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**Macias, Wendy**

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**From:** [REDACTED]  
**Sent:** Tuesday, June 23, 2009 1:38 PM  
**To:** negreg09  
**Cc:** [REDACTED]  
**Subject:** US Department of Education  
**Attachments:** DOC001 (2).PDF

Good Afternoon, Ms. Macias:

Attached please find written comments, from DeVry University-Columbus, concerning the forthcoming negotiated rulemaking process.

Sincerely,

[REDACTED]

[REDACTED]

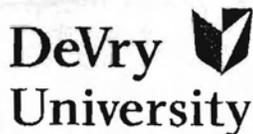
Executive Assistant

DeVry University

[REDACTED]



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Office of the President

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June 23, 2009

Ms. Wendy Macias  
U.S. Department of Education  
1990 K Street, N.W. Room 8017  
Washington, DC 20006

Sent via Electronic Mail: [negreg09@ed.gov](mailto:negreg09@ed.gov)

Dear Ms. Macias:

On behalf of the students, faculty and staff of DeVry University – Ohio, thank you for the opportunity to provide written comments concerning the forthcoming negotiated rulemaking process.

DeVry University focuses on creating value for students, employees and society. We have a long and proud history of producing graduates that are prepared to enter the workforce and hit the ground running into their careers. Our steadfast commitment to quality, integrity and innovation has held firms for over 77 years. Our practioner-oriented faculty delivers industry-relevant education through DeVry's Colleges of Business & Management, Engineering & Information Sciences, Media Arts & Technology and Health Sciences. Creating value, especially for our students and graduates, is intrinsic to our institutional culture and guides everything that we do.

We strongly support that students attending all accredited institutions of higher education, regardless of an institution's public, private not-for-profit or proprietary status, be availed the resources and equal opportunity to attend the institution of their choice. If the United States is to emerge from the current economic downturn, it will require all sectors of education and multiple access and engagement points for a diverse array of students.

DeVry also heeds the Department's and Obama Administration's call to address the academic progress of American students from cradle to career. For most, but especially first time, first-generation students, discovering tangible college pathways is key to attaining educational success. DeVry University's Advantage Academy provides such a pathway by enabling high school students to simultaneously earn an associate degree from DeVry University while completing their high school education. Programs like Advantage Academy embody the kind of public-private partnership and innovation necessary to launch our P-20 educational system into the 21<sup>st</sup> century.

DeVry University in Ohio has a proud history that dates to 1952, when our first campus started in Columbus. Today, we serve over 3000 onsite and online students across the state, with new centers at Cleveland, Dayton, and Cincinnati; DeVry has graduated an estimated 27,000 students from our Ohio campuses.

Our community partnerships are many, and we are most excited about the Advantage Academy program we have created with the Columbus City Schools. Just this week, we have graduated our second class of Advantage Academy students. Each was awarded an associate's degree, and they are all pursuing bachelor degrees at diverse institutions, including DeVry, The Ohio State University, Miami University, Oberlin College, and Kent State University.



As another example of our work with public schools, for the 2009-2010 school year, DeVry/Columbus has developed an articulation agreement with the Eastland Career Center to allow their students to earn college credits while taking DeVry sponsored classes at their school. These courses are focused on their electronics curriculum, and we hope this type of collaboration will increase the number of students interested in the STEM disciplines.

Thank you again for the opportunity to participate in the rulemaking process.

Sincerely,

A large black rectangular redaction box covering the signature and name of the sender.