, Capella University

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

### **Washington**

Michelle Cranney, Associate Professor – *Virtual*  
MBA, Davenport University  
DHSc, A. T. Still University

### **Wisconsin**

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

## Supplemental Information as of February 2, 2026

Keller's 2025-2026 Academic Catalog, Volume XXI, is now in effect. The following significant changes have been implemented beginning with the original publication date, July 21, 2025. Additions/amendments incorporated since the most recent publication are noted in red, indicated by the release date at the top of this page and appear at the top of the table below. Because changes/updates can affect the catalog layout, entries prior to this release date may no longer correspond to page numbers indicated.

Date Change Published	Page(s) on Which Change Appears	Change/Update
2.2.26	10-12	Information in Cycle 1 of the Academic Calendar was updated.
2.2.26	88-115	Within the Course Descriptions section, the PROJ605 description was updated.
2.2.26	118-119	Within the Admission Requirements section, information in the Prerequisite Skills Requirements section was updated regarding grading of prerequisite skills courses.
2.2.26	178	Within the Financial Information section, information was updated throughout the Financial Aid Information Verification section.
2.2.26	194-196	Within the Locations section, information related to the closing of the Henderson, NV, and San Antonio, TX, locations was updated.
11.10.25	6-7	In the University Mission, Accreditation & State Authorization section, information was updated in the ACBSP section of the Accreditation section. Specifically, Accounting was added to the list of master's degree programs that are ACBSP accredited, and information on specialized accounting accreditation was removed.
11.10.25	10-12	Information in Cycle 2 of the Academic Calendar was updated.
11.10.25	19-25	<p>Within the Business Administration master's degree program:</p> <ul style="list-style-type: none"> <li>Information was updated in the Programmatic Accreditation and Alignment section to remove information on specialized accounting accreditation. Additionally, course requirements and options were updated in the Project Management area of the Optional Concentration – All MBA Students course area.</li> </ul> <p>Course information was updated in the Leadership and Technology course area of the MBA with Embedded Leadership Graduate Certificate.</p>
11.10.25	26-29	Within the Accounting master's degree program, information was updated in the Programmatic Accreditation section. Specifically, information noting the program's ACBSP accreditation replaced information on specialized accounting from ACBSP.
11.10.25	30-34	Within the Accounting & Financial Management master's degree program, information was updated in the Programmatic Accreditation section to remove information on specialized accounting accreditation.
11.10.25	38-40	Within the Project Management master's degree program, course requirements and options were updated in the Project Management course area.
11.10.25	74-75	Within the Project Management graduate certificate program, course requirements and options were updated in the Project Management course area.

Date Change Published	Page(s) on Which Change Appears	Change/Update
11.10.25	177	Within the Financial Information section, the Applying for Financial Aid section was updated to include information on the 2026-2027 FAFSA®. Additionally, certain information regarding the 2025-2026 FAFSA® was removed.
11.10.25	194-196	Within the Locations section, information for the New York location was updated.
9.15.25	6-7	Within the University Mission, Accreditation & State Authorization section information was updated in the ACBSP section of the Accreditation section to include graduate certificates in Innovation and Leadership.
9.15.25	10-12	Information in Cycle 1 of the Academic Calendar was updated.
9.15.25	38-40	Within the Project Management Master's Degree program, an additional program outcome was added.
9.15.25	70-71	Information pertaining to programmatic accreditation was added to the Innovation Graduate Certificate program.
9.15.25	72-73	Information pertaining to programmatic accreditation was added to the Leadership Graduate Certificate program.
9.15.25	74-75	Within the Project Management Graduate Certificate program, an additional program outcome was added.
9.15.25	83-84	The course requirement was updated in the Technology Management course area of the Information Security graduate certificate program.
9.15.25	85-87	A course requirement was updated in the Program Core course area of the version of the Information Technology Management master's degree program no longer accepting new applicants.
9.15.25	88-115	Within the Course Descriptions section, the prerequisite was updated for BIAM510 and LEAD510 was removed.
9.15.25	139-140	Within the Academic Policies section, the Transfer Credit – Veterans section was renamed Prior Learning Credit – Veterans. Additionally, paragraph 1 was updated to reference prior learning credit, and new content was added regarding reversal of previously certified hours, associated charges, reporting of hours to the VA for benefit payment and funding for repeated courses.
9.15.25	188	Within the Regulatory Policies section, the email address for the University's complaint coordinator was updated in the Nondiscrimination Policy section.
9.15.25	190-192	Within the Regulatory Policies section, the email address for the University's complaint coordinator was updated in the Institutional Complaint Policy section.
7.21.25	7-9	Information in Cycle 2 of the Academic Calendar was updated.
7.21.25	18-19	Within the Accreditation & State Authorization section, information in the State and Distance Education Authorizations section was updated. Specifically, information for the following states was removed: Alabama, Arkansas, Delaware, Indiana, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Missouri, New Mexico, North Carolina, North Dakota, Tennessee, Utah and Wisconsin.
7.21.25	71-72	Within the Innovation graduate certificate program, a note regarding eligibility for Title IV federal financial assistance or military or veterans education benefits was removed.

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7.21.25	75-76	Within the Program Outcomes section of the Project Management Graduate Certificate program, the first outcome was updated.
7.21.25	78	Within the Programs No Longer Accepting New Applicants section, dates noted in introductory content for the tuition table were updated.
7.21.25	89-116	Within the Course Descriptions section, FIN567 was removed, and a new course, PROJ582, was added.
7.21.25	121	Within the Admission Requirements section: <ul style="list-style-type: none"> <li>• Information in the Communication Competency section was updated to remove a reference to a specific research resource.</li> <li>• The Calculator Competency section was removed.</li> </ul>
7.21.25	126	Within the Student Services section, a new section, Supportive Learning Environment, was added.
7.21.25	128-129	Within the Student Services section, information in the Student Records section was updated to include the length of time student records are maintained after a student is no longer enrolled.
7.21.25	129-130	Within the Student Services section, information in the Academic Instruction and Faculty Office Hours section was updated to include information on when students can expect responses to online submissions of assignments and other submissions.
7.21.25	136	Within the Academic Policies section, information in the Governing Rules section was updated regarding the timeframe in which program and policy changes are announced.
7.21.25	163-171, 177-178	Within the Financial Information section: <ul style="list-style-type: none"> <li>• A sentence pertaining to tuition increases for Oregon residents was removed from the Tuition section.</li> <li>• Information in the Tuition section and on pages with tuition tables was updated to reflect tuition effective for the July 2025 through May 2026 sessions.</li> <li>• A sentence pertaining to fees for Oregon residents was removed from introductory content in the Expenses section.</li> <li>• Information was updated in the Official Transcript Request section of the Expenses section.</li> <li>• Information in the Financial Aid section was updated to include information on Direct Unsubsidized Loans first disbursed on or after July 1, 2025, through June 30, 2026. Loan origination fee information was also updated for these loans. Information was also added for Direct Graduate PLUS Loans first disbursed July 1, 2024 through June 30, 2025, and those first disbursed on or after July 1, 2025, and before July 1, 2026. Loan origination fee information was also updated for these loans.</li> <li>• Information was updated in the Applying for Financial Aid section regarding financial aid application deadlines for 2025-2026 federal and state aid programs, and regarding information required for availability and completion of the 2025-2026 FAFSA®.</li> </ul>

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7.21.25	191-193	<p>Within the Regulatory Policies section, information in the Institutional Complaint Policy section was updated to include a new subsection, Students Enrolled Online, Except California Residents. And information for California residents and students enrolled online is now contained under a new subheading: Students Enrolled Onsite, and California Residents. Within this section, information for the following states was removed: Kansas, Maryland, New Mexico, North Carolina, Tennessee and Wisconsin. Additionally, information for Florida was updated, and information for New Jersey, New York and Ohio was added.</p>