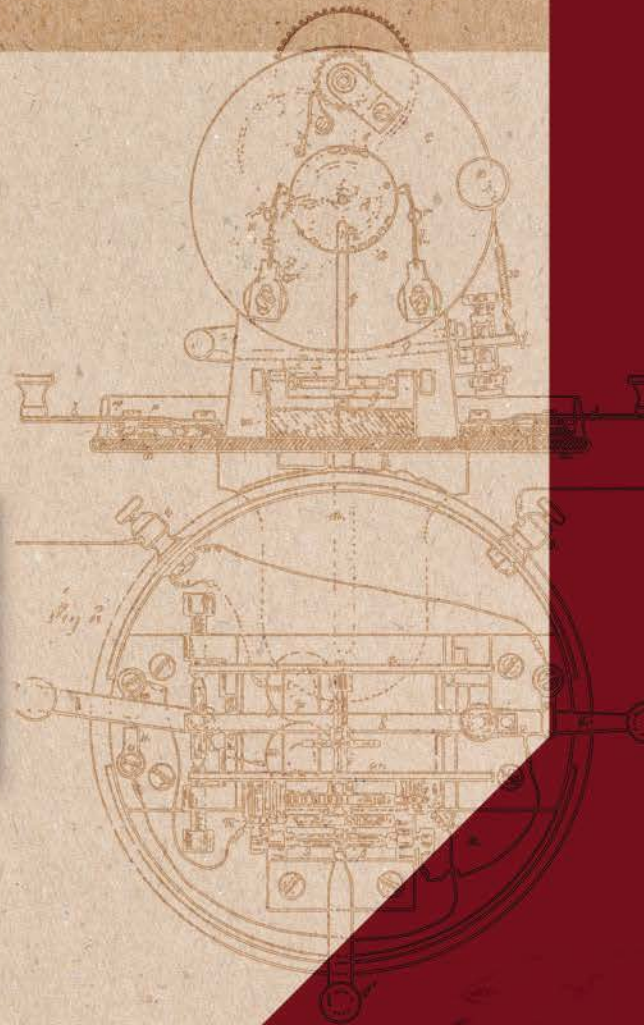


# *Graduate* University Catalog

2015/2016



[www.tesu.edu/graduate](http://www.tesu.edu/graduate)



THOMAS EDISON  
STATE UNIVERSITY

# contents

Message from the President .....	3
Academic Calendar .....	4

## SECTION 1

<b>About Thomas Edison State University</b> .....	6
Schools .....	9
Governance .....	17

## SECTION 2

<b>What You Can Study</b> .....	20
Degree Programs and Certificates .....	20
Master's Degree Programs .....	22
Graduate Certificates .....	42
Graduate Courses .....	46

## SECTION 3

<b>Methods of Learning and Earning Credit</b> .....	51
About Our Courses .....	51
Professional and Corporate Training Evaluated for Credit .....	54

## SECTION 4

<b>Graduate Course Descriptions</b> .....	56
---	----

## SECTION 5

<b>Course Registration</b> .....	86
Registering for Graduate Courses .....	87

## SECTION 6

<b>Student Services</b> .....	89
-------------------------------	----

## SECTION 7

<b>University Policies and Procedures</b> .....	91
Thomas Edison State University Staff .....	105
Thomas Edison State University Mentors .....	115
Contact Information .....	117
Directions to Thomas Edison State University .....	118
Forms .....	121

The Thomas Edison State University *Graduate Catalog* is published annually and provides a summary of University's Graduate Program policies, procedures, programs and services as well as course descriptions, course registration materials and forms, and registration schedules for the academic year.

Content for this *Graduate Catalog* was current as of July 1, 2015. While every effort has been made to ensure the accuracy of the information contained in this publication, the University reserves the right to make changes without prior notice.

For prospective students, the University publishes an *Undergraduate Prospectus*, *Graduate Prospectus* and a *W. Cary Edwards School of Nursing Prospectus*. These publications include admissions information that can be found online at [www.tesu.edu/current-students/publications.cfm](http://www.tesu.edu/current-students/publications.cfm). Enrolled students also receive *Signals*, a newsletter that contains program updates. *Signals* can be viewed online as well. Graduate students can learn of program changes and current news online through myEdison®, the University's course management system.

Each student is held responsible for the information contained in this *Graduate Catalog*. Failure to read and comply with University regulations does not exempt the student from this responsibility.

The *Catalog* is not a contract, but rather it is a guide for the convenience of our students. The University reserves the right to change or withdraw areas of study and courses or eliminate departments or programs, without notice. The University also retains the discretion to change fees, registration, graduation and other rules affecting the student body, at any time.

The following are all current registered trademarks of Thomas Edison State University: Higher Education. For Adults with Higher Expectations®; Corporate Choice®; e-Pack®; FlashTrack®; TECEP®; myEdison®; and Thomas Edison State University®.



# message from the president

Welcome to Thomas Edison State University!

For more than four decades, we have had only one mission — to provide flexible, high-quality, collegiate learning opportunities for self-directed adults.

Today, this mission remains at the heart of everything we do.

This publication articulates the academic policies that will govern your educational experience at Thomas Edison State University. It also provides a description and summary of requirements for the graduate degree and certificate programs offered by the University.

In addition, this *Graduate Catalog* includes information on the learning outcomes objectives for our academic enterprise, methods for earning credit and information on the Heavin School of Arts and Sciences, the School of Applied Science and Technology, the School of Business and Management, the W. Cary Edwards School of Nursing and the John S. Watson School of Public Service and Continuing Studies.

Since our inception in 1972, Thomas Edison State University has helped nearly 50,000 adults achieve their dreams of earning a college degree.

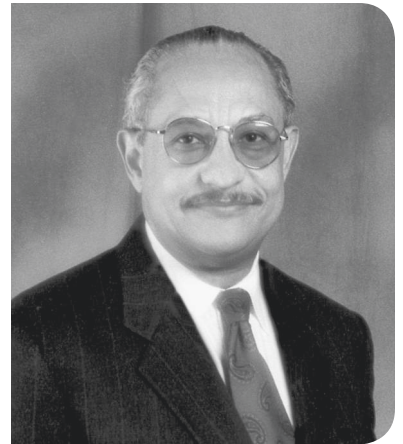
I am pleased to welcome you to our University family, and I wish you well as you pursue your educational goals.

Sincerely,



George A. Pruitt

President



## 2015-2016 Graduate Calendar

TERM	JULY 2015	OCT. 2015	JAN. 2016	APRIL 2016
<b>REGISTRATION DATES</b>	<b>MAY 22 - JUNE 20, 2015</b>	<b>AUG. 21 - SEPT. 12, 2015</b>	<b>NOV. 20 - DEC. 11, 2015</b>	<b>FEB 26 - MARCH 15, 2016</b>
LATE REGISTRATION	JUNE 21- 25, 2015	SEPT. 13 - 17, 2015	DEC. 12 - 17, 2015	MARCH 16 - 20, 2016
COURSE TRANSFER PERIOD	MAY 22 - JULY 10, 2015	AUG. 21 - OCT. 2, 2015	NOV. 20, 2015 - JAN. 8, 2016	FEB. 26 - APRIL 8, 2016
DEADLINE FOR 100% TUITION REFUND	JULY 5, 2015	SEPT. 28, 2015	JAN. 3, 2016	APRIL 3, 2016
<b>TERM START DATE</b>	<b>JULY 6, 2015</b>	<b>SEPT. 28, 2015</b>	<b>JAN. 4, 2016</b>	<b>APRIL 4, 2016</b>
DEADLINE FOR 75% TUITION REFUND	JULY 13, 2015	OCT. 5, 2015	JAN. 11, 2016	APRIL 11, 2016
DEADLINE FOR 50% TUITION REFUND	JULY 20, 2015	OCT. 12, 2015	JAN. 18, 2016	APRIL 18, 2016
DEADLINE FOR 25% TUITION REFUND	JULY 27, 2015	OCT. 19, 2015	JAN. 25, 2016	APRIL 25, 2016
END OF 6 WEEK LAB TERM	AUG. 16, 2015	NOV. 8, 2015	FEB. 14, 2016	MAY 15, 2016
MIDTERM EXAM WEEK FOR SELECT 12 WEEK COURSES	AUG. 17 - 23, 2015	NOV. 9 - 15, 2015	FEB. 15 - 21, 2016	MAY 16 - 22, 2016
FINAL EXAM WEEK FOR 12 WEEK TERM	SEPT. 21 - 27, 2015	DEC. 14 - 20, 2015	MARCH 21 - 27, 2016	JUNE 20 - 26, 2016
<b>END OF 12 WEEK TERM</b>	<b>SEPT. 27, 2015</b>	<b>DEC. 20, 2015</b>	<b>MARCH 27, 2016</b>	<b>JUNE 26, 2016</b>
FINAL GRADES AVAILABLE	OCT. 9, 2015	JAN. 4, 2016	APRIL 8, 2016	JULY 8, 2016

## 2015-2016 School of Business and Management Graduate Calendar

<b>TERM</b>	<b>JULY 2015</b>	<b>SEPT. 2015</b>	<b>NOV. 2015</b>
<b>REGISTRATION DATES</b>	<b>MAY 22 - JUNE 20, 2015</b>	<b>JULY 24 - AUG. 15, 2015</b>	<b>SEPT. 18 - OCT. 10, 2015</b>
LATE REGISTRATION	JUNE 21 - 25, 2015	AUG. 16 - 20, 2015	OCT. 11 - 15, 2015
COURSE TRANSFER PERIOD	MAY 22 - JULY 10, 2015	JULY 24 - SEPT 4, 2015	SEPT. 18 - NOV. 10, 2015
DEADLINE FOR 100% TUITION REFUND	JULY 5, 2015	AUG. 30, 2015	NOV. 1, 2015
<b>TERM START DATE</b>	<b>JULY 6, 2015</b>	<b>AUG. 31, 2015</b>	<b>NOV. 2, 2015</b>
DEADLINE FOR 50% TUITION REFUND	JULY 20, 2015	SEPT. 14, 2015	NOV. 16, 2015
<b>END OF 8 WEEK TERM</b>	<b>AUG. 30, 2015</b>	<b>OCT. 25, 2015</b>	<b>JAN 3, 2016</b>
FINAL GRADES AVAILABLE	SEPT. 11, 2015	NOV. 6, 2015	JAN. 15, 2016
<b>TERM</b>	<b>JAN. 2016</b>	<b>MARCH 2016</b>	<b>MAY 2016</b>
<b>REGISTRATION DATES</b>	<b>NOV. 20 - DEC. 12, 2016</b>	<b>JAN. 22 - FEB. 20, 2016</b>	<b>MARCH 21 - APRIL 16, 2016</b>
LATE REGISTRATION	DEC. 13 - 17, 2016	FEB. 21 - 25, 2016	APRIL 17 - 21, 2015
COURSE TRANSFER PERIOD	NOV. 20 - JAN. 8, 2016	JAN 22- MARCH 11, 2016	MARCH 21 - MAY 6, 2016
DEADLINE FOR 100% TUITION REFUND	JAN. 3, 2016	MARCH 6, 2016	MAY 1, 2016
<b>TERM START DATE</b>	<b>JAN. 4, 2016</b>	<b>MARCH 7, 2016</b>	<b>MAY 2, 2016</b>
DEADLINE FOR 50% TUITION REFUND	JAN. 19, 2016	MARCH 21, 2016	MAY 16, 2016
<b>END OF 8 WEEK TERM</b>	<b>FEB. 28, 2016</b>	<b>MAY 1, 2016</b>	<b>JUNE 26, 2016</b>
FINAL GRADES AVAILABLE	MARCH 11, 2016	MAY 13, 2016	JULY 8, 2016

# section 1

## About Thomas Edison State University

### Mission

Thomas Edison State University provides flexible, high-quality, collegiate learning opportunities for self-directed adults.

### Purpose

Thomas Edison State University was established by the State of New Jersey in 1972. The University was founded for the purpose of providing diverse and alternative methods of achieving a collegiate education of the highest quality for self-directed adults. To this end, the University seeks to do the following:

- I. To provide curricula and degree opportunities of appropriate level and composition, consistent with the aspirations of our students, the public welfare and the highest qualitative standards of American higher education.
- II. To create a system of college-level learning opportunities for adults by organizing collegiate and sponsored noncollegiate instruction into coherent degree strategies.
- III. To make available educationally valid learning opportunities which serve as alternatives to college classroom study and which are appropriate to the varied needs and learning styles of adults.
- IV. To develop and implement processes for the valid and reliable assessment of experiential and extracollegiate college-level learning, and to provide appropriate academic recognition for knowledge so identified, consistent with high standards of quality and rigor.
- V. To serve higher education and the public interest as a center of innovation, information, policy formulation and advocacy on behalf of adult learners.
- VI. To fulfill the public service obligation inherent to American institutions of higher education.
- VII. To conduct its affairs in a manner that acknowledges the maturity, autonomy and dignity of its students; assures a portal of access to higher education for adult learners; and celebrates the values, diversity and high qualitative standards of American higher education.

### Our History

Thomas Edison State University was founded in 1972 by the New Jersey State Board of Higher Education for the purpose of providing diverse and alternative methods of achieving a collegiate education of the highest quality for adult learners. Identified by *Forbes* magazine as one of the top 20 colleges and universities in the nation in the use of technology to create learning opportunities for adults, Thomas Edison State University is a national leader in the assessment of adult learning and a pioneer in the use of educational technologies. *The New York Times* called Thomas Edison State University “the college that paved the way for flexibility.”

### Our Students

Thomas Edison State University is composed of a worldwide community of learners. Our student body represents every state in the U.S. and approximately 60 countries throughout the world.

Unlike “traditional” colleges and universities, which are designed to meet the needs of college students who are between 18 and 21 years old, Thomas Edison State University is designed exclusively to serve the needs of adults. The University’s academic programs enable students to plan degree paths and to select learning options that best meet their needs. Course scheduling at Thomas Edison State University enables students to take courses at times convenient to them.

Current Students: 21,495

(20,143 Undergraduates and 1,352 Graduates)

- > Average age 36
- > 45 percent New Jersey residents
- > 55 percent out-of-state (60 states and students from, or studying in, approximately 69 countries)
- > 51 percent male
- > 49 percent female
- > Cumulative degrees awarded: 50,147

### Our Mentors

The University has approximately 790 mentors who facilitate learners’ academic progress. Thomas Edison State University mentors are selected because of their academic and experiential preparation as well as their commitment to serving adult students. Like our students, mentors come from many places. They may also work at other colleges and universities or hold positions in the nonprofit or corporate world. We require that all graduate mentors hold a terminal degree. Many also have extensive professional experience.

## Our Academic Programs

The University offers a growing array of degrees and programs responsive to new areas of study and new market demands.

- > 30 graduate and undergraduate degrees
- > more than 100 areas of study
- > 14 undergraduate certificates
- > 15 graduate certificates
- > several professional certificates

As a state university in the New Jersey system of public higher education, Thomas Edison State University's programs are acted upon by the New Jersey Presidents' Council.

## Accreditation

Thomas Edison State University is regionally accredited by the Middle States Commission on Higher Education. This prestigious accreditation is part of a national system of quality assurance that requires colleges and universities to reach a common understanding and agreement as to the standards of quality for American higher education.

The W. Cary Edwards School of Nursing baccalaureate and master's degree programs, and graduate certificate programs are accredited by the Accreditation Commission for Education in Nursing (ACEN). The W. Cary Edwards School of Nursing baccalaureate and master's degree nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The W. Cary Edwards School of Nursing programs are approved by the New Jersey Board of Nursing.

The Educational Leadership program at Thomas Edison State University is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from April, 2015 and April, 2022. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, relicensure or other purposes.

Middle States Commission on Higher Education  
3624 Market St.  
Philadelphia, PA 19104  
(267) 284-5000  
[www.msche.org](http://www.msche.org)

Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
(404) 975-5000  
[www.acenursing.org](http://www.acenursing.org)

Council for the Accreditation of Education Preparation (CAEP)  
1140 19th Street, NW Suite 400  
Washington, DC 20036  
(202) 223-0077  
[www.caepnet.org](http://www.caepnet.org)

Commission on Collegiate Nursing Education (CCNE)  
One Dupont Circle NW, Suite 530  
Washington, DC 20036-1120  
(202) 887-6791  
[www.aacn.nche.edu/accreditation](http://www.aacn.nche.edu/accreditation)

Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
1362 Park Street  
Clearwater, FL 33756  
(727) 210-2350  
[www.caahep.org](http://www.caahep.org)

New Jersey Board of Nursing  
P.O. Box 45010  
Newark, NJ 07101  
(973) 504-6430  
[www.njconsumeraffairs.gov/nur/pages/default.aspx](http://www.njconsumeraffairs.gov/nur/pages/default.aspx)

Engineering Technology Accreditation Commission of ABET  
415 North Charles Street  
Baltimore, MD 21201  
(410) 347-7700  
[www.abet.org](http://www.abet.org)

## Library Resources

### The New Jersey State Library

The New Jersey State Library is an affiliate of Thomas Edison State University and, as a student, you will have special access to its resources and services. All Thomas Edison State University students are eligible to receive an ID card that enables them to contact library personnel for special assistance and access to resources not available to the general public. You may visit the library's homepage at [www.njstatelib.org](http://www.njstatelib.org) or the library's student page at [www.njstatelib.org/research\\_library/services\\_for/thomas\\_edison\\_state\\_university/](http://www.njstatelib.org/research_library/services_for/thomas_edison_state_university/).

The New Jersey State Library provides free online resources to students pursuing their education. *JerseyClicks.org* offers pertinent full-text articles from current newspapers, magazines and journals that can be downloaded and printed. JerseyClicks allows students to search up to 30 databases at once on topics such as business, education, science, history, health and literature. *JerseyClicks.org* is supported in whole or part by The Institute of Museum and Library Services through the Library Services and Technology Act.

All Thomas Edison State University students have electronic access to the New Jersey State Library card catalog and to more than 3,000 journals, a third of which are directly available as full text. Other materials may be ordered. Within the guidelines of the New Jersey State Library's interlibrary loan service, students also have access to the research holdings of most academic libraries in New Jersey.

### **VALE (Virtual Academic Library Environment)**

Thomas Edison State University is a member of the Virtual Academic Library Environment (VALE), a consortium of New Jersey college and university libraries and the New Jersey State Library. The consortium is dedicated to furthering excellence in learning and research through innovative and collaborative approaches to information resources and services.

Office of Alumni Affairs  
Thomas Edison State University  
111 W. State St.  
Trenton, NJ 08608  
Phone: (609) 633-8592  
Fax: (609) 943-3023  
[alumni@tesc.edu](mailto:alumni@tesc.edu)

### **Calendar and Scheduling**

- > Enrollment: four times a year; MBA is six times a year.
- > Semesters: start the beginning of the month
  - Most graduate courses follow a 12-week semester, MBA and MSM follows an 8-week semester
- > Registration periods:
  - Four registration periods for nursing and most graduate courses
- > Graduation: The Board of Trustees certifies graduates four times a year
- > Commencement: Sept. 26, 2015

### **Alumni Association**

All graduates of Thomas Edison State University are automatically members of the Alumni Association – a worldwide organization of nearly 50,000 alumni.

The Alumni Association supports and connects alumni in ways that provide advocacy and support for the University and its mission, while enhancing the personal and professional development of alumni.

The Office of Alumni Affairs welcomes inquiries from prospective and current members of this vibrant organization. The University seeks the collective support of alumni in the initiatives of the University that are structured around service, support and advocacy.

The Annual Fund encourages alumni, students, staff and friends to renew their Thomas Edison State University ties by making annual gifts. Their collective support enables the University to respond to immediate needs, unexpected opportunities and fresh ideas. Annual gifts are put to use as they come in, making them an essential complement to the endowment, which is invested for the long term.

For more information, visit [www.tesufoundation.org](http://www.tesufoundation.org).

The Alumni Association also encourages its members to take part in as many activities as possible, including the Alumni Ambassador Program, advocacy and networking opportunities.

*Invention* magazine, published quarterly, is designed to provide profiles of alumni in their daily pursuits of life and living. The Alumni section of the University website, [www.tesu.edu/alumni](http://www.tesu.edu/alumni), provides current news, University store, online giving information and the opportunity to network with students and alumni.

Current news items for publications and updated information may be sent to:

### **Kappa Delta Pi Honor Society**

Kappa Delta Pi is an honor society recognizing the academic achievements and professional accomplishments of educators worldwide. Kappa Delta Pi is one of the largest and most prestigious educational honor societies in the world. With more than 500 active chapters, Kappa Delta Pi is dedicated to the ideals of fidelity to humanity, service, science and toil. As part of its goal, KDP recognizes scholarship and enhances the professional development of its members. Thomas Edison State University's chapter of Kappa Delta Pi was established in 2010.

For induction into the Alpha Zeta Epsilon chapter of Kappa Delta Pi at Thomas Edison State University, students must meet the following requirements:

- > matriculation in either the Graduate Certificate in Educational Leadership or Master of Arts in Educational Leadership Program;
- > have an overall Thomas Edison State University grade point average of 3.75; and
- > have completed at least 24 semester hours of graduate course work in Educational Leadership at Thomas Edison State University.

### **Sigma Beta Delta International Honor Society**

The School of Business and Management has been approved as a chapter of the international honor society Sigma Beta Delta.

Established in 1994, Sigma Beta Delta is an honor society for students in business, management and administration and serves institutions which offer bachelor's and graduate degrees in business, management and administration where the institution holds accreditation from one of the six regional accrediting bodies, but not specialized accreditation in business. Thomas Edison State University's chapter was established in 2009.

Students invited into this society at Thomas Edison State University must meet the following requirements:

- > students must be candidates for a master's degrees in business and management;
- > students must have completed at least 12 credits in the School of Business and Management at Thomas Edison State University; and
- > graduate students must have a Thomas Edison State University grade point average of at least 3.75 and rank in the upper 20 percent of their class.



## Upsilon Rho Chapter Sigma Theta Tau International Honor Society of Nursing

Sigma Theta Tau International was founded in 1922. Its vision is to create a global community of nurses who lead in using scholarship, knowledge, service and learning to improve the health of the world's people. The purpose of the society is to recognize superior academic achievement and the development of leadership qualities; to foster high professional standards; to encourage creative work; and to strengthen commitment to the ideals and purposes of the nursing profession.

Student candidates shall have demonstrated superior academic achievement, academic integrity, and professional leadership potential.

Criteria for membership in the Upsilon Rho Chapter **for graduate students** are as follows:

- > the student must have achieved a grade point average of at least 3.5 on a 4.0 scale;
- > the student must have completed degree requirements within the current academic year (July-June) and have been certified for graduation; and
- > the student must demonstrate academic integrity and professional leadership potential.

Graduate student candidates may apply for membership by submitting the Graduate Student Application to the chapter by the deadline indicated on the application. Applications are emailed to all graduate students in July.

### Nurse Leader

Students holding BSN degrees may also apply for membership as a Nurse Leader. Eligible Nurse Leader candidates who apply and are accepted for membership will receive an invitation via email.

Eligible graduate students who apply and are accepted for membership will receive an invitation via email. Eligible candidates may also apply for membership as Nurse Leaders by going to [www.nursingsociety.org](http://www.nursingsociety.org). Criteria for membership in the Upsilon Rho Chapter as a Nurse Leader are as follows:

- > candidates must be registered nurses, legally recognized to practice in their country; and
- > candidates must have earned a minimum of a baccalaureate degree in any field and have demonstrated outstanding achievement in nursing.

# Schools

## School of Applied Science and Technology

### Mission and Purpose

The School of Applied Science and Technology provides students with innovative degree programs that facilitate learning, engagement and discovery in the applied sciences and technology fields. The School's curriculum meets the educational and career needs of students in work environments where opportunity is facilitated by technical currency, practical knowledge and applied skills.

Students may advance toward their academic goal by transferring credit from other regionally accredited institutions and by earning credit through portfolio assessment and academic program reviews.

### Degrees and Certificates in Technology

#### Graduate Degrees in Technology

- > Master of Science in Applied Science and Technology (MSAST)
  - Students can choose from the following areas of study: Clinical Trials Management, Information Technology, Nuclear Energy Technology Management and Technical Studies

#### Graduate Certificate in Technology

- > Clinical Trials Management
- > Critical Infrastructure Cybersecurity

#### Learning Outcomes

On completion of the MSAST the graduate will be able to:

- > demonstrate mastery of the knowledge, techniques, skills, modern tools and advanced technologies of the appropriate discipline;
- > initiate, design and conduct research;
- > integrate theoretical concepts and research findings into product and process innovation;
- > incorporate productivity measurement and project planning tools to plan, manage and calculate constant improvement projects that support organizational goals;
- > demonstrate leadership in the workplace through the use of advanced technological and management tools and techniques; and
- > evaluate the impact of environment, health and safety.

## School of Business and Management

### Mission and Purpose

The School of Business and Management provides relevant, rigorous and career-focused degree programs that prepare leaders to add value to their firms and organizations in the dynamic global marketplace. Like all of Thomas Edison State University schools, our pedagogy, credit-earning opportunities and formats are highly flexible in order to meet the needs of self-directed adults who seek to achieve educational and professional goals.

All programs listed below accept credits earned from other regionally accredited institutions as well as through prior learning assessment (PLA) and from workplace-based training that has been evaluated and assessed for credit by Thomas Edison State University or the American Council on Education.

Students wishing to participate in the Bachelor's to Master's Program may do so with any of the bachelor's and master's degree programs listed below. The Bachelor's to Master's Program enables students who have earned 60 credits to apply for early entry into a Thomas Edison State University master's degree program. Further, students may take up to 12 credits in the graduate degree program at undergraduate tuition rates and apply these credits to both degrees. Visit the University website, [www.tesu.edu](http://www.tesu.edu), for more information about the programs, tuition rates, financial aid, alternative methods for earning credit and how to apply.

### Degrees and Certificates in Business

#### Graduate Degrees in Business

- > Master of Science in Human Resources Management (MSHRM)
- > Master of Science in Management (MSM)
  - Students have the option of selecting one of the following areas of study: Organizational Leadership, Accounting, Project Management
- > Master of Business Administration (MBA)
  - Students may select one of the following areas of study: Accounting, Data Analytics, Finance, Healthcare Management, Human Resources Management and Marketing.
- > Master of Science in Hospitality Management (MSHM)
- > Master of Science in International Business Finance (MSIBF)

Learning Outcomes for Graduate Degrees in Business are degree specific and are described in full on the University website: [www.tesu.edu](http://www.tesu.edu).

#### Graduate Certificate in Business

- > Human Resources Management
- > Organizational Leadership
- > Project Management

# Heavin School of Arts and Sciences

## Mission and Purpose

The Heavin School of Arts and Sciences is dedicated to the intellectual and professional development of its students. The School offers rigorous degree programs, which provide students with significant depth and breadth of knowledge. Arts and sciences degree programs feature an interdisciplinary approach to lifelong learning that is particularly important to those seeking management career paths in both government and private sector organizations. The liberal studies curriculum is designed to support management skills such as communications, writing, critical thinking and decision making. The Bachelor of Arts and Master of Arts in Liberal Studies programs can be individually designed for learners who have interests in diverse areas of study.

The Master of Arts in Educational Leadership prepares students to become effective school leaders in addition to preparing students interested in New Jersey supervisor, principal and school administration certification. All of the Heavin School's degree programs provide students with flexible, high-quality learning experiences.

The Heavin School also offers a unique opportunity for those who wish to pursue a master's degree at Thomas Edison State University. Students who have earned at least 90 credits toward their bachelor's degree may apply for provisional admission to a Thomas Edison State University graduate degree. Students can earn up to 9 credits that will concurrently satisfy both the undergraduate and graduate degree requirements.

## Degrees and Certificates in Arts and Sciences

### Graduate Degrees in Arts

- > Master of Arts in Educational Leadership (MAEdL)
  - The Master of Arts in Educational Leadership serves adults who wish to prepare for roles as school leaders. The program is offered completely online and aims to promote an understanding of educational leadership and administration through a process that is based upon the national ISLLC standards. These standards have been identified as critical to successful school leadership. The six standards revolve around themes of vision, school culture, management, community collaboration, integrity — fairness and ethical action, and political, social, economic, legal and cultural influences. Three areas of study are available within the MAEdL program: a Building Leadership area of study comprised of 36 credits and a District Leadership area of study comprised of 42 credits and School Business Administrator area of study comprised of 36 credits.
- > Master of Arts in Educational Technology and Online Learning (MAETOL)
  - The Master of Arts in Educational Technology and Online Learning prepares graduates to become leaders and practitioners in educational technology and to develop and administer online programs for all learners, from preschool to higher education, including adult learners. The program infuses

a well-grounded series of applied professional studies in educational technology, online learning, educational leadership and curriculum development. The curriculum provides a solid grounding in both relevant academic theory and applied practice. As part of their course work, students complete a research-based Capstone project and applied Practicum experience in the field. The program also provides ample opportunities for the personalization of curriculum sequence to meet individual needs with regard to career goals.

- > Master of Arts in Liberal Studies (MALS)
  - The Master of Arts in Liberal Studies degree program is designed for working professionals interested in applying the rigorous study of the liberal arts to their chosen professions. Students may tailor their master's program to profession or their interests by selecting a learner-designed area of study or area of study. The program focuses on the links between the liberal arts and a student's career, which enables them to gain specific competencies and perspectives that can make a difference in their career. The Master of Arts in Liberal Studies is a 36-credit program.
- > Graduate Certificates
  - Digital Humanities
  - Educational Leadership
  - Geropsychology
  - Industrial-Organizational Psychology
  - Online Learning and Teaching
  - Professional Communications

## W. Cary Edwards School of Nursing

### Mission and Philosophy

The W. Cary Edwards School of Nursing accepts and upholds the mission of the University in providing flexible, high-quality, collegiate learning opportunities for self-directed adult learners. The W. Cary Edwards School of Nursing believes that independent and self-directed study in a mentored, online environment is the hallmark of the academic programs offered to students by the W. Cary Edwards School of Nursing. In this learning environment, the student, as an adult learner, interacts and collaborates with mentors and peers to create and enhance a dialogue within a community of learners. Through this innovative approach to programming, the W. Cary Edwards School of Nursing assists in shaping the nursing profession by preparing nurses who are clinically competent and technologically adept to assume leadership positions in nursing.

The W. Cary Edwards School of Nursing supports the belief that attainment of the bachelor's degree is essential to the ongoing process of professional nursing education and development. The Bachelor of Science in Nursing (BSN) degree, building on the prior education and experience of the student, prepares graduates to practice nursing in a variety of settings and roles and provides a foundation for graduate study and lifelong learning. The Master of Science in Nursing (MSN) degree prepares graduates to assume leadership roles in a diverse, technologically challenging and global healthcare environment, and for advanced study and lifelong learning. The graduate nursing certificate programs

offer opportunities for advanced specialized study to master's prepared nurses seeking additional opportunities in nursing.

Nursing is a dynamic profession that provides an essential service to society. As such, nursing is engaged in multilevel roles and relationships and is accountable to society for its role in improving the health status of the community. Nursing is practiced with respect for human dignity and individual differences. The art and science of nursing requires the ongoing application of specialized knowledge, principles, skills and values. As a distinct body of knowledge, nursing builds upon theories from various disciplines and works collaboratively with other professions to enhance the health status of individuals, families, groups and communities.

The client is viewed as an open and dynamic system with unique psychophysiological, spiritual and sociocultural characteristics. Within this system, the client interacts with the environment and experiences varying states of health. Health is described as a dynamic process fluctuating along a wellness-illness continuum. Nurses assist clients to function and effectively adapt to the environment along that continuum. The environment encompasses numerous factors that affect the development and behavior of clients. These factors have an impact on the client's ability to function and maintain optimal health status. Nurses, through the systematic use of the nursing process, are responsible for the promotion, maintenance and restoration of health.

The mentors are committed to the belief that the W. Cary Edwards School of Nursing must use a teaching-learning process based on the principles of adult learning; demonstrate effective design and delivery of educational experiences in varied learning environments; provide for collaboration and collegial interaction among mentors and peers; effectively link theory, practice, research and technology; and extend its reach to people of diverse ethnic, racial, economic and gender groups.

Through these beliefs and contributions to the ongoing development of caring, competent, informed, ethical and accountable nurses, the W. Cary Edwards School of Nursing strives to play an influential and positive role in helping to shape the future and practice of professional nursing.

## Purpose and Goals

In keeping with the mission of the University and the commitment to providing high-quality education to address the needs of the greater community, the purpose of the W. Cary Edwards School of Nursing is to provide high-quality nursing education programs that meet the needs of RNs and the healthcare community, and the standards of the nursing profession.

The goals of the W. Cary Edwards School of Nursing are to:

- > prepare graduates to assume leadership roles in a diverse society and changing healthcare environment;
- > provide nontraditional nursing education programs that meet the needs of adult learners; and
- > provide a foundation for advanced study and lifelong learning.

## Degrees and Certificates in Nursing

### Graduate Degree in Nursing

- > Master of Science in Nursing (MSN)
  - Nurse Educator
  - Nursing Informatics
  - Nursing Administration

### Graduate Certificates in Nursing

- > Nurse Educator
- > Nursing Informatics
- > Nursing Administration

## MSN Program Outcomes

Upon completion of the MSN degree program, the MSN graduate:

1. Demonstrates the use of scholarly inquiry to evaluate current knowledge from nursing theory, nursing science and related disciplines to inform and/or initiate change in nursing practice
2. Applies ethical decision making to nursing practice.
3. Analyzes the effect of health policy, finance, technology, and the organizational context on the development and implementation of quality nursing practice.
4. Demonstrates the use of leadership strategies that advance the design, implementation and evaluation of nursing practice.
5. Analyzes the effect of sociopolitical, cultural and global influences on nursing practice.
6. Utilizes interprofessional communication to improve healthcare outcomes.
7. Integrates advances in technology into healthcare.

## Nurse Educator Competencies

In addition to the MSN degree outcomes, the graduate of the Nurse Educator program will be able to:

1. Apply theories of education and related sciences to the development and evaluation of nursing and healthcare curricula.
2. Facilitate learning of individuals and groups using theories of education, nursing, testing and evaluation and technological innovation.
3. Apply leadership strategies to contribute to the ongoing development of the profession of nursing and nursing education.
4. Utilize research to analyze the outcomes of nursing interventions and improve nursing practice and nursing pedagogy.
5. Apply strategies that recognize multicultural factors in teaching and learning.
6. Utilize theories of change to advance the profession of nursing.
7. Analyze ethical theories and ethical decision making in the educational setting.
8. Analyze trends in healthcare and nursing education and their impact on the profession of nursing, nursing education and the delivery of patient care.
9. Design curriculum, implement and evaluate curriculum based on sound educational principles, theory and research.



## Nursing Informatics Competencies

In addition to the MSN degree outcomes, the graduate of the Nursing Informatics program will be able to:

1. Integrate knowledge, skills and scientific findings from nursing science, computer science, information science and cognitive science in the professional practice of nursing informatics.
2. Analyze the concepts of, and relationships between, data, information, knowledge and wisdom for implications to nursing practice.
3. Demonstrate leadership in the professional practice of nursing informatics through the use of effective communication, interdisciplinary collaboration and administrative skills.
4. Participate at each stage within the health information systems life cycle as a leader and team member.
5. Promote the use of healthcare informatics-related education for consumers and healthcare providers.
6. Integrate legal, ethical, regulatory, technical and professional standards into the development and implementation of healthcare information systems.
7. Use research, evidence-based practice, quality improvement and safety methodologies in the evaluation and improvement of healthcare information systems.
8. Advance nursing informatics professional practice and values.

## Nursing Administration Competencies

In addition to the MSN degree outcomes, the graduate of the Nursing Administration program will be able to:

1. Utilize systems thinking to lead and manage complex healthcare organizations.
2. Provide leadership in the professional design of nursing care grounded in ethical, multicultural and professional standards, and healthcare policy.
3. Utilize financial, material, human and environmental resources to benefit nursing divisions in complex healthcare organizations.
4. Use information management systems to facilitate organizational decision making.
5. Demonstrate communication skills and relationship building competencies to support organizational goals.
6. Demonstrate leadership in the professional community.
7. Integrate best evidence to provide quality nursing care and promote improvement in healthcare outcomes.
8. Use an interdisciplinary approach to execute nursing administration practice.

## W. Cary Edwards School of Nursing

The W. Cary Edwards School of Nursing was established in 1983 as an RN-BSN degree program for RNs, in 2006 was expanded to an RN-BSN/MSN Nurse Educator degree program and in 2011 offered MSN programs in Nursing Informatics and Nursing Administration. In 2011, the School established a one-year Accelerated 2nd Degree BSN Program. For more than 25 years, the W. Cary Edwards School of Nursing has provided distance education programs for RNs.

The W. Cary Edwards School of Nursing baccalaureate and master's degree programs and graduate nursing certificate programs at Thomas Edison State University are accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN)  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA 30326  
(404) 975-5000  
[www.acenursing.org](http://www.acenursing.org)

The W. Cary Edwards School of Nursing baccalaureate and master's degree programs at Thomas Edison State University are accredited by the Commission on Collegiate Nursing Education (CCNE)

Commission on Collegiate Nursing Education (CCNE)  
One Dupont Circle NW, Suite 530  
Washington, DC 20036-1120  
(202) 887-6791  
[www.aacn.nche.edu/accreditation](http://www.aacn.nche.edu/accreditation)

The W. Cary Edwards School of Nursing programs at Thomas Edison State University are approved by the New Jersey Board of Nursing.

New Jersey Board of Nursing  
P.O. Box 45010  
Newark, NJ 07101  
(973) 504-6430  
[www.njconsumeraffairs.gov/nur/pages/default.aspx](http://www.njconsumeraffairs.gov/nur/pages/default.aspx)

## W. Cary Edwards School of Nursing Policies and Procedures

The policies stated here apply to students enrolling in the RN-BSN/MSN degree program with degree requirements effective July 1, 2015, and students enrolling in the Graduate Nursing Certificate programs with requirements effective July 1, 2015.

RN applicants to the W. Cary Edwards School of Nursing may pursue the BSN degree only, or both the BSN degree and the MSN degree by selecting the BSNM option on the online application. For students enrolled in the BSN/MSN, the 9 graduate nursing credits included in BSN degree requirements will be applied to MSN degree requirements, and the student will continue on to complete remaining MSN degree requirements on BSN degree completion without additional admission requirements. The undergraduate nursing per credit tuition charge will pertain to the required graduate nursing courses while the student is enrolled in the BSN degree. RNs with a BSN degree may apply for the MSN degree. RNs with a master's in nursing in another area of specialty may enroll in a graduate nursing certificate program.

## Admissions

- > Admission to MSN programs offered by the W. Cary Edwards School of Nursing are open and rolling.
- > All RN applicants to the W. Cary Edwards School of Nursing must be graduates of a regionally accredited college or university in the United States or recognized foreign institution with a bachelor of science in nursing degree or a master's in nursing degree.
- > All RN applicants to the W. Cary Edwards School of Nursing must possess a current and valid RN license recognized in the United States.
- > Two years experience in nursing is recommended for the MSN degree and for the graduate nursing certificate programs.

## Admissions Process

All MSN applicants to the W. Cary Edwards School of Nursing must:

- > Submit the completed online application with fee, which is nonrefundable, including documentation of current RN licensure. Applicants licensed in a state that does not have online verification must submit a notarized copy of their current license, valid in the United States, to the Office of Admissions.
- > Have official transcripts for all college-level credit and examination score reports sent to the University's Office of Admissions (graduate students). All applicants to the MSN degree program must have official transcript sent from the institution awarding the BSN degree, and all applicants to the certificate programs must have official transcript sent from the institution awarding the master's in nursing degree.
- > Graduates of RN diploma schools of nursing, including foreign diploma schools of nursing, must submit official transcripts from the school of nursing awarding the diploma.
- > Graduates of foreign collegiate programs of nursing must follow University procedure for evaluation of credit.
- > Have the ability to send and receive email, including attachments.
- > Have computer capability compatible with the technology specified for the Thomas Edison State University's online courses, access to PowerPoint software and, for selected MSN courses, access to Excel software, a microphone and a webcam.
- > Possess a current RN license valid in the United States.
- > Follow the graduate application and admission process outlined under instructions for Graduate Applicants at [www.tesu.edu/apply/](http://www.tesu.edu/apply/).

All nursing students are advised to upgrade to:

- > Operating Systems: For Windows users: Windows XP with service pack 3 installed or later versions such as VISTA and Windows 7.0; for Mac users: Mac OSxv10.5 and later.
- > Office Suite: Microsoft Office Suite version 2007 or 2010.
- > Adobe Acrobat Reader.
- > Current virus protection.
- > Current email account on file with the Office of the Registrar.

## Enrollment

Nursing students are considered applicants for six months when they have been accepted into the nursing program and have registered for and begun their first course. The date of enrollment is defined as the 10th day of class for the first term they start taking courses as a matriculated student. As long as students continue to take courses, they are enrolled. This status may change if the student becomes inactive for one year or takes a leave of absence.

- > An academic program evaluation will be provided online for students accepted into the nursing program.
- > Enrollment will remain in effect as long as students earn a minimum of 3 credits at the University that apply to their degree or certificate program in each 12-month period.

## Return from Leave of Absence

Students returning to the MSN degree programs or the graduate nursing certificate programs from Leave of Absence status must submit a completed Re-Enrollment from Leave of Absence Form with fee.

Inactive students will need to complete and submit the online application found at [www.tesu.edu/apply](http://www.tesu.edu/apply). If a student's state does not have an online validation process, the student must resubmit a notarized copy of his/her license to Thomas Edison State University, Office of Admissions, 111 W. State St., Trenton, NJ 08608. In order for the re-enrollment to be processed, the University must validate the student's license.

## Grading Scale

Letter grades are assigned to online nursing courses according to the following scale.

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
F	72 and below
I	Incomplete (temporary grade)
IF	72 and below
W	Withdrawn

## Degree/Certificate Program Requirements

- > Students may complete selected degree requirements by course, exam or prior learning assessment (PLA).
- > Online nursing courses required for completion of the nursing degree or certificate programs are open only to RNs.
- > Graduate credits earned prior to application that may satisfy requirements for the MSN degree or certificate programs will be reviewed for acceptance upon enrollment.
- > Credits taken elsewhere or by any method other than by Thomas Edison State University online nursing course must be approved by the academic advisor for nursing prior to earning the credit to determine that the credit will meet program requirements.

- > Graduate credits that were earned more than seven years prior to the student's enrollment date may not be applied to either the MSN degree or certificate without permission of the dean of the W. Cary Edwards School of Nursing.
- > Students enrolled in the MSN degree program must earn a grade of B (83) or better in the nursing courses for the credit to be accepted toward the degree.
- > A maximum of 12 graduate-level credits will be accepted in transfer toward the MSN degree.
- > Graduate credits earned prior to application that may satisfy requirements for the MSN degree or certificate programs must carry a grade equivalent of B (83) or better and must be from a regionally accredited college or university or recognized foreign institution for acceptance.
- > Students enrolled in the MSN degree program must achieve a minimum cumulative GPA of B (83) or better to graduate.
- > Students enrolled in the MSN degree program may repeat two nursing courses, one time each. Students who earn a grade below B (83) a third time in the MSN program will be dismissed from the program.
- > A maximum of 6 graduate-level credits will be accepted in transfer toward the Nurse Educator and Nursing Administration certificates.
- > A maximum of 9 graduate-level credits will be accepted in transfer toward the Nursing Informatics certificate.
- > Students enrolled in the graduate nursing certificate programs must earn a grade of B (83) or better for the course to be applied to program requirements.
- > Students enrolled in the graduate nursing certificate programs may repeat two nursing courses, one time each. Students who earn a grade below B (83) a third time in the nursing certificate program will be dismissed from the program.

## Practicum Process

For explanation of the Practicum process, please see the *W. Cary Edwards School of Nursing RN-BSN/MSN Student Handbook*.

Completion and submission of compliance with the following is required one term prior to the start date of the term the student wishes to take the Practicum:

- > RN license in the state where Practicum will be held;
- > current malpractice insurance in the amount of \$1,000,000/\$3,000,000 per occurrence;
- > current health insurance;
- > a criminal history and child abuse history clearance; and drug screening; and
- > health history and physical examination, immunizations and CPR certification.

Documentation of criminal, child abuse and health clearances must be uploaded electronically to an account purchased from a vendor selected by the W. Cary Edwards School of Nursing.

Additionally, an updated e-portfolio is required to register for the Practicum courses.

## Graduation

- > All students in the W. Cary Edwards School of Nursing degree programs will submit the Request for Graduation with fee according to University guidelines.
- > All students in the W. Cary Edwards School of Nursing degree programs must have completed all degree requirements, have achieved the established GPA and have satisfied all financial obligations to be eligible for graduation.
- > All students in the W. Cary Edwards School of Nursing certificate programs must complete all course requirements, submit the request for a graduate nursing certificate according to University guidelines for graduation, and satisfy all financial obligations to be eligible for certificate award.
- > Students completing the MSN degree program will be awarded a certificate in their selected area of specialty in addition to the MSN degree on program completion.

## Appeals

All students in the W. Cary Edwards School of Nursing will follow University policies on academic appeals, nonacademic appeals and wavers as outlined in this *University Catalog*.

## Nonenrolled RNs

- > Non-matriculated RNs who have a BSN degree who wish to try an online nursing course may take three unrestricted graduate courses prior to matriculation. Students must be admitted into the graduate program at the end of the third graduate nursing course. Tuition is the same for matriculated and non-matriculated students.

## Updated Credentials for Selected Courses

- > Evidence of current malpractice insurance and a current and valid unencumbered RN license is required at the time the student registers for the Practicum courses in the MSN degree and graduate nursing certificate programs. Students will be required to provide information to a vendor selected by the W. Cary Edwards School of Nursing.
- > Students must be in compliance with state and institutional requirements for health, criminal background checks and/or child abuse background check prior to registering for the Practicum courses in the MSN degree and the graduate nursing certificate programs. Students will be required to provide health information to a vendor selected by the W. Cary Edwards School of Nursing.
- > The W. Cary Edwards School of Nursing expects all students to adhere to the policies on background checks of any healthcare facility used by students for the Practicum required as part of their program requirements.

## Formal Complaints

A formal complaint is an expression of dissatisfaction about the W. Cary Edwards School of Nursing, its programs or its processes, by a student enrolled in the W. Cary Edwards School of Nursing, or by parties interested in the W. Cary Edwards School of Nursing. The W. Cary Edwards School of Nursing follows the Thomas Edison State University student complaint policies and procedures.

### Thomas Edison State University Student Complaint Policies and Procedures

Thomas Edison State University's mission is to provide the highest level of service to its students, in an environment conducive to learning and academic excellence. The University also acknowledges the maturity, autonomy and dignity of its students. Consistent with its mission, the University has instituted various mechanisms to address student complaints. When registering concerns or complaints, University students must follow the appropriate procedures. If a student has any question about the applicable procedure to follow for a particular complaint, the student should contact the Office of the Associate Vice President and Dean of Learner Services at (609) 984-1141, ext. 3090, or [escheff@tesc.edu](mailto:escheff@tesc.edu).

### Complaint Policies and Procedures

If a student has a complaint concerning any of the following matters, the student should refer to the proper resource:

- > Grade or Academic Credit Appeal. See Student Forms Area of myEdison® or visit [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms).
- > Academic Code of Conduct Policy. See section 7 of this *Catalog*.
- > Nonacademic Code of Conduct Policy. See section 7 of this *Catalog*.
- > Policy Against Discrimination and Harassment. See section 7 of this *Catalog*.
- > Disability Accommodations. See section 6 of this *Catalog*. This can be found online at [www.tesu.edu/academics/catalog](http://www.tesu.edu/academics/catalog).

### Other Student-Related Complaints

If a student has a complaint that a policy or procedure has been incorrectly or unfairly applied in his/her particular case, or a complaint about the behavior of a mentor or a University staff member that does not fall within any of the categories listed here, the complaint will be handled as follows:

### Informal Resolution

Students are encouraged to speak directly with the mentor or staff member most concerned with or responsible for the situation that is the cause of the complaint. If this communication does not lead to a resolution, or such a discussion is not deemed appropriate, the student may register an informal complaint or file a formal written complaint.

### Informal Complaint

A student may register an informal complaint within 30 days of the event that triggered the complaint. The earlier the communication is made, however, the more likely it is to resolve the matter satisfactorily.

Complaints involving academic matters should be made to the dean of the relevant School. Other types of complaints should be made to the head of the appropriate University office.

Informal complaints may be made by telephone or email. Appropriate University staff will review the matter presented by the student and determine whether any action is required. The student will be notified of the University's response within 20 days of the informal complaint.

If the student is not satisfied with the decision and/or attempts at resolution, he/she may go on to make a formal complaint.

### Formal Complaint

A formal complaint must be submitted in writing to the dean of the relevant School or the head of the appropriate office from which the complaint arises. Formal complaints must be filed within 60 days of the event that triggered the complaint, and state the nature of the grievance and the remedy being sought. Any previous attempts to resolve the issue should also be described.

Receipt of the complaint will be acknowledged within 15 days. The appropriate University administrator will then review the matter. A final written determination, including any proposed resolution, will be sent to the student within 30 days of the receipt of the complaint.

A complete record of formal complaints will be kept by the relevant University office. Records of the final outcome of all formal complaints will also be stored in a centralized database and the student's electronic file.

## John S. Watson School of Public Service and Continuing Studies

### Mission and Purpose

The John S. Watson School of Public Service and Continuing Studies is dedicated to strengthening leadership in governmental, nonprofit and corporate sectors. Graduate programs in the School have a praxis orientation with an applied focus toward building capacity and leadership within the public service professions. Students engage in rigorous and relevant experiences that integrate leadership, management and policy disciplines. Programs are designed to develop and hone the skills necessary to transform students' personal commitment into public leadership, enabling them to acquire a deep understanding of today's public service environment and develop the skills necessary to work as leaders in public service and homeland security professions.

The John S. Watson School for Public Service and Continuing Studies at Thomas Edison State University prepares public service professionals for leadership roles in a wide variety of public service-related settings including government agencies at the local, regional and state levels; educational institutions providing services to youth, families and communities; health, human and social service agencies, law enforcement; and nonprofit, community and faith-based organizations.



To meet this objective, the John S. Watson School of Public Service and Continuing Studies has three options for graduate study:

- > Master of Public Service Leadership (MPSL)
- > Master of Science in Management (MSM) with areas of study in Public Service in partnership with the School of Business and management.
- > Master of Science in Homeland Security (MSHS)

## Graduate Degrees in Public Service

### Graduate Degrees in Public Service

- > Master of Public Service Leadership (MPSL)
  - Community and Economic Development
  - Environmental Policy/Environmental Justice
  - Information Technology Management for Public Service
  - Nonprofit Management
  - Public and Municipal Finance
  - Public Health/Public Policy
    - Learner-Designed Area of Study
- > Master of Science in Management (MSM)
  - Community and Economic Development
  - Environmental Policy/Environmental Justice
  - Information Technology Management for Public Service
  - Nonprofit Management
  - Public and Municipal Finance
  - Public Health/Public Policy
  - Public Service Administration and Leadership
    - Learner-Designed Area of Study
- > Master of Science in Homeland Security (MSHS)
  - The Master of Science in Homeland Security (MSHS)

presents a unique curriculum covering domestic and global issues in security and develops competencies in theory, analysis, practice and policymaking. Students will become conversant with the roles of technology, intelligence and law in establishing protection policies and procedures and in responding to and mitigating threats and disasters, whether natural or anthropogenic. The students will learn to develop policy, establish objectives and understand the impact of operational decisions in both the domestic and international arenas. Courses cover law enforcement, terrorism, intelligence, legal issues, emergency management, cybersecurity, biosecurity and public administration issues.

### Learning Outcomes

The Master of Public Service Leadership is designed:

- > to strengthen leadership in local, county/regional and state government, the nonprofit and private sectors;
- > to strengthen the capacity of people and organizations providing services to the public;
- > to provide applied research, technical assistance, program development and policy analysis; and
- > to support informed public policy.

## Student's Role in Outcomes

### Assessment

In keeping with its mission, Thomas Edison State University is committed to maintaining high standards of academic integrity and of quality service to its students. To achieve this goal, the University engages in outcomes assessment, a process through which the effectiveness of the University and its programs is evaluated against institutionally determined standards.

Students are an important and necessary source of information about Thomas Edison State University's effectiveness. By surveying students and graduates, and administering certain kinds of assessments that gauge the level of students' skills and learning, the University gains valuable information, which is used to assess its effectiveness and to guide the development of curriculum.

Although these surveys and assessments, as well as other information-gathering instruments, are not typically part of a student's degree program, Thomas Edison State University students are required to participate in such activities when selected. All students who take part in outcomes assessment activities contribute to the continued excellence of Thomas Edison State University and to the reputation of the degrees awarded by the institution.

## Governance

The Board of Trustees is the University's governing body. The Board oversees all policy matters of the University, including the approval of degree programs and standards, and budget recommendations to the state treasurer.

Members are appointed by the governor, with the advice and consent of the Senate, to six-year terms. In addition, two student representatives, a voting member and an alternate, are elected by the Board of Trustees.

### Board of Trustees

#### Thomas Edison State University

**Gualberto (Gil) Medina**, Chairperson

**Brian T. Maloney**, Vice Chairperson

**Fred J. Abbate**

**Richard W. Arndt**

**Ida B. Hammond**

**Rev. J. Stanley Justice**

**Eric Robert Lear**

**E. Harvey Myers**

**Marilyn R. Pearson**

**Anthony Buffardi**, Student Trustee

**George A. Pruitt**, ex officio, President  
Thomas Edison State University

## Graduate Council

The Graduate Council is designed to promote and maintain the quality of the University's graduate offerings and to facilitate the work of the University in achieving its mission and goals. The Graduate Council has been delegated authority to review and make recommendations to the Board of Trustees on matters concerning the graduate policies and programs of the University. In meeting this obligation, the Graduate Council is responsible for making recommendations concerning the nature of graduate degrees and certificates, graduate program structure, guidelines for concentrations and specializations, distance learning, academic integrity, the evaluation of graduate courses, student learning, methods of earning credit and issues related to academic standing.

The Graduate Council consists of members representing four-year public and private higher education institutions in New Jersey and its surrounding region, educational organizations from the noncollegiate sector, a Thomas Edison State University student and members of the academic leadership.

## School Curriculum Committees

The School Curriculum Committees are designed to provide curricular direction to the University in their relevant academic areas (Applied Science and Technology, Arts and Sciences, Business and Management, Nursing, and Public Service) and oversee both undergraduate and graduate curriculum for currency, quality and relevance to the adult learner. The Curriculum Committees make recommendations to the Academic Council.

### School of Applied Science and Technology Curriculum Committee

**Sohail Anwar**, PhD, Chair

**DeWayne Brown**, PhD

**Richard Coe**, Assistant Dean

**Carla Colburn**, Program Advisor

**Donald Cucuzzella**, Assistant Director

**Dominick Defino**, MS

**Thomas Devine**, Associate Dean

**Derrek Dunn**, PhD

**Barbara Errico**, Secretary to Committee

**Jordan Goldberg**, MS

**Donna Keehler**, Program Advisor

**Kenneth Lewis**, PhD

**Albert Lozano-Nieto**, PhD

**Winston Maddox**, MA

**Charles Munzenmaier**, BE

**Terri Tallon**, Director of Military Student Services

**Rochelle Zozula**, PhD

### Heaven School of Arts and Sciences Curriculum Committee

**Mark Kassop**, PhD, Chair

**Elizabeth Brown**, MSW

**Nicholas DiCicco**, EdD

**Christopher Drew**, MS

**Amy Hannon**, PhD

**Linda Mather**, EdD

**Ann Mester**, Assistant Dean

**Randall Otto**, PhD

**Suzanne Page**, PhD

**John Pescatore**, MS

**Kimberly Roff**, MA

**Cynthia Strain**, Assistant Dean

**John Woznicki**, Dean, ex-officio

**David Weischadle**, PhD

**Aline Yurik**, PhD

### School of Business and Management Curriculum Committee

**Robert Bigelow**, JD

**Cliff Butler**, DBA

**Margaret Elgin**, PhD

**Susan Fischer**, Secretary to Committee

**Whitney Gibson**, DBA

**Kenneth Levitt**, PhD

**Camilla King-Lewis**, Assistant Dean

**Alicia Malone**, Assistant Dean

**Garry McDaniel**, PhD

**John Mellon**, EdD

**Tami Moser**, PhD

**James Phillips**, Associate Dean

**Steve Phillips**, MA

**Thomas Phillips**, Alumni Representative, MSHRM

**William Reed**, PhD

**Robert Saldarini**, MA, MBA

**Marc Singer**, Vice Provost

**Bradford Sodowick**, PhD

**Jennifer Stark**, BA

**Michael Williams**, Dean, ex-officio

## **W. Cary Edwards School of Nursing Curriculum Committee**

**Karen S. Abate**, PhD, Chair

**Linda Bucher**, PhD

**Ana Maria Catanzaro**, Associate Dean, Graduate Programs

**Maggie Ciocco**, Nursing Program Advisor

**Mary Ellen Cockerham**, DNP

**Tresa K. Dusaj**, PhD

**Elizabeth C. Elkind**, PhD

**Gary Fassler**, MSN, Alumni Representative

**Ritamarie T. Giosa**, Nursing Program Advisor

**Brandi Megan Granett**, PhD

**Kathleen E. Griffiths**, Distance Learning Education Specialist

**Lisa Whitfield-Harris**, Nursing Program Advisor/Diversity Coordinator

**Sudesh Joshi-Chibbar**, MSN, Alumni Representative

**Leo-Felix M. Jurado**, PhD

**Susan A. Kohl**, MS

**Julie Kulak**, Assistant Dean, Undergraduate Nursing Programs

**Holly Leahan**, Nursing Program Advisor

**Martin S. Manno**, MSN

**Filomela A. Marshall**, Dean, ex-officio

**Kathleen A. McMullen**, PhD

**Susan J. Quinn**, EdD

**Louise Riley**, Assistant Dean and Director for Distance Learning

**Denise M. Tate**, Associate Dean, Undergraduate Nursing Programs

**Theresa A. Wurmser**, PhD

## **John S. Watson School of Public Service and Continuing Studies Curriculum Committee**

**Gloria Frederick**, PhD, Chair

**Jonathan Allen**, MPA

**Rhonda Beckett**

**Charles Campbell**, PhD

**Jerome C. Harris**, MS

**Dwayne Hodges**, EdD

**Jason Holt**, JD

**Matthew Hugg**, MA

**James McCarty**, MS

**Michele Morrison**, MSM

**Alizabeth Olhasso**, MEE

**Ann Prime-Monaghan**, Associate Dean

**Carlos Rodrigues**, MCRP

**Christopher Schultz**, MS, MPA

**Gregory Seaton**, PhD

**Don Stoltz**

**Joseph Youngblood II**, Dean, ex-officio

# section 2

## What You Can Study

### Degree Programs and Certificates

#### A

##### **Accounting**

- > Accounting, MSM
- > Accounting, MBA

#### B

##### **Business Administration**

- > Business Administration, MBA

#### C

##### **Clinical Trials Management**

- > Clinical Trials Management, MSAST
- > Clinical Trials Management, Graduate Certificate

##### **Critical Infrastructure**

- > Cybersecurity, Graduate Certificate

##### **Communications**

- > Professional Communications, Graduate Certificate

##### **Community and Economic Development**

- > Community and Economic Development, MPSL
- > Community and Economic Development, MSM

#### D

##### **Data Analytics**

- > Data Analytics, MBA

##### **Digital Humanities**

- > Digital Humanities Graduate Certificate

#### E

##### **Educational Leadership**

- > Educational Leadership, MAEdL
- > Educational Leadership, Graduate Certificate

##### **Educational Technology**

- > Educational Technology and Online Learning, MAETOL

##### **Environmental Policy/Environmental Justice**

- > Environmental Policy/Environmental Justice, MPSL
- > Environmental Policy/Environmental Justice, MSM

#### F

##### **Finance**

- > Finance, MBA

#### G

##### **Geropsychology**

- > Geropsychology Graduate Certificate

#### H

##### **Healthcare Management**

- > Healthcare Management, MBA

##### **Homeland Security**

- > Homeland Security, MSHS
- > Homeland Security, Graduate Certificate

##### **Hospitality Management**

- > Hospitality Management, MS

##### **Human Resources Management**

- > Human Resources Management, MSHRM
- > Human Resources Management, Graduate Certificate
- > Human Resources Management, MBA

#### I

##### **Industrial-Organizational Psychology**

- > Industrial-Organizational Psychology, Graduate Certificate

##### **Information Technology**

- > Information Technology, MPSL
- > Information Technology, MSAST
- > Information Technology, MSM

##### **Information Technology for Public Service**

- > Information Technology for Public Service, MPSL
- > Information Technology for Public Service, MSM

##### **International Business Finance**

- > International Business Finance, MSIBF

#### L

##### **Liberal Studies/Liberal Arts**

- > Liberal Studies, MALS

#### M

##### **Management**

- > Management, MSM
- > Management, MBA

##### **Marketing**

- > Marketing, MBA



## N

### **Nonprofit Management**

- > Nonprofit Management, MPSL
- > Nonprofit Management, MSM

### **Nursing**

- > Master of Science in Nursing, MSN
  - Nurse Educator
  - Nursing Informatics
  - Nursing Administration
- > Nurse Educator, Graduate Certificate
- > Nursing Informatics, Graduate Certificate
- > Nursing Administration, Graduate Certificate

### **Nuclear Energy**

- > Nuclear Energy Technology Management, MSAST

## O

### **Online Learning and Teaching**

- > Online Learning and Teaching, Graduate Certificate

### **Organizational Leadership**

- > Organizational Leadership, MSM

### **Organizational Management and Leadership**

- > Organizational Management and Leadership, Graduate Certificate

## P

### **Professional Communications**

- > Professional Communications, Graduate Certificate

### **Project Management**

- > Project Management, MSM
- > Project Management, Graduate Certificate

### **Public and Municipal Finance**

- > Public and Municipal Finance, MPSL
- > Public and Municipal Finance, MSM

### **Public Health/Public Policy**

- > Public Health/Public Policy, MPSL
- > Public Health/Public Policy, MSM

### **Public Service Administration and Leadership**

- > Public Service Administration and Leadership, MSM

## T

### **Technical Studies**

- > Technical Studies, MSAST

# Master's Degree Programs

## Master of Arts in Educational Leadership

The Master of Arts in Educational Leadership (MAEdL) degree program prepares teachers and administrators to become educational leaders serving in the complex environment of elementary and secondary education. The program is offered completely online and is built around the unique needs of working adults.

The curriculum presents a coherent set of learning experiences that build and deepen students' understanding of educational leadership and administration. The program enables students to build a substantive knowledge and research base that provides dynamic opportunities to master the core competencies of educational leadership and contributes to the development of a portfolio, which demonstrates the breadth and depth of their learning.

An integral part of the curriculum is the use of technology that enables students to collaborate on projects and discuss and examine theories, ideas, research, applications and practices.

Three areas of study are available within the MAEdL program: Building Leadership, District Leadership and School Business Administrator.

In addition, the program is consistent with the professional standards required by the New Jersey Department of Education (NJDOE) and recommended by the New Jersey Principals and Supervisors Association.

The Master of Arts in Educational Leadership degree program is approved by the New Jersey Department of Education as having met the academic requirements for the principal, supervisor and school administrator endorsements.

TEAC accreditation (CAEP's official statement for publication) The Educational Leadership Program at Thomas Edison State University is awarded TEAC accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from April, 2015 and April, 2022. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, re-licensure, or other purposes.

CAEP  
1140 19th Street, NW Suite 400  
Washington, DC 20036  
tel: (202) 223-0077 fax: (202) 296-6620  
[www.caepnet.org](http://www.caepnet.org)

		Credits
<b>MAEdL Building Leadership</b>		<b>36</b>
EDL-500	Effective Leadership: From Theory to Practice	3
EDL-510	The Inquiry Process: A Framework	3
EDL-520	Standards-Based Curriculum Development, Pre-K-12	3
EDL-530	Critical Issues and Theories in Curriculum Design and Evaluation, Pre-K-12	3
EDL-540	Curriculum Leadership and Supervision	3
EDL-550	School Law	3
EDL-660	Human Resources Administration	3
EDL-670	Technology for Instruction and Administration	3
EDL-680	Budget Forecasting and Fiscal Planning	3
EDL-690	Developing School and Community Partnerships	3
EDL-700	Field-Based Practicum	3
EDL-710	Professional Portfolio Development	3
<b>Total</b>		<b>36 credits</b>

<b>MAEdL District Leadership</b>		<b>42</b>
EDL-500	Effective Leadership: From Theory to Practice	3
EDL-510	The Inquiry Process: A Framework	3
EDL-520	Standards-Based Curriculum Development, Pre-K-12	3
EDL-530	Critical Issues and Theories in Curriculum Design and Evaluation, Pre-K-12	3
EDL-540	Curriculum Leadership and Supervision	3
EDL-550	School Law	3
EDL-660	Human Resources Administration	3
EDL-670	Technology for Instruction and Administration	3
EDL-680	Budget Forecasting and Fiscal Planning	3
EDL-690	Developing School and Community Partnerships	3
EDL-700	Field-Based Practicum	3
EDL-800	The Superintendency	3
EDL-810	Professional Portfolio Development: School Administrators	3
EDL-820	Field-Based Practicum for Superintendents	3
<b>Total</b>		<b>42 credits</b>

### MAEdL School Business Administrator

EDL-500	Effective Leadership: From Theory to Practice	3
ORG-502	Leadership Management in the 21st Century	3
FAM-540	Finance and Accounting for Managers	3
EIO-520	Economic Issues for Managers	3
EDL-540	Curriculum Leadership and Supervision	3
EDL-550	School Law	3
EDL-660	Human Resources Administration	3
EDL-510	The Inquiry Process - A Framework	3
EDL-680	Budget Forecasting and Fiscal Planning	3
EDL-700	Field-based Clinical Practicum (Capstone)	3
EDL-690	Developing School and Community Partnerships	3
EDL-710	Portfolio Development	3
<b>Total</b>		<b>36 credits</b>

\*Meets state requirement for School of Business Administrator certification

*Optional courses offered with SBA Program for School Administrator endorsement:*

EDL-800	The Superintendency	3
EDL-810	Professional Portfolio Development for School Administrators	3
EDL-820	Field-Based Practicum for Superintendents	3

An annual subscription to an electronic portfolio service, as designated by the program, must be maintained to complete the required personal electronic portfolio.

According to NJAC 6A:9-12.5, students who are enrolled after Sept. 1, 2008, are required to "Complete a 300-hour internship in educational leadership independent of other course requirements" in order to qualify for the principal (CE) certificate of eligibility. Those seeking the school administrator endorsement need to complete an additional 150-hour internship. Specific instructions for this requirement will be provided after acceptance into the program.

### Program Objectives

The Master of Arts in Educational Leadership promotes an understanding of educational leadership and administration through a program based upon the national Interstate School Leaders Licensure Consortium (ISLLC) standards. These standards have been identified as critical to successful school leadership. The six standards are:

- > Standard 1: An educational leader promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders.
- > Standard 2: An educational leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- > Standard 3: An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment.
- > Standard 4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- > Standard 5: An educational leader promotes the success of every student by acting with integrity and fairness, and in an ethical manner.
- > Standard 6: An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context.

# Master of Arts in Educational Technology and Online Learning

The Master of Arts in Educational Technology and Online Learning (MAETOL) degree prepares graduates to become leaders and practitioners in educational technology and to develop and administer online programs for all learners, from preschool to higher education, including adult learners.

The program infuses a well-grounded series of applied professional studies in educational technology, online learning, educational leadership and curriculum development. The curriculum provides a solid grounding in both relevant academic theory and applied practice. As part of their course work, students complete a research-based Capstone project and applied Practicum experience in the field. The program also provides ample opportunities for the personalization of curriculum sequence to meet individual needs with regard to career goals.

Graduates will be prepared as educational technology leaders who are able to articulate and apply best practices in the creation and delivery of online courses for a variety of students, from pre-K and college through corporate training and continuing education.

Admission and completion of the Master of Arts in Educational Technology and Online Learning (MAETOL) program does not require a teaching certificate or having been an undergraduate education major and is open to anyone with an undergraduate degree from a regionally accredited institution. The MAETOL program does not lead to certification.

Credits

## Course Requirements

EDT-500	Foundations of Educational Technology, Theories and Practices	3
EDT-510	Educational Technology in Curriculum Development	3
EDT-520	Leadership and Supervision in Educational Technology	3
OLT-510	Theory and Culture of Online Learning	3
OLT-520	Learning Technology as an Issue in Online Learning	3
OLT-630	Issues in Instructional Design in Online Learning	3
OLT-640	Communication and Interactivity in Online Learning	3
THG-625	Technology and the Human Community	3
EDL-670	Technology for Instruction and Administration	3
EDL-520	Standards-Based Curriculum Development, Pre-K-12	3
<b>OR</b>		
EDL-540	Curriculum Leadership	3
EDT-700	Capstone in Educational Technology and Online Learning	3
EDT-710	Practicum in Educational Technology and Online Learning	3

**Total** **36 credits**

Students may transfer up to 12 credits into the program as long as they are equivalent to the degree requirements.

## Learning Outcomes

Graduates of the Master of Arts in Educational Technology and Online Learning will be able to:

- > articulate and apply best practices in the creation and delivery of online courses for the target learning group (P-12, adult education, higher education);
- > evaluate online material for integration into online teaching and school management;
- > evaluate online curriculum to assess alignment with national content standards (P-12) or programmatic outcomes (higher education);
- > develop a research-based technology plan designed to enhance student learning; and
- > develop a research-based technology plan to increase overall organization and efficiency of a P-12 school/district and/or higher education institution.



# Master of Arts in Liberal Studies

The Master of Arts in Liberal Studies (MALS) is a degree program for adults eager to deepen their appreciation of human history and ideals as well as broaden their own perspectives through an intensive study of the great ideas in literature, history, philosophy and the other liberal arts. The program is ideal for those wanting both to seek out more meaningful career paths and find inspiration for moving beyond existing paradigms for understanding and contributing to local and global issues. It is designed to stimulate imagination and critical-thinking skills in service to family, career or community, both local and global. The program develops the focused, critical thought processes necessary to succeed in any endeavor and encourages creative problem solving, and the development of analytical, academic and leadership skills appropriate in all walks of life. Students who complete this rigorous program are well prepared to excel and lead in professional, community, religious and family environments.

Students may tailor their programs to their professional or personal interests by selecting an existing area of study such as Digital Humanities or Industrial-Organization Psychology, or creating a learner-designed area of study (LDAS) that complements their personal or career goals. MALS requires the completion of a distribution of 36 graduate credits in the liberal arts field and includes a 6-credit Capstone project.

## Courses must be taken in order:

	Credits
<b>I. MALS Core Courses</b>	<b>18</b>
LAP-500 Liberal Arts and Professional Life	3
SAM-501 Sense of Community: Art and Morality	3
SAM-502 Sense of Community: Faith and Reason	3
CCR-610 Conflict, Change and Resolution	3
SIC-520 The Species, the Individual and Community	3
THG-625 Technology and The Human Community	3
<b>II. Area of Study</b>	<b>12</b>
Select from one of the following:	
Digital Humanities	
Geropsychology	
Industrial-Organization Psychology	
Learner Designed	
Professional Communications	
<b>III. MALS Capstone</b>	<b>6</b>
MLS-700 MALS Capstone I	3
MLS-710 MALS Capstone II	3
<b>Total</b>	<b>36 credits</b>

## Learning Outcomes Goal

> Graduates of the Master of Arts in Liberal Studies will be able to demonstrate independent, complex thinking and advanced skill in evaluating, synthesizing, analyzing and applying information.

## Learning Outcomes

Graduates of the Master of Arts in Liberal Studies will be able to:

- > articulate and evaluate a system of values and its historical content, and its affect on personal well-being and workplace and community cohesion;
- > apply the imaginative and analytical skills developed through immersion in the liberal arts to decision making in the family, at the workplace and/or in the local and global community;
- > incorporate new knowledge to transform awareness of self and the local and global community;
- > emphasize the values of compassion, justice and respect for the rights of others inherent in all metaphysical and spiritual traditions;
- > demonstrate the ability to sustain a cogent, cohesive and articulate argument informed by the liberal arts and the learner-designed area of study (LDAS); and
- > assess the environmental impact of our viewpoints and projects on the natural world.

## Digital Humanities Area of Study

Thomas Edison State University recognizes the need for professionals to have a complex understanding of how human beings use digital means to interact and participate in an increasingly networked society. Digital Humanities as an area of study for the Master of Arts in Liberal Studies program will provide students with an opportunity to creatively apply knowledge gained from exploring the question of what it means to be a human being in a networked society. Students who complete this area of study will be prepared to confidently engage in the vast range of digital contexts for synthesizing and generating content for new media, from social media technologies to data visualization tools.

The area of study in Digital Humanities requires:

- Digital Communication (3 credits)
- Introduction to Digital Humanities (3 credits)
- Social Media and Social Change (3 credits)
- Mapping Time, Space and Identity (3 credits)

## Digital Humanities Area of Study Outcomes

Upon completion of the area of study, students will be able to:

- > Analyze human expression in the context of a networked society.
- > Examine the role of social networking and peer collaboration technologies in the production of human knowledge.
- > Integrate resources for reading and writing in digital spaces to the greatest professional and academic effect.
- > Apply digital tools for the visual presentation of content and analysis of data.

## Geropsychology Area of Study

Thomas Edison State University recognizes the need for skilled individuals who can provide services to the rapidly growing population of older adults. Geropsychology is a subfield within the discipline of psychology that applies psychological theory and research to understanding the aging process and helping older persons maintain a high quality of life as they age. Students who complete this area of study within the Master of Arts in Liberal Studies degree program will possess the skills and knowledge needed to work with older adults and their families in a wide variety of care settings and interdisciplinary contexts.

The area of study in Geropsychology requires:

- Adult Development and Aging (3 credits)
- Geropsychological Assessment (3 credits)
- Geropsychological Interventions (3 credits)
- Geropsychological Consultation (3 credits)

## Geropsychology Area of Study Outcomes

Upon completion of the area of study, students will be able to:

- > Apply psychological theories of aging to evaluate the bio-psychological and sociocultural factors that impact the aging process.
- > Analyze relationship between cognitive and biosocial factors when assessing older adults.
- > Design effective psychological interventions for older adults across a variety of settings.
- > Apply psychological theory and ethical and legal standards in collaboration with diverse health professionals.

## Industrial-Organizational Psychology Area of Study

Industrial-Organizational Psychology is the study of human behavior in the workplace. This field emphasizes the application of psychological theories, principles, and research to situations that are encountered within organizations.

Students who complete an area of study Industrial-Organizational Psychology will possess the skills and knowledge needed to navigate complex situations that arise in the workplace, resolve workplace conflicts, and facilitate organizational change in order to create more productive and satisfying working conditions.

The area of study in Industrial-Organizational Psychology requires:

- Industrial and Organizational Psychology (3 credits)
- Psychological Factors in Employee Management (3 credits)
- Using Psychology to Create Effective Training and Development Programs (3 credits)
- The Psychology of Leadership, Motivation and Teamwork (3 credits)

## Industrial-Organizational Psychology Outcomes

Upon completion of the area of study, students will be able to:

- > Apply psychological theories and research to solve organizational problems.
- > Design job-specific recruitment, selection, placement and appraisal processes.

- > Design training and development programs to increase globalization in the workplace.
- > Incorporate psychological theories of leadership, teamwork and motivation to evaluate plans to increase satisfaction and productivity in the workplace.

## Learner-Designed Area of Study

The learner-designed area of study (LDAS) gives students the opportunity to choose areas of interest to them and to plan and implement their own academically robust learning activities. Students develop a coherent plan of study that can link directly to their final Capstone project.

Students may propose to complete their learner-designed area of study in several ways:

- > take additional online graduate courses from Thomas Edison State University;
- > apply up to 12 credits of American Council on Education courses that have been evaluated at the graduate level;
- > develop a graduate-level prior learning assessment (PLA) portfolio; and/or
- > transfer up to 12 credits of graduate-level credit earned at other regionally accredited institutions.

## Professional Communications Area of Study

Professional Communications provides students with a way to showcase their skills in the new marketplace of ideas, especially in the new media shift that encompasses all fields of communication from education to healthcare to public policy to business. Those completing this area of study will be prepared for roles in a variety of professional settings, enabling them to serve as voices for their organizations in this new media environment.

The area of study in Digital Humanities requires:

- Professional Communications Theory (3 credits)
- Advanced Professional and Business Writing (3 credits)
- New Media in Professional Communications (3 credits)
- Practical Grant Writing (3 credits)

## Professional Communications Area of Study Outcomes

Upon completion of the area of study, students will be able to:

- > Analyze the implications of various forms of media in specific communications context
- > Develop various professional communications consistent with best practices
- > Integrate technology into the development of a professional communications plan
- > Apply ethical and legal standards to address communications practice

# Master of Business Administration

The Master of Business Administration (MBA) is a relevant and rigorous graduate degree program that prepares individuals for leadership roles in firms and organizations where they are expected to add value to those enterprises. The courses are offered entirely online in eight-week formats, with some courses requiring periodic (maximum of two times per term) "live" participation, which can be conducted from a distance. The MBA degree is a globally recognized credential in the business community and students will take courses that prepare them for high demand professions. Once they complete the 21 credits of core material, students may choose to take a variety of electives in topics that interest them or they may choose one of six areas of study: Accounting, Data Analytics, Finance, Healthcare Management, Human Resource Management or Marketing. It is not necessary to select an area of study prior to admission or even prior to completing the core. The curriculum of an MBA program is typically more quantitative in orientation than a management or leadership curriculum. In order to prepare students for the more analytically demanding degree program, students are required to satisfy prerequisite course work prior to enrolling, but not prior to applying for admission. Students may enroll in The Business Degree Preparatory Program. The program covers the prerequisite three courses, which are noncredit. Students admitted to the program are required to complete three undergraduate courses, or receive a score of 80 percent or better on approved qualifying exams (TECEP® or CLEP) in the following subject areas: financial accounting, statistics and microeconomics. Courses in these areas taken at Thomas Edison State University or elsewhere are approved as long as they were taken at a regionally accredited institution, were completed within the last seven years and in which the student received a grade of B or better. Students who have a CPA license or have passed levels I and II of the CFA examination will be exempt from the financial accounting requirement.

	Credits
<b>I. Core Courses</b>	<b>21</b>
ETM-750 Ethics for Managers	3
MKM-700 Marketing Management	3
FIN-710 Financial Management	3
GSM-730 Global Strategic Management	3
SOP-720 Strategic Operations Management	3
ORR-710 Organizational Research	3
MBA-730 MBA Capstone	3

## II. Electives and Areas of Study courses 18

Students must take a total of 18 credits in one or more of these areas to satisfy the degree requirement. Students may select any combination of electives or select one of the following areas of study: Data Analytics, Finance, Healthcare Management, Human Resources Management or Marketing. Students selecting an area of study must complete all course work listed under the area of study designation and have the option of satisfying a portion of the course work in the area of study with prior learning assessment (PLA).

**Total 39 credits**

## Elective Courses

ENP-732	Entrepreneurship	3
FSA-712	Financial Statement Analysis	3
HRM-760	Human Resources Management	3
INV-711	Investments	3
MCO-740	Management Communications	3
MKR-700	Market Research	3
NEG-731	Negotiations	3
PJM-721	Project Management	3
SOM-702	Social Media	3
SUS-700	Designing a Business Case for Sustainability	3

## Areas of Study

### Accounting 12

ACC-700	Managerial Accounting for Decision Making	3
ACC-701	Auditing and Accounting Information Systems	3
ACC-702	Financial Essentials for Accountants	3
ACC-703	Emerging Issues in Accounting	3

### Data Analytics 12

BFO-701	Business Forecasting	3
DAM-702	Predictive Analytics for Business Intelligence	3
DAA-703	Data Analytics and Visualization with Capstone Project	3
MST-700	Managerial Statistics	3

### Finance 12

ENP-732	Entrepreneurship	3
FSA-712	Financial Statement Analysis	3
INV-711	Investments	3
TGF-713	Topics in Global Finance	3

### Healthcare Management 12

HCD-703	Healthcare Delivery	3
HCF-701	Healthcare Finance	3
HCL-704	Healthcare Law	3
HCO-702	Strategic Management within a Healthcare Organization	3

### Human Resource Management 12

HRM-761	Human Resource Management in the 21st Global Workplace	3
HRM-762	Human Capital Management in Multi-Cultural Organizations	3
HRM-763	The HRM Professional and Attorney Relationship	3
HRM-764	Technology, Data and Analytics as Change Agents	3

### Marketing 12

DMA-704	Digital Marketing Analytics	3
GMK-703	Global Marketing	3
MKR-700	Market Research	3
SOM-702	Social Media	3

# Program Overview

## Preparatory Program

4 Weeks

- ▶ Principles of Financial Accounting
- ▶ Principles of Economics (Microeconomics)
- ▶ Principles of Finance

8 Weeks

- ▶ Principles of Statistics

Prepares  
Students  
for...

8 Weeks

## First MBA Courses

- ▶ Ethics for Managers (ETM-750)
- ▶ Marketing Management (MKM-700)

OR

## First MSIBF Courses

- ▶ International Business Policy and Operations (IBF-500)
- ▶ Comparative Economic and Political Analysis (IBF-501)

The following learning outcomes are achieved when satisfactorily completing the MBA degree:

## Learning Outcomes

Graduates of the MBA program will be able to:

- > communicate effectively in a variety of formats;
- > identify the key issue(s) facing a business or business subdivision;
- > utilize qualitative and quantitative methods to investigate and solve critical business problems;
- > integrate tools and concepts from multiple functional areas (e.g., finance, marketing, operations) to solve business problems;
- > evaluate and integrate ethical considerations when making business decisions; and
- > incorporate diversity and multicultural perspectives when making business decisions.

## Who Should Apply?

Professionals who have earned a nonbusiness undergraduate degree in areas such as education, medicine, law, healthcare, humanities or the arts as well as those wanting “refresher” courses in business fundamentals are ideal candidates. For professionals who have earned discipline-specific certifications or acquired experience and expertise deemed equivalent to prerequisite courses, the courses may be waived. Applicants who satisfy MBA program prerequisites can be accepted directly into the MBA.

## The Program

The Business Degree Preparatory Program is a three-course, noncredit program that prepares professionals to enroll in the Master of Business Administration (MBA) degree program at Thomas Edison State University. The program is designed for professionals who have earned a nonbusiness undergraduate degree or want a “refresher” course in business fundamentals. The Business Degree Preparatory Program presents foundational principles in three prerequisite areas: financial accounting, microeconomics and statistics. The program’s adult-centered course design, peer-encouraged instructional strategies and live facilitator-led topic review sessions offer a powerful learning platform.

Professionals accepted into the program follow customized curricula and learning plans aligned with key learning objectives and topics in the MBA degree program. The preparatory program’s weekly discussion questions, content assessments and facilitator topic review sessions focus on topic learning, performance feedback and skills acquisition in preparation for course final exams. Passing preparatory program courses satisfies MBA degree prerequisites, in turn allowing enrollment in MBA program.

# Master of Public Service Leadership

The Master of Public Service Leadership (MPSL) degree further develops leaders who function in the nonprofit and public service sectors. This degree frames an education program that can be expected to serve its participants and society well by developing public servants with a solid grounding in principles and practices of their professions, including the abilities and values that are typically seen as important for public servants. Students engage in rigorous and relevant experiences that integrate policy theory and practice across disciplines. The various areas of study are designed to develop and hone the skills necessary to transform students' personal commitment into public leadership, enabling them to acquire a deep understanding of today's public service environment and develop the skills necessary to work as leaders in public service professions.

## Areas of Study:

- > Community and Economic Development
- > Environmental Policy/Environmental Justice
- > Information Technology Management for Public Service
- > Nonprofit Management
- > Public and Municipal Finance
- > Public Health/Public Policy

Additionally, there is a learner-designed area of study (LDAS) in which students with specialized backgrounds and/or interests are encouraged to develop their own course of study with proper approval.

These areas of study position the University to enable students to prepare for several rapidly evolving fields or for students in these fields to advance professionally and strengthen the capacity of those who provide services in the public interest. Curricula focus on evidence-based, inquiry-based approaches to problem solving that enable students to address and identify solutions to real-world challenges and work with leaders in their respective fields.

	Credits
<b>I. Core courses</b>	<b>18</b>
MPL-582 Law, Ethics and Decision Making in the Public Sector	3
MPL-510 Research Methods in Public Service	3
PJM-520 Project Leadership and Communications	3
<b>OR</b>	
MPL-520 Program Analysis and Evaluation	3
OML-610 Organizational Management and Leadership I	3
<b>OR</b>	
HRM-530 Human Resources Management	3
MPL-580 Public Service Leadership and Governance	3
MSP-574 Public Finance	3
<b>OR</b>	
MSP-674 Municipal Finance	3
<b>II. Area of Study</b>	<b>12</b>
<b>III. Public Service Electives</b>	<b>3</b>
<b>IV. Capstone in Public Service</b>	<b>3</b>
<b>Total</b>	<b>36 credits</b>

## Areas of Study

### Community and Economic Development

This area of study explores how community and government leaders work together to build critical organizations and partnerships such as community-based services, arts centers, downtown businesses, and a variety of urban renewal and redevelopment projects.

#### Required and Suggested Courses:

Community and Economic Development (CED) (12 credits)		
MSP-520	Community and Economic Development and Leadership (required)	3
MSM-620	Leading Strategic Change	3
MSP-620	Principles of Economic Development	3
MSP-621	Networking for Effective Community Development	3
MSP-622	Population, Land Use and Municipal Finance	3
MSP-623	Methods and Techniques for Community and Economic Development	3
MSP-662	Practical Grant Writing	3

#### Learning Outcomes

- Upon completion of the area of study, students will be able to:
- > demonstrate a working knowledge of the issues in CED;
  - > summarize the policies that influence CED decisions and approaches;
  - > analyze how CED policies are applied; and
  - > compare and contrast how different tools are applied to solve CED problems.

### Environmental Policy and Environmental Justice

This area of study prepares graduates for positions in both the private and public sectors, particularly as the government's regulatory functions that deal with current environmental crises.

#### Required and Suggested Courses:

Environmental Policy and Environmental Justice (12 credits)		
MSP-530	Environmental Issues and Policy (required)	3
MSP-531	Environmental Justice Issues and Policy (required)	3
MSP-630	Environmental Law and Policy	3
MSP-632	Environmental Science and Quantitative Methods	3
MSP-662	Practical Grant Writing	3

#### Learning Outcomes

- Upon completion of the area of study, students will be able to:
- > demonstrate knowledge of the primary issues in the environmental field;
  - > demonstrate knowledge of the primary issues in the environmental justice field;
  - > compare and contrast the views of environmental advocates on the same issue; and
  - > compare and contrast the views of environmental justice advocates on the same issue.



## Information Technology Management for Public Service

This area of study focuses on how IT simultaneously impedes and enables connectivity between private citizens, the business sector, nonprofit organizations and government, highlighting specific technologies and their applications in the public sector, identifying the core principles relevant to both managing IT and inducing lasting organizational change.

### Required and Suggested Courses:

Information and Technology for Public Service (12 credits)

MSP-550	Managing Information and Technology in the Public Sector (required)	3
MSP-552	E-Government in Urban and Public Service (required)	3
MSP-650	Science, Technology and Public Policy	3
MSP-652	Ethical Implications for IT Professionals in Public Service	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > compare and contrast the uses of specific IT systems in the public sector;
- > evaluate the IT induced organizational changes in the public sector; and
- > categorize the principles of managing IT in the public sector.

## Nonprofit Management

Nonprofits provide a vital link in addressing the economic and social gaps in society that are not effectively addressed by either government or private industry. This area of study is designed to support both current and emerging leadership, ultimately leading to an increase in capacity.

### Required and Suggested Courses:

Nonprofit Management (12 credits)

NPM-502	Nonprofit Management (required)	3
NPM-610	Nonprofit Governance (required)	3
MSP-664	Volunteer Management	3
MSP-662	Practical Grant Writing	3
SOE-570	Social Entrepreneurship	3
NPM-670	Critical Issues in Nonprofit Management	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > evaluate elements of leadership and governance within a contemporary nonprofit entity;
- > analyze the theories, roles, responsibilities and legal duties of nonprofit boards and executive staff. Assess emerging organizational and governance trends in the nonprofit environment;
- > examine human resources, marketing and communications issues for nonprofits;
- > analyze fundraising and financial management topics in nonprofit management, including regulatory issues; and
- > assess emerging trends in the nonprofit arena such as collaborations/mergers, advocacy and international concerns.

## Public and Municipal Finance

This area of study is tailored for employees of government and quasi-governmental agencies as well as local members of nonprofits and community groups, labor and employment organizations, community boards and hospitals, etc., who want to know how to face the strategic challenges such as municipal aid reduction to the public sector, how to cut costs and manage public resources more efficiently.

### Required and Suggested Courses:

Public and Municipal Finance (12 credits) – Any combination having courses from both areas:

#### Management

MSM-620	Leading Strategic Change	3
PJM-530	Project Risk Management	3

#### Accounting/Finance

MSP-674	Municipal Finance	3
MSP-676	Urban Economics	3
MSP-678	Finance and Budgeting for Nonprofits	3
MSP-677	Municipal Bonds and Public Policy	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > discuss the role of government in providing goods and services to citizens and be able to participate in programs aimed at designing, planning, executing and delivering such goods and services;
- > evaluate the results of such programs and modify future programs and plans accordingly; and
- > evaluate the needs of government financing activities and be able to locate the sources of needed information and incorporate that information into the process.

## Public Health/Public Policy

This program is designed to help students analyze public health issues, evaluate methods of intervention and recommend new approaches to implementation. Examples of health issues include the prevention and treatment of chronic diseases, racial and ethnic health disparities, the relationship between health and the built environment, improving health outcomes through poverty and violence prevention, links between management and management of health systems and the links between health and marketing, communication and technology.

### Required and Suggested Course:

Public Health/Public Policy (12 credits)

MSP-540	Advanced Studies in Healthcare (required)	3
MSP-542	Epidemiology (required)	3
MSP-642	Legal Issues in Healthcare	3
MSP-662	Practical Grant Writing	3
MSP-640	Healthcare Operations and Systems	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > effectively analyze what social, political, environmental and economic forces influence the health of populations;
- > classify causes of disease and the impact they have on public health;
- > evaluate interventions to combat public health issues; and
- > make suggestions to improve policy and public health practice.

# Master of Science in Applied Science and Technology

The Master of Science in Applied Science and Technology (MSAST) degree is a 36-credit online program designed to meet the advanced, multidisciplinary educational requirements of students interested in obtaining leadership positions in their chosen professions. The core curriculum provides advanced learning in the modern tools of business management, leadership, applied science and technology. The program focuses on developing the research, analysis and critical evaluation skills necessary to support the decision making and problem solving required to lead today's technical enterprises. The program, except for the MSAST in Information Technology, includes 18 credits of core courses and 12 credits of track-specific courses based on the area of concentration a student selects and a 6-credit Master's Project.

		Credits
<b>Core courses</b>		<b>18</b>
ORR-510	Organizational Research	3
APS-602	Managing People in Technology Based Organizations	3
APS-600	Enhancing Performance in Technology Organization	3
PJM-510	Project Management	3
APS-601	Technology Innovation and Commercialization	3
CSR-610	Corporate Social Responsibility	3
<b>Area of Study</b>		<b>12</b>
<b>Clinical Trials Management</b>		
CTM-510	Introduction to Clinical Trials Research and Drug Development	3
CTM-520	Clinical Trials Research: Practice to Policy	3
CTM-530	Introduction to Clinical Trials Data Management	3
CTM-540	Ethical Issues and Regulatory Principles in Clinical Trials	3
<b>Information Technology</b>		
MSI-501	Foundations of Information Technology*	3
MSI-502	Telecommunications and Networking	3
MSI-503	Object Oriented Application Development	3
MSI-504	Information Systems Analysis, Modeling and Design	3
MSI-505	Principles of Database Design	3
MSI-506	Operating System	3
<b>Technical Studies</b>		
EUT-500	Renewable and Alternative Energy	3
APS-501	Human Performance Improvement	3
APS-502	Advanced Quality Analysis	3
CMP-500	Network Security	3
<b>Nuclear Energy Technology Management</b>		
APS-501	Human Performance Improvement	3
NUC-501	Atmospheric Dispersion of Radioisotopes	3
NUC-502	Criticality Safety	3
NUC-503	Current Issues Case Studies	3
<b>Master's Project</b>		<b>6</b>
APS-700	Master's Project in Applied Science and Technology	6
<b>Total</b>		<b>36 credits</b>

*\*Can be waived based on experience as determined during the admissions review*

# Master of Science in Homeland Security

The Master of Science in Homeland Security (MSHS) degree presents a unique curriculum covering domestic and global issues in security and develops competencies in theory, analysis, practice and policymaking. Students will become conversant with the roles of technology, intelligence and law in establishing protection policies and procedures and in responding to and mitigating threats and disasters, whether natural or anthropogenic. The students will learn to develop policy, establish objectives and understand the impact of operational decisions in both the domestic and international arenas. Courses cover law enforcement, terrorism, intelligence, legal issues, emergency management, cybersecurity, biosecurity and public administration issues.

The program is intended for adults who want to learn advanced aspects of homeland security and emergency preparedness and prepares students to guide and supervise both day-to-day operational and strategic planning and decision making, which is mandated in the post-9/11 era. Students who complete the Master of Science in Homeland Security will encounter a wide variety of career options. Many will utilize this degree with prior experience in security, police or military service to advance in those fields. Those who are already experienced in those fields will utilize this degree to enter policy and leadership positions. Those without formal security training, but with expertise in the health professions, engineering, business or law, will find that this degree prepares them to utilize their disciplinary knowledge in security situations.

The Master of Science in Homeland Security degree program is a 36-credit graduate program offering both required courses and elective courses as needed to satisfy the individual learning interests of students. The course work provides a solid grounding in relevant academic theory, applied practice and policymaking. Students will complete course work in a prescribed order, and will complete a Capstone project in security policy.

Credits

		<b>24</b>
<b>I. Core Courses</b>		
HLS-500	Terrorism and Homeland Security in the U.S.	3
HLS-501	Natural Disasters and Security Planning	3
HLS-510	Protecting the Homeland: Balancing Security and Liberty	3
HLS-615	Domestic and Global Intelligence for Security Management	3
HLS-620	Preparedness: Planning, Prevention and Deterrence	3
HLS-625	Technology and Information Security	3
HLS-630	Protecting the Homeland: Response and Recover	3
HLS-640	Administration and Finance for Security Professionals	3
<b>II. Electives in Homeland Security</b>		<b>6</b>
<i>(Students select two of the following courses)</i>		
HLS-610	The Psychology and Sociology of Disaster	3
HLS-611	International Legal and Ethical Issues	3
HLS-645	Pandemics, Bioterrorism and Biosecurity	3
<b>III. Core Advanced Level Course</b>		<b>6</b>
HLS-650	Capstone in Homeland Security	6
<b>Total</b>		<b>36 credits</b>

## Learning Outcomes

Graduates of the Master of Science in Homeland Security will be able to:

- > analyze terrorism as it relates to the United States and internationally;
- > strategize plans to address disasters and threats to security;
- > apply statutory and constitutional legal principles to implementation of national and global security strategies;
- > debate the relationship between security versus personal and societal freedom;
- > analyze response and recovery efforts in homeland security at the local, state, federal and tribal levels;
- > analyze national and global intelligence mechanisms, security procedures and organizations, and the interplay among them and between them and public institutions; and
- > evaluate critical resources and key infrastructures that are potential targets of security risk.

# Master of Science in Human Resources Management

The Master of Science in Human Resources Management (MSHRM) degree was developed with the guidance of human resources professionals and is aligned with the Society for Human Resource Management (SHRM) HR Curriculum Guidebook and Templates. Members from New Jersey and across the nation identified the characteristics that would make a graduate degree valuable: a broad-based knowledge of the business they serve; skills in managing a human resources enterprise; and the vision and ability to become strategic business partners. With the increasing demand for academic credentials in the human resources field, working professionals need high-quality, accessible degree options that they can complete while they continue to work.

The MSHRM, a practitioner focused degree, develops the human resources management competencies identified through extended research about what makes effective human resources practitioners.

The program's content and design are grounded in current best practices and directed toward preparing human resources professionals to become strategic partners within their organizations.

## Courses must be taken in order:

	Credits
<b>I. MSHRM Core Courses</b>	<b>27</b>
HRM-530 Human Resources Management	3
HRM-540 Lifestyle Benefits and Compensation in the New Millennium	3
HRM-550 Strategic Recruiting, Retention and Succession Planning	3
HRM-560 Intellectual Capital and the Workplace Learner	3
HRM-570 The Effectiveness of a Market Connected Culture	3
HRM-600 Managing the Human Resources Enterprise	3
HRM-610 Human Resources as a Strategic Partner	3
HRM-620 The Legal and Ethical Environment of Human Resources	3
ORR-510 Organizational Research	3
<b>II. Electives*</b>	<b>6</b>
*Students have the option of taking Thomas Edison State University graduate business or business related online courses to fulfill their electives. Electives not offered by the School of Business and Management must be approved by the academic dean prior to enrolling in the course. Students have the option to transfer business graduate credits from other regionally accredited institutions and/or apply credits recommended by the American Council on Education (ACE).	
<b>III. Capstone Project</b>	<b>3</b>
MAN-630 Management Capstone	
<b>Total</b>	<b>36 credits</b>

## What You Will Know and What You Will Be Able To Do

Human resources practitioners from high-performing organizations demonstrate competency in three critical areas:

- > Knowledge of business practices.
- > Ability to make strategic contributions to the organization through personal credibility.
- > Effective management of the human resources function, including human resources technical skills.

## Learning Outcomes

- > Evaluate human capital management practices within a global context.
- > Analyze strategic, financial and operational plans.
- > Evaluate human capital data management, analytics and reporting technologies.
- > Apply ethical, legal and data-informed decision making to human resource management policies.
- > Assess human capital needs in the context of organizational change.
- > Evaluate compensation methods and benefits planning models

## Gain Advanced Standing for Society of Human Resource Management (SHRM) Certification

Human resources management students can earn up to 3 elective credits by earning Senior Professional in Human Resources (SPHR) certificate examination offered by the Human Resources Certification Institute (HRCI) or the SHRM-SCP Senior Certified Professional, the new credential for Human Resources Professionals.

*Advisory: The maximum core course and elective course credit a student may transfer into the Master of Science in Human Resources Management degree program is 12 credits.*

# Master of Science in Hospitality Management

The Master of Science in Hospitality Management (MSHM) degree at Thomas Edison State University builds upon the University's existing Bachelor of Science in Business Administration degree program in Hospitality Management designed to develop an informed, competent and innovative leaders in the international hospitality industry. The program presents a practitioner-focused curriculum that includes guiding knowledge, competencies and skills necessary lead and work effectively in the core business sectors within of the hospitality industry. Students will acquire knowledge, critical awareness and experience in key hospitality-centric domains, including human capital management, technology, finance and entrepreneurship, which are all critical variables in establishing, managing and leading in successful hospitality enterprises.

The Master of Science in Hospitality Management degree program is a 36-credit graduate program offering both required courses and elective courses as needed to satisfy the individual learning interests of students. The course work provides a solid grounding in relevant academic theory, applied practice and policymaking. Students will complete course work in a prescribed order, and will complete a Capstone project in Hospitality Management.

		Credits
<b>Course Requirements</b>		
MSH-501	Hospitality Management in the 21st Century Global Workplace	3
FAM-540	Finance and Accounting for Managers	3
MSH-502	Hospitality Industry Law and Labor Relationships	3
HRM-530	Human Resources Management	3
MKM-560	Marketing Management	3
ETH-590	Ethics for Managers	3
MSH-503	Strategic Planning and Operations in the Hospitality Industry	3
MSH-504	Technology Systems and Applications in the Hospitality Industry	3
MSH-505	Hospitality Management Seminar	3
Graduate Electives		6
MAN-630	Management Capstone	3
<b>Total</b>		<b>36 credits</b>



# Master of Science in International Business Finance

The Master of Science in International Business Finance (MSIBF) degree is designed to develop essential skills in business finance with particular emphasis on the management of organizations in a global context. The program has a practitioner focus and is structured to facilitate assimilation of skill sets and knowledge by lane-changers as well as experienced executives and those who hold bachelor degrees in business, accounting, or finance. The program will interest those aspiring to leadership positions in organizations that require managerial expertise in financial and/or international business management. The curriculum provides a solid foundation in international business management with particular emphasis on the skill sets needed for financial management in diverse cultural, economic, legal and financial environments. Graduates of this program will be well equipped to assume responsibilities for management in modern organizations in an increasingly global environment.

In order to prepare students for the more analytically demanding degree program, students are required to satisfy prerequisite course work prior to enrolling, but not prior to applying for admission. Students may enroll in The Business Degree Preparatory Program. The program covers the prerequisite four courses, which are noncredit. Students admitted to the program are required to complete four undergraduate courses, or receive a score of 80 percent or better on approved qualifying exams (TECEP® or CLEP) in the following subject areas: financial accounting, finance, statistics and microeconomics. Courses in these areas taken at Thomas Edison State University or elsewhere are approved as long as they were taken at a regionally accredited institution, were completed within the last seven years and in which the student received a grade of B or better. Students who have a CPA license will be exempt from the financial accounting requirement. Students who have passed levels I and II of the CFA examination will be exempt from the financial accounting and the finance requirement.

The following learning outcomes are achieved when satisfactorily completing the MSIBF degree:

## Learning Outcomes

Graduates of the MSIBF program will be able to:

- > Evaluate corporate practices required for effective financial management of international businesses.
- > Apply financial modeling and forecasting for international financial management.
- > Evaluate multinational management of risk and return.
- > Evaluate marketing research methods and practices in global markets.
- > Analyze the global human resources management processes and theoretical frameworks.
- > Evaluate ethical challenges in the global financial marketplace.

## The Program

The Business Degree Preparatory Program is a four-course, noncredit program that prepares professionals to enroll in the Master of Science in International Business Finance (MSIBF) degree program at Thomas Edison State University. The program is designed for professionals who have earned a nonbusiness undergraduate degree or want a "refresher" course in business fundamentals. The Business Degree Preparatory Program presents foundational principles in four prerequisite areas: financial accounting, finance, microeconomics and statistics. The program's adult-centered course design, peer encouraged instructional strategies and live facilitator-led topic review sessions offer a powerful learning platform. Professionals accepted into the program follow customized curricula and learning plans aligned with key learning objectives and topics in the MSIBF degree program. The preparatory program's weekly discussion questions, content assessments and facilitator topic review sessions focus on topic learning, performance feedback and skills acquisition in preparation for course final exams. Passing preparatory program courses satisfies MSIBF degree prerequisites, in turn allowing enrollment in MSIBF program.

## Who Should Apply?

Professionals who have earned a nonbusiness undergraduate degree in areas such as education, medicine, law, healthcare, humanities or the arts as well as those wanting "refresher" courses in business fundamentals are ideal candidates. For professionals who have earned discipline-specific certifications or acquired experience and expertise deemed equivalent to prerequisite courses, the courses may be waived. Applicants who satisfy the MSIBF program prerequisites can be accepted directly into the degree program.

### Credits

#### Course Requirements

IBF-500	International Business Policy and Operations	3
IBF-501	Comparative Economic and Political Analysis	3
IBF-503	U.S. and International Accounting	3
IBF-504	Corporate and Managerial Finance	3
IBF-505	Statistics in Managerial Decision Making	3
IBF-506	Instruments, Options and Derivatives	3
IBF-507	Financial Modeling	3
IBF-508	Applied Corporate Research	3
IBF-509	International Finance	3
IBF-510	International Marketing	3
IBF-511	International Human Resources	3
IBF-512	Capstone in International Business Finance	3

**Total** **36 credits**

# Master of Science in Management

The Master of Science in Management (MSM) degree focuses on the development of leadership and management skills. At the request of major New Jersey employers, Thomas Edison State University designed the MSM degree program as an academically rigorous and practical educational experience for seasoned managers who demonstrate a promise for growth and advancement.

The program is structured for professionals with responsibilities in management, technical and administrative positions in profit and not-for-profit settings. It is an ideal program for those whose career paths include the management of people in complex, dynamic organizations that function in a global marketplace.

The MSM program has a strong focus on organizational leadership and provides the flexibility working adults need to control their own study schedules.

Students may tailor their degree program to provide additional depth in one of the following areas of study: Organizational Leadership, Accounting or Project Management.

These areas are described in greater detail below.

	Credits
<b>I. MSM Core Courses</b>	<b>18</b>
ORG-502 Leadership and Management in the 21st Century	3
HRM-530 Human Resources Management	3
EIO-520 Economic Issues in Organizations	3
FAM-540 Finance and Accounting for Managers	3
ORR-510 Organizational Research	3
<i>(Select ONE of the following courses:)</i>	
MKM-560 Marketing Management	3
<b>OR</b>	
PJM-510 Project Management	3
<b>II. MSM Electives*/Areas of Study</b>	<b>12</b>
<b>III. Core Advanced Level Courses</b>	<b>6</b>
MSM-620 Leading Strategic Change	3
MAN-630 Management Capstone	3
<b>Total</b>	<b>36 credits</b>

## What You Will Know and What You Will Be Able To Do

The MSM degree curriculum focuses on developing critical competencies that impact managerial performance: A Capstone project is required of each student. The student will work individually with a mentor of his/her choosing to solve a problem currently faced by an organization. The project provides students the opportunity to apply what they have learned with guidance from an expert in the field.

- > Managerial role competencies.
- > Generic decision making competencies associated with information seeking, reasoning and communications.
- > Students will be challenged to extend, redefine and enhance their managerial understanding and to apply their basic learning tools such as seeking, evaluating and communicating information and ideas. Grounded in the knowledge base of the well-informed manager, students will practice new ways of seeking and acquiring course related knowledge, synthesizing information into models of effective practice and communicating their learning in ways that may positively affect the organizations in which they work.

Five key managerial role competencies are developed in the MSM degree program:

- > Organizational Understanding
- > Activity Management
- > People Leadership
- > Resource Utilization
- > Managerial Self-Development

*\*Students have the option of taking Thomas Edison State University graduate business or business related online courses to fulfill their electives. Electives not offered by the School of Business and Management must be approved by the academic dean prior to enrolling in the course. Students have the option to transfer business graduate credits from other regionally accredited institutions and/or apply credits recommended by the American Council on Education (ACE).*

*Advisory: The maximum core course and elective course credit a student may transfer in to the Master of Science in Management degree program is 12 credits.*

## MSM Areas of Study

### Organizational Leadership

Organizational Leadership area focuses on developing management and leadership skills and transforming students into strategic leaders.

#### Required and Suggested Course:

*Organizational Leadership (12 credits)*

GLM-550	Global Management	3
LCO-610	Leading Change in Complex Organizations	3
OML-610	Organizational Management and Leadership I	3
OML-620	Organizational Management and Leadership II	3
OML-630	Contemporary Issues in Leadership	3

### Accounting

The Accounting area of study builds knowledge in the principles of financial accounting, theoretical structures of accounting, stock market transactions, and auditing and investigative fraud techniques. The program is aimed at individuals who have already completed an undergraduate degree at a regionally accredited institution of higher education with a minimum of 24 credits in accounting.

#### Required Course:

*Accounting (12 credits)*

ACC-501	Principles of Forensic Accounting	3
ACC-601	Intermediate Accounting III	3
ACC-602	Advanced Accounting	3
ACC-603	Accounting Theory	3

### Project Management

The area of study in Project Management prepares students for Project Management Institute (PMI) and other types of certification as project management professionals. The specialization provides a comprehensive overview of the field according to the Project Life Cycle model and nine areas of competency outlined by the PMI, the thought leader of contemporary project management practice and scholarship.

#### Required and Suggested Course:

*Project Management (12 credits)*

PJM-510	Project Management (required)	3
PJM-520	Project Leadership and Communications	3
PJM-530	Project Risk Management	3
PJM-540	Procurement and Vendor Management	3
PJM-640	Global Project Management	3

## MSM/Public Service Areas of Study

Students wishing to pursue a Public Service area of study within the MSM degree program must be admitted jointly to the John S. Watson School of Public Service and Continuing Education as well as to the School of Business and Management. Only one set of application materials must be submitted for joint consideration.

The John S. Watson School of Public Service and Continuing Studies, in partnership with the School of Business and Management, has developed seven areas of study that are offered under the Master of Science in Management.

**Additionally, there is a learner-designed area of study (LDAS), which students with specialized backgrounds and/or interests are encouraged to develop their own course of study with proper approval.**

- > Community and Economic Development
- > Environmental Policy/Environmental Justice
- > Information Technology Management for Public Service
- > Nonprofit Management
- > Public Finance
- > Public Health/Public Policy
- > Public Service Administration and Leadership

These areas of study position the University to enable students to prepare for several rapidly evolving fields or for students in these fields to advance professionally and strengthen the capacity of those who provide services in the public interest. Curricula focus on an evidence-based, inquiry-based approach to problem solving that enable students to address and identify solutions to real-world challenges and work with leaders in their respective fields.

	Credits
<b>I. Core Courses</b>	<b>18</b>
ORG-502 Leadership and Management in the 21st Century	3
HRM-530 Human Resources Management	3
EIO-520 Economic Issues in Organization	3
FAM-540 Finance and Accounting for Managers	3
MKM-560 Marketing Management	3
ORR-510 Organizational Research	3
<b>OR</b>	
PJM-510 Project Management	3
<b>II. Areas of Study*</b>	<b>12</b>
<b>III. Electives</b>	<b>3</b>
<b>IV. Capstone</b>	<b>3</b>
MAN-630 Management Capstone	3
<b>Total</b>	<b>36 credits</b>

\*See Areas of Study section for more information.

## Areas of Study

### Community and Economic Development

This area of study explores how community and government leaders work together to build critical organizations and partnerships such as community-based services, arts centers, downtown businesses, and a variety of urban renewal and redevelopment projects.

#### Required and Suggested Courses:

*Community and Economic Development (CED) (12 credits)*

MSP-520	Community and Economic Development and Leadership (required)	3
MSM-620	Leading Strategic Change	3
MSP-620	Principles of Economic Development	3
MSP-661	Fundraising in Nonprofits Challenges	3
MSP-621	Networking for Effective Community Development	3
MSP-622	Population, Land Use and Municipal Finance	3
MSP-623	Methods and Techniques for Community and Economic Development	3
MSP-662	Practical Grant Writing	3

#### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > demonstrate a working knowledge of the issues in CED;
- > summarize the policies that influence CED decisions and approaches;
- > analyze how CED policies are applied; and
- > compare and contrast how different tools are applied to solve CED problems.

### Environmental Policy and Environmental Justice

The Environmental Policy and Environmental Justice area of study prepares graduates for positions in both the private and public sectors, particularly regarding government's regulatory functions that deal with current environmental crises.

#### Required and Suggested Courses:

*Environmental Policy and Environmental Justice (12 credits)*

MSP-530	Environmental Issues and Policy (required)	3
MSP-531	Environmental Justice Issues and Policy (required)	3
MSP-630	Environmental Law and Policy	3
MSP-632	Environmental Science and Quantitative Methods	3
MSP-662	Practical Grant Writing	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > demonstrate knowledge of the primary issues in the environmental field;
- > demonstrate knowledge of the primary issues in the environmental justice field;
- > compare and contrast the views of environmental advocates on the same issue; and
- > compare and contrast the views of environmental justice advocates on the same issue.

### Information Technology Management for Public Service

This area of study focuses on how IT simultaneously impedes and enables connectivity between private citizens, the business sector, nonprofit organizations and government, highlighting specific technologies and their applications in the public sector, identifying the core principles relevant to both managing IT and inducing lasting organizational change.

#### Required Courses:

*Information Technology for Public Service (12 credits)*

MSP-550	Managing Information and Technology in the Public Sector	3
MSP-552	E-Government in Urban and Public Service	3
MSP-650	Science, Technology and Public Policy	3
MSP-652	Ethical Implications for IT Professionals in Public Service	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > compare and contrast the uses of specific IT systems in the public sector;
- > evaluate the IT induced organizational changes in the public sector; and
- > categorize the principles of managing IT in the public sector.

### Nonprofit Management

Nonprofits provide a vital link in addressing the economic and social gaps in society that are not effectively addressed by either government or private industry. This area of study is designed to support both current and emerging leadership, ultimately leading to an increase in capacity.

#### Required and Suggested Courses:

*Nonprofit Management (12 credits)*

NPM-502	Nonprofit Management (required)	3
NPM-610	Nonprofit Governance (required)	3
MSP-664	Volunteer Management	3
MSP-662	Practical Grant Writing	3
SOE-570	Social Entrepreneurship	3
NPM-670	Critical Issues in Nonprofit Management	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > evaluate elements of leadership and governance within a contemporary nonprofit entity;
- > analyze the theories, roles, responsibilities and legal duties of nonprofit boards and executive staff. Assess emerging organizational and governance trends in the nonprofit environment;
- > examine human resources, marketing and communications issues for nonprofits;
- > analyze fundraising and financial management topics in nonprofit management, including regulatory issues; and
- > assess emerging trends in the nonprofit arena such as collaborations/mergers, advocacy and international concerns.

### Public and Municipal Finance

This area of study is tailored for employees of government and quasi-governmental agencies as well as local members of nonprofits and community groups, labor and employment organizations, community boards and hospitals, etc., who want to know how to face the strategic challenges such as municipal aid reduction to public sector, how to cut costs and manage public resources more efficiently.

#### Required and Suggested Courses:

Public and Municipal Finance (12 credits) – Any combination having courses from both areas:

#### Management

MSM-620	Leading Strategic Change	3
PJM-530	Project Risk Management	3

#### Accounting/Finance

MSP-674	Public Finance	3
MSP-676	Urban Economics	3
MSP-678	Finance and Budgeting for Nonprofits	3
MSP-677	Municipal Bonds and Public Policy	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > discuss the role of government in providing goods and services to citizens and be able to participate in programs aimed at designing, planning, executing and delivering such goods and services;
- > evaluate the results of such programs and modify future programs and plans accordingly; and
- > evaluate the needs of government financing activities and be able to locate the sources of needed information and incorporate that information into the process.



## Public Health/Public Policy

This program is designed to help students analyze public health issues, evaluate methods of intervention and recommend new approaches to implementation. Examples of health issues include the prevention and treatment of chronic diseases, racial and ethnic health disparities, the relationship between health and the built environment, improving health outcomes through poverty and violence prevention, links between management and management of health systems and the links between health and marketing, communication and technology.

### Required and Suggested Courses:

*Public Health/Public Policy (12 credits)*

MSP-540	Advanced Studies in Healthcare (required)	3
MSP-542	Epidemiology (required)	3
MSP-642	Legal Issues in Healthcare	3
MSP-662	Practical Grant Writing	3
MSP-640	Healthcare Operations and Systems	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > effectively analyze what social, political, environmental and economic forces influence the health of populations;
- > classify causes of disease and the impact they have on public health;
- > evaluate interventions to combat public health issues; and
- > make suggestions to improve policy and public health practice.

## Public Service Administration and Leadership

Municipal, county and state leaders working and advocating in public service arenas are continually under pressure to do more with less. The Public Service Administration and Leadership area of study develops leaders who are skilled at providing effective and thoughtful direction and strategy. This area of study has a strong emphasis on management, ethics, budget and finance, decision making and methods to identify innovative solutions to organizational issues.

### Required and Suggested Courses:

*Public Service Administration and Leadership (12 credits)*

MPL-580	Public Service Leadership and Governance (required)	3
MPL-582	Law, Ethics and Decision Making in the Public Sector (required)	3
MSP-678	Finance and Budgeting for Nonprofits	3
MSP-550	Managing Information and Technology In the Public Sector	3
MSM-620	Leading Strategic Change	3

### Learning Outcomes

Upon completion of the area of study, students will be able to:

- > evaluate and propose effective strategic leadership strategies for public service administrators; and
- > interpret, debate and propose what constitutes ethical and legal approaches in effective leadership.

# Master of Science in Nursing

The Master of Science in Nursing (MSN) degree program is designed for experienced nurses with a BSN degree who are independent learners and who want the convenience and flexibility an online program can offer. The MSN degree requires a minimum of 36 credits consisting of different combinations of courses: core, direct care core, electives, specialty and Practicum. Two years experience in nursing is recommended and a BSN degree from an accredited program is required.

Three areas of nursing specialty are offered: Nurse Educator, Nursing Informatics and Nursing Administration. The Nurse Educator program prepares graduates for teaching roles in healthcare and academic settings. The Nursing Informatics program prepares graduates to function as a nursing informatics specialist. The Nursing Administration program prepares graduates for the role of nurse administrator in healthcare settings. A certificate in the selected area of specialty is awarded along with the MSN degree.

	Credits
<b>MSN Nurse Educator</b>	
<b>I. Core Courses</b>	<b>12</b>
NUR-529 Health Policy	3
NUR-530 Evidence-Based Nursing Practice	3
NUR-531 Nursing Informatics: Concepts and Issues	3
NUR-600 Nursing Leadership in a Global Community	3
<b>II. Direct Care Core Courses</b>	<b>9</b>
NUR-516 Advanced Health Assessment	3
NUR-640 Advanced Pathophysiology	3
NUR-650 Advanced Pharmacology	3
<b>III. Specialty Courses</b>	<b>9</b>
NUR-630 Theoretical Foundations and Instructional Strategies	3
NUR-700 Curriculum Theory and Development in Nursing Education	3
NUR-710 Testing, Assessment and Evaluation	3
<b>IV. Practicum Courses</b>	<b>6</b>
NUR-740 Nurse Educator: Seminar and Practicum I	3
NUR-750 Nurse Educator: Seminar and Practicum II	3
<b>Total</b>	<b>36 credits</b>

*Note: Course descriptions, advisories and prerequisites can be found in this publication and on the University website at [www.tesu.edu](http://www.tesu.edu). It is the student's responsibility to know and to satisfy advisories and prerequisites prior to course registration. In the MSN degree program, the core courses are to be taken first and the Practicums are to be taken last, and may not be taken concurrently with core courses.*

	Credits
<b>MSN Nursing Informatics</b>	
<b>I. Core Courses</b>	<b>12</b>
NUR-529 Health Policy	3
NUR-530 Evidence-Based Nursing Practice	3
NUR-531 Nursing Informatics: Concepts and Issues	3
NUR-600 Nursing Leadership in a Global Community	3
<b>II. Electives*</b>	<b>9</b>
<b>III. Specialty Courses</b>	<b>9</b>
NUR-631 Nursing Informatics: Systems Life Cycle	3
NUR-701 Nursing Informatics: Databases and Knowledge Management	3
NUR-711 Nursing Informatics: Consumer Informatics and Communication Technologies	3
<b>IV. Practicum Courses</b>	<b>6</b>
NUR-721 Nursing Informatics: Seminar and Practicum I	3
NUR-731 Nursing Informatics: Seminar and Practicum II	3
<b>Total</b>	<b>36 credits</b>

	Credits
<b>MSN Nursing Administration</b>	
<b>I. Core Courses</b>	<b>12</b>
NUR-529 Health Policy	3
NUR-530 Evidence-Based Nursing Practice	3
NUR-531 Nursing Informatics: Concepts and Issues	3
NUR-600 Nursing Leadership in a Global Community	3
<b>II. Electives*</b>	<b>9</b>
<b>III. Specialty Courses</b>	<b>9</b>
NUR-632 Nursing Administration: Standards and Structures	3
NUR-702 Nursing Administration: Executive Managerial Process	3
NUR-712 Nursing Administration: Resources Acquisition and Management	3
<b>IV. Practicum Courses</b>	<b>6</b>
NUR-722 Nursing Administration: Seminar and Practicum I	3
NUR-732 Nursing Administration: Seminar and Practicum II	3
<b>Total</b>	<b>36 credits</b>

*Note: For Nurse Educator and Nursing Informatics, completion of 120 onground, supervised hours is required in each Practicum course. Application for Practicum placement is submitted six months in advance. The Practicums must be taken consecutively at the same facility. For Nursing Administration, completion of 150 onground, supervised hours is required in each Practicum course. Application for Practicum placement is submitted six months in advance. The Practicums must be taken consecutively at the same facility.*

*\*Electives may be selected from nursing elective course offerings, direct care courses and/or alternate specialty area courses. Speak with your advisor to select electives pertinent to your specialty.*

# Graduate Certificates

Graduate certificates are available completely online and offer students an excellent opportunity to gain expertise in specific areas to advance their careers. Students may apply the credits earned through these programs toward a graduate degree at Thomas Edison State University.

## Graduate Certificate in Clinical Trials Management

The Clinical Trials Management certificate program was conceived and designed by pharmaceutical, biotechnology and contract research organization experts who work in the clinical research field. It is intended for those who seek entrance to or advancement in the clinical research industry. Students learn the fundamentals of the clinical trials environment, study design and management. The program prepares students for the day-to-day decision making in their work environment. Each course has exercises designed to further enhance drug development knowledge through reading, interactive discussions between students and mentor, and assignments that mirror workplace requirements.

The Graduate Certificate in Clinical Trials Management requires:

CTM-510	Introduction to Clinical Trials Research and Drug Development	3
CTM-520	Clinical Trials Research: Practice to Policy	3
CTM-530	Introduction to Clinical Trials Data Management	3
CTM-540	Ethical Issues and Regulatory Principles in Clinical Trials	3

**TOTAL 12 CREDITS**

## Graduate Certificate in Cybersecurity – Critical Infrastructure

The Cybersecurity – Critical Infrastructure certificate addresses the need for skilled personnel capable of securing critical infrastructure such as power grids and water purification systems. Cybersecurity is concerned with the protection of an organization's computing assets. While there are numerous generic security standards and best practices related to information technology systems, the nature of the assets within certain sectors of the economy requires that security practitioners within that particular domain have a deep understanding of the unique challenges associated with securing those assets. Utilities are a prime example of a sector with unique security requirements given their use of geographically distributed high performance networks, requirements for both safety and reliability, and constraints imposed by compliance standards. Building and maintaining secure utilities networks requires specialized knowledge and skills that include a comprehensive understanding of cybersecurity frameworks, a firm awareness of utility business practices, and a thorough understanding of operational technologies. In this program, students will develop the knowledge and skills needed to secure critical infrastructure systems.

Required Courses:

CYB-521	Foundations of Cybersecurity	3
CYB-522	Building Security – Protective Controls	3
CYB-523	Monitoring and Detection	3
CYB-524	Cybersecurity risk management	3
CYB-525	System and Solution Lifecycle Cybersecurity Management	3

**TOTAL 15 CREDITS**

## Graduate Certificate in Digital Humanities

Thomas Edison State University recognizes the need for professionals to have a complex understanding of how human beings use digital means to interact and participate in an increasingly networked society. Digital Humanities as an area of study for the Master of Arts in Liberal Studies degree program will provide students with an opportunity to creatively apply knowledge gained from exploring the question of what it means to be a human being in a networked society. Students who complete a graduate certificate in Digital Humanities will be prepared to confidently engage in the vast range of digital contexts for synthesizing and generating content for new media, from social media technologies to data visualization tools.

The Graduate Certificate in Digital Humanities requires:

DHM-510	Introduction Digital Humanities	3
DHM-610	Digital Communication	3
DHM-620	Social Media and Social Change	3
DHM-710	Mapping Time, Space and Identity	3

**TOTAL 12 CREDITS**

## Graduate Certificate in Educational Leadership

The Graduate Certificate in Educational Leadership program is designed for the classroom teacher or other education professional who holds a graduate degree in education and is seeking only the supervisor endorsement. The program is approved by the New Jersey Department of Education as having met the academic requirements for the supervisor endorsement.

To be eligible for the standard administrative certificate with a supervisor endorsement, a candidate must hold a master's degree from a regionally accredited college or university; hold a standard New Jersey instructional or educational services certificate or its out-of-state equivalent; and complete three years of successful teaching and/or educational services experience. Teaching and/or educational services experience completed in a New Jersey public school must have been under an appropriate New Jersey certificate (N.J.A.C. 6A:9-12.6).

The Graduate Certificate in Educational Leadership requires:

EDL-520	Standards-Based Curriculum Development, Pre-K-12	3
EDL-530	Critical Issues and Theories in Curriculum Design and Evaluation, Pre-K-12	3
EDL-540	Curriculum Leadership and Supervision	3
EDL-660	Human Resources Administration	3
<b>TOTAL</b>		<b>12 CREDITS</b>

## Graduate Certificate in Geropsychology

Thomas Edison State University recognizes the need for skilled individuals who can provide services to the rapidly growing population of older adults. Geropsychology is a subfield within the discipline of psychology that applies psychological theory and research to understanding the aging process and helping individuals maintain a high quality of life as they age. Students who complete a Graduate Certificate in Geropsychology will possess the skills and knowledge needed to work with older adults and their families in a wide variety of care settings and interdisciplinary contexts.

The Graduate Certificate in Geropsychology requires:

GER-510	Adult Development and Aging	3
GER-610	Geropsychological Assessment	3
GER-620	Geropsychological Interventions	3
GER-710	Geropsychological Consultation	3
<b>TOTAL</b>		<b>12 CREDITS</b>

## Graduate Certificate in Homeland Security

The Homeland Security Graduate Certificate provides students with a broad view of homeland security issues by going beyond a single discipline to consider policy, preparation, management and continuity throughout a crisis. Course work covers law enforcement, emergency management and business continuity issues.

The Graduate Certificate in Homeland Security requires:

HLS-500	Terrorism and Homeland Security in the U.S.	3
HLS-510	Protecting the Homeland: Balancing Security and Liberty	3
HLS-620	Preparedness: Prevention and Deterrence	3
HLS-630	Protecting the Homeland: Response and Recovery	3
<b>TOTAL</b>		<b>12 CREDITS</b>

## Graduate Certificate in Human Resources Management

Courses available for this Graduate-Level Certificate focus on the most important strategic initiatives that human resources professionals face as they lead their organizations through the uncharted waters of constant change. Students select four Thomas Edison State University graduate-level courses in Human Resources Management. Students who may eventually consider pursuing a Master of Science in Human Resources Management degree should see Page 33 to determine which of these course options can help meet core requirements of that graduate degree program. Students must complete 12 semester credits by selecting four of the following course options:

The Graduate Certificate in Human Resources Management requires:

HRM-530	Human Resources Management	3
HRM-540	Lifestyle Benefits and Compensation in the New Millennium	3
HRM-550	Strategic Recruiting, Retention and Succession Planning	3
HRM-560	Intellectual Capital and the Workplace Learner	3
HRM-570	The Effectiveness of a Market Connected Culture	3
HRM-600	Managing the Human Resources Enterprise	3
HRM-610	Human Resources as a Strategic Partner	3
HRM-620	The Legal and Ethical Environment of Human Resources	3

**TOTAL 12 CREDITS**

*Students interested in pursuing a Master of Science in Management degree should see Page 33 for degree requirements. Students may simultaneously earn a Graduate Certificate in Human Resources Management and an MSM with a Human Resources Management area of study.*

## Graduate Certificate in Industrial-Organizational Psychology

Industrial-Organizational Psychology is the study of human behavior in the workplace. This field emphasizes the application of psychological theories, principles and research to situations that are encountered within organizations.

Students who complete a Graduate Certificate in Industrial-Organizational Psychology will possess the skills and knowledge needed to navigate complex situations that arise in the workplace, resolve workplace conflicts and facilitate organizational change in order to create more productive and satisfying working conditions.

The Graduate Certificate in Industrial-Organizational Psychology requires:

IOP-510	Industrial and Organizational Psychology	3
IOP-610	Psychological Factors in Selecting and Growing Organizational Talent	3
IOP-620	Unearthing and Enhancing Organizational Talent through Psychology	3
IOP-710	The Psychology of Leadership, Motivation, and Teamwork	3

**TOTAL 12 CREDITS**

## Graduate Nursing Certificate Programs

The W. Cary Edwards School of Nursing graduate nursing certificate programs are designed for experienced RNs with a master's in nursing who want to develop the knowledge and skills needed to practice in another area of nursing specialty. The certificate programs consist of theory courses and up to two Practicums, a maximum of 15-18 credits each, and are available in each area of specialty offered in the MSN degree program. The competencies identified, and the theory and Practicum courses, are the same for the certificate programs as for students completing the same area of specialty in the MSN degree program. A certificate in the selected area of specialty is awarded on certificate program completion and submission of the Request for Graduate Nursing Certificate form, pending clearance by the University.

### Nurse Educator

The Nurse Educator certificate program is designed for experienced RNs with a master's in another area of nursing specialty who want to develop the knowledge and skills needed to teach in school of nursing and healthcare settings. The program includes three theory courses and an onground education Practicum for a total of 15 credits. The student will select a healthcare or educational setting and preceptor for the Practicums. The same facility will be used as the setting for both Practicums, which are 120 hours each.

Nurse Educator Certificate Program Requirements		
NUR-630	Theoretical Foundations and Instructional Strategies	3
NUR-700	Curriculum Theory and Development in Nursing Education	3
NUR-710	Testing, Assessment and Evaluation	3
NUR-740	Nurse Educator: Seminar and Practicum I	3
NUR-750	Nursing Educator: Seminar and Practicum II	3
<b>TOTAL</b>		<b>15 CREDITS</b>

*\*Completion of 120 onground, supervised hours is required in each Practicum course. Application for Practicum placement is submitted six months in advance. The Practicums must be taken consecutively at the same facility.*

### Nursing Informatics

The Nursing Informatics certificate program is designed for experienced RNs with a master's in nursing in another area of nursing specialty who want to develop the knowledge and skills needed to practice as a nursing informatics specialist in healthcare settings. The program includes four theory courses and two Practicums for a total of 18 credits. The student will select a healthcare setting and preceptor for the Practicums. The same facility will be used as the setting for both Practicums, which are 120 hours each.

Nursing Informatics Certificate Program Requirements		
NUR-531	Nursing Informatics: Concepts and Issues*	3
NUR-631	Nursing Informatics: Systems Life Cycle	3
NUR-701	Nursing Informatics: Databases and Knowledge Management	3
NUR-711	Nursing Informatics: Consumer Informatics and Communications Technology	3
NUR-721	Nursing Informatics: Seminar and Practicum I**	3
NUR-731	Nursing Informatics: Seminar and Practicum II**	3
<b>TOTAL</b>		<b>18 CREDITS</b>

*\*If completed as part of the degree requirements for the BSN or MSN at Thomas Edison State University, this course will not be required for certificate completion.*

*\*\*Completion of 120 onground, supervised hours is required in each Practicum course. Application for Practicum placement is submitted six months in advance. The Practicums must be taken consecutively at the same facility.*

### Nursing Administration

The Nursing Administration certificate program is designed for experienced RNs with a master's in nursing in another area of nursing specialty who want to develop the knowledge and skills needed to practice as a nurse administrator in healthcare settings. The program includes three theory courses and two Practicums for a total of 15 credits. The student will select a healthcare setting and preceptor for the Practicums. The same facility will be used as the site for both Practicums, which are 150 hours each.

Nursing Administration Certificate Program Requirements		
NUR-632	Nursing Administration: Standards and Structures	3
NUR-702	Nursing Administration: Executive Managerial Process	3
NUR-712	Nursing Administration: Resource Acquisition and Management	3
NUR-722	Nursing Administration: Seminar and Role Practicum*	3
NUR-732	Nursing Administration: Seminar and Process Practicum*	3
<b>TOTAL</b>		<b>15 CREDITS</b>

*\*Completion of 150 onground, supervised hours is required in each Practicum course. Application for Practicum placement is submitted six months in advance. The Practicums must be taken consecutively at the same facility.*



## Graduate Certificate in Online Learning and Teaching

Thomas Edison State University pioneered the use of technology in higher education and students can benefit from its experience. This 12-credit graduate certificate serves those who want to be well prepared to teach online.

OLT-510	Theory and Culture of Online Learning	3
OLT-520	Learning Technology as an Issue in Online Learning	3
OLT-630	Issues in Instructional Design in Online Learning	3
OLT-640	Communication and Interactivity in Online Learning	3
<b>TOTAL</b>		<b>12 CREDITS</b>

## Graduate Certificate in Organizational Leadership

The Graduate Certificate in Organizational Leadership is an online, 12-credit program that focuses on developing management and leadership skills and transforming students into strategic leaders. Students who have earned a baccalaureate degree from a regionally accredited college or university may earn a graduate level certificate in Organizational Leadership. Credits earned for the Graduate Certificate in Organizational Leadership may be applied to the Master of Arts in Liberal Studies, Master of Science in Human Resource Management or Master of Science in Management degree programs at Thomas Edison State University. Students may select four courses from the core requirements of the Master of Science in Management degree program.

Students select four of the following courses:

ORG-502	Leadership & Management in the 21st Century	3
ORR-510	Organizational Research	3
EIO-520	Economic Issues in Organizations	3
HRM-530	Human Resources Management	3
FAM-540	Finance and Accounting for Managers	3
OML-610	Organizational Management and Leadership I	3
OML-620	Organizational Management and Leadership II	3
<b>TOTAL</b>		<b>12 CREDITS</b>

## Graduate Certificate in Professional Communications

The rise of social media and mobile and commerce-based applications has increased the need for organizations to understand how people use technology to communicate that encompasses all fields of communication from education to healthcare to public policy to business. This graduate certificate links the study of technology and how it is used to communicate in today's market and prepares students to serve as voices for their organizations in today's new media environment.

The Graduate Certificate in Professional Communication requires:

COM-610	Professional Communications Theory	3
COM-620	Advanced Professional and Business Writing	3
DHM-620	Social Media and Social Change	3
MSP-662	Practical Grant Writing	3
<b>TOTAL</b>		<b>12 CREDITS</b>

### Learning Outcomes

Upon completion of the certificate, students will be able to:

- > analyze the implications of various forms of media in specific communications context;
- > develop various professional communications consistent with best practices;
- > integrate technology into the development of a professional communications plan; and
- > apply ethical and legal standards to address communications practice.

## Graduate Certificate in Project Management

The Project Management certificate provides a comprehensive overview of the field according to the Project Life Cycle model and nine areas of competency outlined by the Project Management Institute (PMI), the thought leader of contemporary project management practice and scholarship. These areas of competency are the management of project integration throughout all phases of the life cycle, project scope and planning, deliverables definition and activity scheduling, cost and budget, quality principles, human resources and team leadership, formal and informal communications and documentation, risk planning and monitoring, and contracts and procurement.

Students are required to take PJM-510 Project Management and then select three additional courses.

PJM-510	Project Management	3
PJM-520	Project Leadership and Communication	3
PJM-530	Project Risk Management	3
PJM-540	Procurement and Vendor Management	3
PJM-640	Global Project Management	3
<b>TOTAL</b>		<b>12 CREDITS</b>

Students interested in pursuing a Master of Science in Management degree should see Page 36 for degree requirements. Students may simultaneously earn a Graduate Certificate in Project Management and an MSM degree with a Project Management area of study.

# Graduate Courses

For course descriptions, go to the Graduate Course Description section beginning on Page 56.

## MASTER OF ARTS IN EDUCATIONAL LEADERSHIP\*

### Core Courses (must be taken in order)

EDL-500	Effective Leadership — From Theory to Practice
EDL-510	The Inquiry Process — A Framework
EDL-520	Standards-Based Curriculum Development, Pre-K-12
EDL-530	Critical Issues and Theories in Curriculum Design and Evaluation, Pre-K-12
EDL-540	Curriculum Leadership and Supervision
EDL-550	School Law
EDL-660	Human Resources Administration
EDL-670	Technology for Instruction and Administration
EDL-680	Budget Forecasting and Fiscal Planning
EDL-690	Developing School and Community Partnerships
EDL-700	Field-Based Practicum
EDL-710	Professional Portfolio Development
EDL-800	The Superintendency
EDL-810	Professional Portfolio Development: School Administrators
EDL-820	Field-Based Practicum for Superintendents

\*Courses open only to students matriculated in the Graduate Certificate in Educational Leadership or MAEdL degree Program.

### MAEdL Building Level

EDL-500	Effective Leadership
EDL-670	Technology for Instruction and Administration
EDL-520	Standards-Based Curriculum Development, Pre-K - 12
EDL-530	Critical Issues in Curriculum Design and Evaluation
EDL-540	Curriculum Leadership and Supervision
EDL-550	School Law
EDL-660	Human Resources Administration
EDL-510	The Inquiry Process
EDL-680	Budget Forecasting and Fiscal Planning
EDL-700	Field-Based Clinical Practicum
EDL-690	Developing School and Community Partnerships
EDL-710	Professional Portfolio Development

### MAEdL District Level

EDL-500	Effective Leadership
EDL-670	Technology for Instruction and Administration
EDL-520	Standards-Based Curriculum Development, Pre-K - 12

EDL-530	Critical Issues in Curriculum Design and Evaluation
EDL-540	Curriculum Leadership and Supervision
EDL-550	School Law
EDL-660	Human Resources Administration
EDL-510	The Inquiry Process
EDL-680	Budget Forecasting and Fiscal Planning
EDL-700	Field-Based Clinical Practicum
EDL-690	Developing School and Community Partnerships
EDL-800	The Superintendency
EDL-810	Professional Portfolio Development
EDL-820	Field-Based Clinical Practicum for Superintendents

### MAEdL School Business Administrator

EDL-500	Effective Leadership
ORG-502	Leadership Management in the 21st Century
FAM-540	Finance and Accounting for Managers
EIO-520	Economic Issues for Managers
EDL-540	Curriculum Leadership and Supervision
EDL-550	School Law
EDL-660	Human Resources Administration
EDL-510	The Inquiry Process
EDL-680	Budget Forecasting and Fiscal Planning
EDL-700	Field-Based Clinical Practicum Capstone
EDL-690	Developing School and Community Partnerships
EDL-710	Professional Portfolio Development

*Optional courses offered with SBA Program for School Administrator endorsement:*

EDL-800	The Superintendency
EDL-810	Professional Portfolio Development for School Administrators
EDL-820	Field-Based Practicum for Superintendents

## MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING

### Core Courses

EDT-500	Foundations of Educational Technology, Theories and Practices
EDT-510	Curriculum Development in Educational Technology
EDT-520	Leadership and Supervision in Educational Technology
OLT-510	Theory and culture of Online Learning
OLT-520	Learning Technology as an Issue in Online Learning

OLT-630	Issues in Instructional Design in Online Learning
OLT-640	Communication and Interactivity in Online Learning
THC-625	Technology and the Human Community
EDL-670	Technology for Instruction and Administration
EDL-520	Standards-Based Curriculum Development, Pre-K-12

**OR**

EDL-540	Curriculum Leadership and Supervision
EDT-700	Capstone in Educational Technology and Online Learning
EDT-710	Practicum in Educational Technology and Online Learning

## MASTER OF ARTS IN LIBERAL STUDIES

### Core Courses (must be taken in order)

LAP-500	The Liberal Arts and Professional Life
SAM-501	Sense of Community I: Art and Morality
SAM-502	Sense of Community II: Faith and Reason
CCR-610	Change Conflict and Resolution
SIC-520	The Species, the Individual and Community
THC-625	Technology and the Human Community: Challenges and Responses
MLS-700	Capstone I
MLS-710	Capstone II

## MASTER OF BUSINESS ADMINISTRATION

Please note: MBA program is eight weeks in length. Courses are offered six terms per year.

### Core Courses

MKM-700	Marketing Management
FIN-710	Financial Management
SOP-720	Strategic Operations Management
GSM-730	Global Strategic Management
ETM-750	Ethics for Managers
ORR-710	Organizational Research
MBA-730	MBA Capstone

## MASTER OF PUBLIC SERVICE LEADERSHIP

### Core Courses

MPL-582	Law, Ethics and Decision Making in the Public Sector
MPL-510	Research Methods in Public Service
PJM-520	Project Leadership and Communications
<b>OR</b>	
MPL-520	Analysis and Evaluation

OML-610	Organizational Management and Leadership I
<b>OR</b>	
HRM-530	Human Resources Management
MPL-580	Public Service Leadership and Governance
MSP-674	Municipal Finance
<b>OR</b>	
MSP-574	Public Finance

## MASTER OF SCIENCE IN APPLIED SCIENCE AND TECHNOLOGY

### Core Courses (must be taken in order)

ORR-510	Organizational Research
THC-625	Technology and the Human Community
APS-600	Productivity Measurement and Continuous Improvement
PJM-510	Project Management
APS-601	Technological Innovation and Commercialization
APS-700	Master Project in Applied Science and Technology
CSR-610	Corporate Social Responsibility

## MASTER OF SCIENCE IN HOMELAND SECURITY

### Core Courses

HLS-500	Terrorism and Homeland Security in the U.S.
HLS-501	Natural Disasters
HLS-510	Protecting the Homeland: Balancing Security and Liberty
HLS-615	Domestic and Global Intelligence for Security Management
HLS-620	Preparedness: Prevention and Deterrence
HLS-625	Technology and Information Security
HLS-630	Protecting the Homeland: Response and Recovery
HLS-640	Administration and Finance for Security Professionals
HLS-650	Capstone in Homeland Security

## MASTER OF SCIENCE IN HOSPITALITY

### Core Courses

MSH-501	Hospitality Management in the 21st Century Global Workplace
FAM-540	Finance and Accounting for Managers
MSH-502	Hospitality Industry Law and Labor Relationships
HRM-530	Human Resource Management
MKM-560	Marketing Management

ETH-590	Ethics for Managers
MSH-503	Strategic Planning and Operations in the Hospitality Industry
MSH-504	Technology Systems and Applications in the Hospitality Industry
MSH-505	Hospitality Management Seminar
MAN-630	Management Capstone

## MASTER OF SCIENCE IN HUMAN RESOURCES MANAGEMENT

### Core Courses (must be taken in order)

HRM-530	Human Resources Management
HRM-540	Lifestyle Benefits and Compensation in the New Millennium
HRM-550	Strategic Recruiting, Retention and Succession Planning
HRM-560	Intellectual Capital and the Workplace Learner
HRM-570	The Effectiveness of a Market Connected Culture
HRM-600	Managing the Human Resources Enterprises
HRM-610	Human Resources as a Strategic Partner
HRM-620	The Legal and Ethical Environment of Human Resources
ORR-510	Organizational Research
MAN-630	Management Capstone

## MASTER OF SCIENCE IN INTERNATIONAL BUSINESS FINANCE

### Core Courses

IBF-500	International Business Policy & Operations
IBF-501	Comparative Economic and Political Analysis
IBF-503	U.S. & International Accounting
IBF-504	Corporate & Managerial Finance
IBF-505	Statistics in Managerial Decision-Making
IBF-506	Instruments, Options, and Derivatives
IBF-507	Financial Modeling
IBF-508	Applied Corporate Research
IBF-509	International Finance
IBF-510	International Marketing
IBF-511	International Human Resources
IBF-512	Capstone in International Business Finance

## MASTER OF SCIENCE IN MANAGEMENT

### Core Courses (must be taken in order)

ORG-502	Leadership and Management in the 21st Century
HRM-530	Human Resources Management
EIO-520	Economic Issues in Organization

FAM-540	Finance and Accounting for Managers
ORR-510	Organizational Research
PJM-510	Project Management
<b>OR</b>	
MKM-560	Marketing Management

### Core Advanced-Level Courses

MSM-620	Leading Strategic Change
MAN-630	Management Capstone

## MASTER OF SCIENCE IN NURSING

### Core, Direct Care Specialty and Elective Courses

#### Core Courses

NUR-529	Health Policy
NUR-530	Evidence-Based Nursing Practice
NUR-531	Nursing Informatics: Concepts and Issues
NUR-600	Nursing Leadership in a Global Community

#### Direct Care Core Courses

NUR-516	Advanced Health Assessment
NUR-640	Advanced Pathophysiology
NUR-650	Advanced Pharmacology

#### Nurse Educator Specialty Courses

NUR-630	Theoretical Foundations and Instructional Strategies in Nursing Education
NUR-700	Curriculum Theory and Development in Nursing Education
NUR-710	Testing, Assessment and Evaluation
NUR-740	Nurse Educator: Seminar and Practicum I
NUR-750	Nurse Educator: Seminar and Practicum II

#### Nursing Administration Specialty

NUR-632	Nursing Administration: Standards and Structures
NUR-702	Nursing Administration: Executive Managerial Process
NUR-712	Nursing Administration: Resource Acquisition and Management
NUR-722	Nursing Administration: Seminar and Role Practicum
NUR-732	Nursing Administration: Seminar and Process Practicum

#### Nursing Informatics Specialty

NUR-631	Nursing Informatics: Systems Life Cycle
NUR-701	Nursing Informatics: Databases and Knowledge Management
NUR-711	Nursing Informatics: Consumer Informatics and Communication Technologies
NUR-721	Nursing Informatics: Seminar and Practicum I
NUR-731	Nursing Informatics: Seminar and Practicum II

### MSN Elective Courses

NUR-612	Healthcare Finance for Nurse Educators
NUR-613	History of American Nursing
NUR-614	Professional Writing from Idea to Publication
NUR-621	Instructional Technology for Nurse Educators
NUR-622	Independent Study in Instructional Technology

## GRADUATE ELECTIVES

ACC-501	Principles of Forensic Accounting
ACC-601	Intermediate Accounting III
ACC-602	Advanced Accounting
ACC-603	Accounting Theory
APS-501	Human Performance Improvement
APS-502	Advanced Quality Analysis
CMP-500	Network Security
COM-610	Professional Communications Theory
COM-620	Advanced Professional and Business Writing
CSR-610	Corporate Social Responsibility
CTM-510	Introduction to Clinical Trials Research and Drug Development
CTM-520	Clinical Trials Research: Practice to Policy
CTM-530	Introduction to Clinical Trials Data Management
CTM-540	Ethical Issues and Regulatory Principles in Clinical Trials
DHM-510	Introduction to Digital Humanities
DHM-610	Digital Communication
DHM-620	Social Media and Social Change
DHM-710	Mapping Time, Space and Identity
ETH-590	Ethics for Managers
EUT-500	Renewable and Alternative Energy
GER-510	Adult Development and Aging
GER-610	Geropsychological Assessment
GER-620	Geropsychological Interventions
GER-710	Geropsychological Consultation
GLM-550	Global Management
HLS-500	Terrorism and Homeland Security in the U.S.
HLS-501	Natural Disasters
HLS-510	Protecting the Homeland: Balancing Security and Liberty
HLS-620	Homeland Security Preparedness: Prevention and Deterrence
HLS-625	Technology and Information Security
HLS-630	Protecting the Homeland: Response and Recovery
HRM-540	Lifestyle Benefits and Compensation in the New Millennium
HRM-550	Strategic Recruiting, Retention and Succession Planning
HRM-560	Intellectual Capital and the Workplace Learner
HRM-570	The Effectiveness of a Market Connected Culture

HRM-600	Managing the Human Resources Enterprises
HRM-610	Human Resources as a Strategic Partner
HRM-620	The Legal and Ethical Environment of Human Resources
IOP-510	Industrial Organizational Psychology
IOP-610	Psychological Factors in Selecting and growing Organizational Talent
IOP-620	Unearthing and Enhancing Organizational Talent through Psychology
IOP-710	The Psychology of Leadership, Motivation, and Teamwork
LCO-610	Leading Change in Complex Organizations
MSI-501	Foundations of Information Technology
MSI-502	Telecommunications and Networking
MSI-503	Object Orientation Application Development
MSI-504	Information Systems Analysis, Modeling and Design
MSI-505	Principles of Database Design
MPL-520	Program Analysis and Evaluation
MPL-580	Public Service Leadership and Governance
MPL-582	Law, Ethics and Decision Making in the Public Sector
MPL-710	Capstone in Public Service
MSP-520	Community and Economic Development and Leadership
MSP-530	Environmental Issues and Policy
MSP-531	Environmental Justice Issues and Policy
MSP-540	Advanced Studies in Healthcare
MSP-542	Epidemiology
MSP-640	Healthcare Operations and Systems
MSP-642	Legal Issues in Healthcare
MSP-662	Practical Grant Writing
MSP-664	Introduction to Volunteer Management
MSP-676	Urban Economics
NPM-502	Nonprofit Management
NPM-610	Nonprofit Governance and Board Leadership
NPM-670	Critical Issues in Nonprofit Management
NUR-614	Professional Writing from the Idea to the Publication
OLT-510	Theory and Culture of Online Learning
OLT-520	Learning Technology as an Issue in Online Learning
OLT-630	Issues in Instructional Design in Online Learning
OLT-640	Communication and Interactivity in Online Learning
OML-610	Organizational Management and Leadership I
OML-620	Organizational Management and Leadership II
OML-630	Contemporary Issues in Leadership
PJM-520	Project Leadership and Communications
PJM-530	Project Risk Management
PJM-540	Procurement and Vendor Management
PJM-640	Global Project Management
SOE-570	Social Entrepreneurship



## MBA ELECTIVES

MKR-700	Market Research
SOM-702	Introduction to Social Media
INV-711	Investments
FSA-712	Financial Statement Analysis
PJM-721	Project Management
NEG-731	Negotiations
ENP-732	Entrepreneurship
HRM-760	Human Resources Management
SUS-700	Designing a Business Case for Sustainability
MCO-740	Management Communications

# section 3

## Methods of Learning and Earning Credit

### About Our Courses

The course lists and descriptions contained in this publication cite the offerings beginning with the July 2015 semester. It is occasionally necessary, and the University retains the right, to withdraw, modify or add courses to the existing list during the academic year without prior notice. For updates on course offerings, check the University website at [www.tesu.edu](http://www.tesu.edu) or call toll free at (888) 442-8372.

Online courses require the completion of assignments, examinations and final projects and also require participation in online discussions. The number of assignments varies from course to course. Online courses usually include graded online discussion forums, examinations and assignments. A grade of zero is assigned for each assignment and discussion not completed.

#### Overview

Once you are registered for an online course, an online account will be set up for you that will enable you to connect to myEdison®, the University's online course management system. This site may be accessed at [www2.tesu.edu/myedison/](http://www2.tesu.edu/myedison/).

When you register for courses, be sure you provide the University with an accurate, preferred email address so that you may receive this important information in time to begin your course work. It is recommended that you verify your student records online via Online Students Services before your course begins. Online Student Services may be accessed at [www.tesu.edu/current-students/online-student-services.cfm](http://www.tesu.edu/current-students/online-student-services.cfm). At your first login, you will obtain your logon ID and password by selecting "I'm new to Online Student Services" and following the prompts. A temporary password will be generated and emailed to you. After initial login, you will be required to change your password. For most students, your logon ID will be your first name, followed by a period, then your last name (example: frank.smith). Students who have the same first and last names will be assigned a number to provide them with unique logon IDs (example: frank.smith2).

Students registering for online courses are expected to have experience and proficiency using a computer, browsing the Web, and sending and receiving Internet mail. A valid email address is required to register for an online course.

#### System Requirements:

##### Minimum System Requirements for Windows and Mac:

- Screen resolution of at least 800 x 600 pixels
- Speakers or headphones for audio playback
- Optical Drive<sup>1</sup>
- Stable Internet Connection<sup>2</sup>
- A current and up-to-date browser, such as Microsoft Internet Explorer, Safari, Google Chrome, or Mozilla Firefox
- PDF Viewing Software (Adobe Acrobat, Foxit Reader, SumatraPDF, Cute PDF, etc.)
- Windows XP or above; Mac Leopard 10.5 or above<sup>3</sup>

##### Preferred System Requirements for Windows and Mac:

- Screen resolution of 1024 x 768 pixels or greater
- Speakers or headphones for audio playback
- Webcam
- Optical Drive<sup>4</sup>
- Broadband Internet connection of 1 mbs or greater
- A current and up-to-date browser, such as Microsoft Internet Explorer, Safari, Google Chrome, or Mozilla Firefox
- PDF Viewing Software (Adobe Acrobat, Foxit Reader, SumatraPDF, Cute PDF, etc.)
- Windows 7 or above; Mac Snow Leopard 10.6 or above<sup>5</sup>

<sup>1</sup> For certain third-party supplemental course resources

<sup>2</sup> Broadband preferable; dial-up connections may not be optimal for certain course features

<sup>3</sup> A few courses utilize Windows-only software; if using a Mac, you will need to have access to a Windows PC or have the ability to run a Windows virtual machine on your Mac

<sup>4</sup> For certain third-party supplemental course resources

<sup>5</sup> A few courses utilize Windows-only software; if using a Mac, you will need to have access to a Windows PC or have the ability to run a Windows virtual machine on your Mac

For technical (computer) questions relating to online courses, call the Learner Support Center at (888) 442-8372.

#### Preview Site

You may preview many online syllabi by going to the University website at [www.tesu.edu/academics/courses](http://www.tesu.edu/academics/courses). Select Graduate Courses and then choose a program to view course in that program including course descriptions and online previews. A preview provides a view of the syllabus — including the course objectives and assignments — and shows you what books and other course materials are required. Please note that the contents of the actual online course may differ from the preview due to updates or revisions.

## Course Structure

Designed to be completed in a 12-week semester (MBA courses are designed to be completed in eight weeks), each online course includes a detailed week-by-week assignment schedule (accessible at the online course site) that guides students through reading and writing assignments and other course activities. During the semester students submit assignments to a mentor and participate in asynchronous course discussions. Mentors facilitate student discussions, providing guidance and focus for the class, grade assignments, discussions and examinations, and submit final grades. There is no specific time when one must be logged on for the class discussion; thus, students can maintain the flexibility of independent learning with the exception of the MBA, which includes synchronous events. However, those who wish may engage in informal discussions with classmates, providing real opportunities to exchange ideas and enhance the informal aspects of learning. Mentors are available for consultation by email or telephone.

Most courses require a textbook and may require readings and media components. Self-assessment tests and exercises often are incorporated into the course materials. A few courses have software containing additional information and exercises. Mentors formally assess academic progress through written assignments, participation in course discussions and proctored and unproctored examinations or some other form of comprehensive assessment.

## Course Materials

You are responsible for acquiring all the textbooks and materials required for the courses you choose. The cost for course materials is not included in your tuition and registration fees. You will arrange payment directly with the textbook provider. Many students choose to use MBS Direct for their course materials. If you choose to use MBS Direct, you may order textbooks and materials by telephone, on the Web or by mailing the order form (in the Forms section on the University website). Whatever method you choose, you will need to supply the course codes of the Thomas Edison State University courses for which you have registered. MBS Direct will do the rest. MBS Direct has an especially large inventory of used books, and information on the availability of used books will be provided both by the MBS Direct call center and on the Web. Ordering used books provides a substantial saving over new books. Also, ordering via the Web affords students a 20 percent reduction in the cost of shipping and handling.

To learn what materials are required for your course, go to the MBS Direct website. MBS Direct maintains a section on its website devoted to Thomas Edison State University. There you can see at-a-glance what materials are required for the courses you are taking, and you can calculate the cost. There is a direct link to MBS Direct on the Thomas Edison State University website under Current Students. This information is also available through the MBS Direct call center (see Contact Information on this page).

## Course Manuals

In online and Guided Study courses, the syllabus, handbook and specific course information are available when you logon to the course for which you are registered.

## Textbooks

- > Most courses, except prior learning assessment (PLA), require textbooks.

## Study Guides

- > Some courses may require a study guide.

## Media Components

- > Some of the University's courses require the use of media in addition to other materials.

## Laboratory Kits

- > Some courses require laboratory kits in addition to the other course materials. You will receive an email with ordering instructions after registering.

## Computer Software

- > A few of the University's courses require the use of computer software.

## Contact Information for MBS Direct

- > MBS Direct telephone orders are taken through its call center at: (800) 325-3252.
- > MBS Direct Web orders are taken at: <http://bookstore.mbsdirect.net/TESU.htm> or students can link to MBS Direct from the Thomas Edison State University website at [www.tesu.edu](http://www.tesu.edu) under Current Students.
- > Access MBS Direct Order Forms on the University website.

Prior learning assessment (PLA) students do not need to purchase course materials or textbooks from MBS Direct. However, the course mentor may suggest readings and additional materials to support your electronic portfolio.

## Thomas Edison State University Office of Military and Veteran Education

### Veteran Benefits

Thomas Edison State University is approved under the provisions of Title 10 and Title 38, United States Code for enrollment of veterans, military and other eligible persons for programs approved by the New Jersey State Approving Agency. Students who have served in the U.S. armed forces may be eligible to receive veteran educational benefits to assist with education expenses. These benefits also may extend to the spouse and child dependents of deceased or disabled veterans.

For information about applying for or using your veterans educational benefits at Thomas Edison State University contact the Office of Military and Veteran Education by telephone or email. You may also review the information on the University website at [www.tesu.edu/military/veterans/index.cfm](http://www.tesu.edu/military/veterans/index.cfm).

## Tuition Plan

Students using VA educational benefits having a military status of retired or discharged are no longer eligible for the military tuition rates associated with the Military Degree Completion Program or Navy College Program will be switched from the military tuition plan to the Per Credit Tuition Plan (PCTP) at the time of retirement or discharge from active duty. Under certain circumstances other tuition plans may be appropriate. Please contact the Thomas Edison State University Office of Veteran Affairs at [va@tesc.edu](mailto:va@tesc.edu) for counseling and information about these other options.

## Approved Courses

Students using VA educational benefits are approved for Guided Study (GS), online (OL) and TECEP® courses only. In accordance with VA guidelines, e-Pack and portfolio assessment courses are prohibited and will not be funded by the VA. Students may self-pay for e-Pack and portfolio assessment at the time of course registration.

## Attendance and Participation Policy

In order to remain eligible to use Department of Veteran Affairs (VA) educational benefits at Thomas Edison State University, students must remain fully engaged in all academically related activities. Examples of these activities include making submissions to online discussion boards, submitting assignments, and completing exams and quizzes when due. Students should review course calendars to familiarize themselves with assignment timing and types of submissions expected. Note: viewing or logging into one's courses does not constitute academic engagement. The University will periodically review student progress and engagement with course work during each applicable term. Failure to sign into courses and complete scheduled course work on time will result in a termination of VA certification, which may lead to recoupment from the VA for any money paid to students for enrolling in these courses including tuition, housing allowance and book stipend.

## Attendance Pattern Policy

Students using VA educational benefits when registering for courses at Thomas Edison State University on or after July 1, 2015, will be placed in a 12-week (3-month) attendance pattern designed to prevent overlapping terms. For example, if a student begins a 12-week term in July, they will be enrolled July to September and will not be eligible for VA certification for any new courses for the August or September terms. Based on this scenario the attendance pattern for the year would be July to September, October to December, January to March, and April to June. Given Thomas Edison State University offers 12 terms per year, we realize that VA students will not all start at the same time and, as a result, will not follow the same attendance pattern; however, students will be responsible for following their outlined attendance pattern for the year, so as to avoid any overlapping terms. For example, a VA student who is enrolled August to October will not be eligible for VA certification of new courses during the September or October terms.

Exceptions to this policy will be considered on a case-by-case basis. Contact the Thomas Edison State University Office of

Veteran Affairs at [va@tesc.edu](mailto:va@tesc.edu) to learn more and/or to request an exception to policy.

## Course Withdrawal Policy

This policy applies to any student using VA educational benefits at Thomas Edison State University. If a student withdraws from a course, the date of the student's last participation in the course is the effective withdraw date. If a student is administratively withdrawn or stops attending without officially withdrawing, the date of last participation in the course is the effective withdraw date and will be reported to the VA by the School Certifying Official (SCO). Attendance records, grading reports, last post of an assignment, discussion board or exam, and last day of activity according to assigned mentor's records are methods used to determine the last actual date of participation. If a student completes the term with an "F" and/or a nonpunitive grade such as a "W", the SCO must determine and report the last date of participation for each course and, if required, terminate the student for unsatisfactory progress.

If a student withdraws after the University's drop period and a nonpunitive grade is assigned, mitigating circumstances are an issue. Mitigating circumstances are circumstances beyond the student's control that prevent the student from continuing in school or cause the student to reduce credits. Examples of mitigating circumstances include: illness or death in the student's immediate family; illness or injury afflicting the student during the enrollment period; an unavoidable change in the student's condition of employment; and unavoidable geographical transfer resulting from the student's employment; immediate family or financial obligations beyond the student's control that require them to suspend pursuit of the program of education to obtain employment; discontinuance of the course by the school; unanticipated active military service, including active duty for training; and unanticipated difficulties with childcare arrangements the student made for the period they are attending courses. The student must provide the SCO documentation of mitigating circumstances and it must be retained with the student's file. If mitigating circumstances are an issue and adequate evidence is not received, the VA will not pay for the courses in question. If the student has already been paid for the courses, the VA will create an overpayment and will recoup the money from the student for the entire term.

The VA automatically grants mitigating circumstances for up to 6 credits the first time a student withdraws and mitigating circumstances must be considered. This automatic grant is called the 6-Credit Hour Exclusion. The exclusion is a one-time grant made the first time mitigating circumstances must be considered. Up to 6 credits can be excluded if the student has been awarded benefits for the credit. The 6-Credit Hour Exclusion cannot be granted if the student completes the term and receives non-punitive grades.

## Satisfactory Academic Progress Policy

Satisfactory academic progress (SAP) applies to students utilizing VA education benefits at Thomas Edison State University as defined by the United States Department of Veteran Affairs.

In order to meet SAP, students must maintain a minimum cumulative and term GPA of 2.0 and successfully complete a minimum of 66 percent of the courses attempted. Failure to do so will result in Veteran Academic Probation (VAP) being placed on the student's record, restricting open registrations for future terms. Not meeting SAP may eventually restrict a student's ability to use VA educational benefits at Thomas Edison State University.

### **Veteran Benefit Probation (VAP)**

A student will be placed on Veteran Academic Probation (VAP) if the cumulative or term GPA falls below 2.0 or if the completion of courses attempted falls below 66 percent. The VAP restricts registration, but does not prevent the student from enrolling in a subsequent term. The VAP policy requires the student to contact the Office of Veteran Affairs at Thomas Edison State University to be advised on the steps to have the VAP removed, and to be briefed on the possibility of being placed on Veteran Benefit Denial (VBD) if SAP is not met while on VAP status. A student will be allowed to register while on VAP, but will be limited to one term at no more than 9 credits. If the student achieves a cumulative and term GPA of 2.0 or higher and reached a completion percentage of at least 66 percent for all courses attempted, the VAP will be removed, allowing the student to register for future terms without restrictions.

### **Veteran Benefit Denial (VBD)**

If the student, while on VAP, does not meet the minimum cumulative and term GPA of 2.0 and/or does not successfully complete at least 66 percent of the courses for that term, the student will be placed on Veteran Benefit Denial (VBD). This action will be reported to the VA by the University through the VA's formal process. Once placed on VBD, the student will be denied the use of any and all VA educational benefits and will be responsible for payment of tuition and fees. Thomas Edison State University will not certify for VA educational benefits under any chapter while on VBD. Students on VBD may continue to take courses at Thomas Edison State University via alternate funding sources, such as financial aid. The VBD will be removed and upgraded to VAP when a cumulative and term GPA of 2.0 or higher and a completion percentage of 66 percent for all courses is reached, allowing the student to once again utilize VA educational benefits at Thomas Edison State University. The University will retroactively certify these successful courses after the grade is posted. Students may also submit a transcript from an accredited college or university showing SAP has been achieved after the VBD was placed (e.g., student attended a community college or university after the VBD, and earned at least a 2.0 GPA and completed at least 66 percent of the courses attempted).

### **Appealing Denial**

A student can appeal a VBD decision through the University's administrative appeals process. The appeal should be submitted to the Office of Veteran Affairs, and it will be reviewed on a case-by-case basis. The student will be notified of the decision within 10 days of the appeal.

## **Professional Training and Credentials Evaluated for Credit**

Students may be able to earn credit for professional licenses, certifications, courses, apprenticeships and other training programs offered by or through corporations, government agencies, professional associations, labor unions or the military if they have been evaluated for college credit by Thomas Edison State University's Office for Assessment of Professional and Workplace Learning. The University also accepts credits for reviews completed by the National College Credit Recommendation Service or by the American Council on Education's CREDIT program.

At Thomas Edison State University, students may apply these credits to any part of a degree program, including the area of study, as long as they are appropriate and do not exceed the limitation of transferable credits from any one source, and provided the students successfully complete courses and submit appropriate documentation. For licenses or certifications, this documentation is frequently a notarized copy of the license or certificate and a current renewal card where appropriate. Additional documentation may be required.

### **The Office for Assessment of Professional and Workplace Learning at Thomas Edison State University**

The mission of the Office for Assessment of Professional and Workplace Learning (OAPWL) is to expand access to higher education for adult learners by creating a pathway from professional training and credentials to a college education.

OAPWL works with organizations such as corporations, government agencies, labor unions and professional associations to determine the college-level learning present in their professional training and credentials as well as how this can be applied as credit to an academic program at the University. These evaluations are known as Academic Program Reviews (APR). Depending on the outcome of an APR, individuals who complete assessed courses, training programs, licenses, certificates or credentialing exams can earn credit for that body of knowledge at Thomas Edison State University. Current University APRs containing graduate credit are the Uniform CPA Exam, the Foundation For Educational Administration (FEA) NJ EXCEL and Leader-to-Leader programs, and the Human Resource Certification Institute (HRCI) Senior Human Resources Professional (SPHR). For more details about these reviews, including associated credits and effective dates or to view an updated APR list, visit [www.tesu.edu/apr](http://www.tesu.edu/apr).



Those wishing to use their evaluated professional training for college credit and enroll in Thomas Edison State University should request that the organization where they took the training send their records to the Office of the Registrar, Thomas Edison State University, 111 W. State St., Trenton, NJ 08608.

Those wishing to create a transcript of their training that has been evaluated for college credit for use at another college should submit a Nondegree Services Application for Credit Banking located on the University's website at [www.tesu.edu/documents/NondegreeServiceApp.pdf](http://www.tesu.edu/documents/NondegreeServiceApp.pdf) or contact the Office of Admissions at (888) 442-8372 for an application. The application should then be submitted to the Office of the Registrar, at the address listed above.

To contact OAPWL, call (609) 633-6271 or email the [apr@tesc.edu](mailto:apr@tesc.edu).

## **Other College Credit Review Services: American Council on Education (ACE) CREDIT Program and the National College Credit Recommendation Service (NCCRS)**

Thomas Edison State University accepts credits recommended by the American Council on Education (ACE) CREDIT Program and the National College Credit Recommendation Service (NCCRS). If your professional training or credential was not reviewed by OAPWL, you may check with these organizations to see whether they have reviewed it for college equivalency. The lists of reviews performed by both services are constantly being updated online.

Please refer to the ACE National Guide to College Credit for Workforce Training at [www.acenet.edu/nationalguide](http://www.acenet.edu/nationalguide). The University will also accept ACE recommendations for military training and experience as published in its online Guide to the Evaluation of Educational Experience in the Armed Services at [www.militaryguides.acenet.edu](http://www.militaryguides.acenet.edu).

To be awarded college credit for ACE credit recommendations and create an ACE transcript, students must first establish a record of their courses or exams with the American Council on Education in Washington, D.C. To contact ACE, call (866) 205-6267 or email ACE at [credit@acenet.edu](mailto:credit@acenet.edu). You can also access the ACE online Transcript System at [www.acenet.edu/transcripts](http://www.acenet.edu/transcripts). The mailing address is: American Council on Education, College Credit Recommendation Service (CREDIT), One Dupont Circle NW, Suite 250, Washington, DC 20036-1193. To use your ACE credit recommendations at Thomas Edison State University for enrollment, have your ACE transcript sent to the Office of the Registrar, Thomas Edison State University, 111 W. State St., Trenton, NJ 08608.

NCCRS credit recommendations are published online at [www.nationalccrs.org/ccr/home.html](http://www.nationalccrs.org/ccr/home.html). To contact the NCCRS program office, call (518) 486-2070 or email [nccrs@mail.nysed.gov](mailto:nccrs@mail.nysed.gov). The mailing address is: NCCRS, New York State Education Building, 89 Washington Ave., Education Building Addition, Room 960A, Albany, NY 12234.

## **Assistance with Credits from Noncollegiate Sources**

If you have questions or need assistance, contact Thomas Edison State University's Office of Admissions at (888) 442-8372 or email the University at [admissions@tesc.edu](mailto:admissions@tesc.edu).

## **Consider Prior Learning Assessment (PLA)**

### **Graduate PLA Portfolio Assessment**

If your professional or corporate training program has not been evaluated for graduate credit, you should consider graduate prior learning assessment (PLA) as an option to gain credit for the learning. PLA help students define and demonstrate both their formal and informal graduate-level learning in terms of college courses.

Students enrolled in a Thomas Edison State University graduate degree program may apply to earn PLA portfolio credit for any course required by the degree. Portfolio assessment opportunities for Thomas Edison State University courses will be based on the stated learning outcomes. For electives, matriculated students may present course descriptions from graduate courses offered at other regionally accredited colleges or universities as a basis for earning credit through prior learning assessment subject to the dean's approval. This policy may be limited by external accrediting bodies or by the nature of the course. Please check with the University academic dean regarding whether that degree program accepts PLA credit. Graduate PLA course proposal forms can be found on the website in the Student Forms section and must be sent directly to the appropriate dean's office for approval.

# section 4

## Graduate Course Descriptions


 **System Requirement:** See Page 51 for minimum system requirements.

### ACC-501

#### Principles of Forensic Accounting

3 credits

Principles of Forensic Accounting provides a solid foundation for building skills in forensic accounting techniques, including gathering, interpreting and documenting evidence. In this course, students examine the investigative techniques used by accountants to conduct forensic examinations as well as the common schemes and techniques used to commit fraud. The skills acquired will enable students to assist businesses in detecting, investigating, documenting and preventing fraud. The course also introduces students to the many professional opportunities available to forensic accountants.


 **Advisory:** Working knowledge of Microsoft Excel is required.

### ACC-601

#### Intermediate Accounting III

3 credits

This course studies accounting for investments, revenue recognition, income taxes, pensions and postretirement benefits, and leases; accounting changes and error analysis; preparation of the statement of cash flows; accounting for derivative instruments; and full disclosure in financial reporting. The material refers to pronouncements of the Financial Accounting Standards Board (FASB) and the American Institute of Certified Public Accountants (AICPA).


 **Advisory:** Working knowledge of Microsoft Excel is required.

### ACC-602

#### Advanced Accounting

3 credits

This course provides valuable information about accounting for home office and branches, business combinations and consolidations. Also, the course focuses on concepts and techniques of accounting for partnerships and foreign currency transactions. The course provides various techniques for solving some of the more complex problems in the business environment.


 **Advisory:** Working knowledge of Microsoft Excel is required.

### ACC-603

#### Accounting Theory

3 credits

This course studies the Generally Accepted Accounting Principles (GAAP) as they affect today's practitioners. The course emphasis is on accounting conceptual framework and philosophy, which includes income, liability and asset valuation based on inductive, deductive and capital market approaches. The course also surveys price-level changes, monetary and nonmonetary factors, problems of ownership equities and the disclosure of relevant information to investors and creditors.

 **Advisory:** Working knowledge of Microsoft Excel is required.

### ACC-700

#### Managerial Accounting for Decision Making

3 credits

This course will provide an overview of how managerial accounting information supports the operational needs of businesses in planning, controlling and decision-making strategies. The goal is to provide both theoretical and practical applications of advanced managerial accounting. Cost analysis is integrated through evaluating various cost processes including product costing, activity-based costing and just in time. Developing performance measurement techniques and managing customer and employee relationships in a diversified, global economy.

### ACC-701

#### Auditing and Accounting Information Systems

3 credits

This course, combines the concepts, standards and processes in auditing with the accountant's role in designing and information technology operations. Audit topics covered include an overview of professional standards, the role of the internal and external auditor, independence and ethics, risk assessment and internal control. Students will develop process flow charts and substantive tests for various general ledger and subsidiary accounts. Students will evaluate various accounting information systems including online, Web-based and other computer systems. Evaluation of accounting systems and the compliance of Sarbanes-Oxley Act includes in-depth discussion of development and management of effective internal control processes.

**ACC-702**  
**Financial Essentials for Accountants**  
3 credits

This course provides a study of accounting techniques, concepts and procedures related to the role of the accountant in business organizations including discussions related to the functions and management responsibilities in government and not-for-profit entities.

**ACC-703**  
**Emerging Issues In Accounting**  
3 credits

This course offers a study on emerging issues pertinent to accounting, auditing and management. It introduces concepts such as an introduction to the corporate governance mechanism, which include focusing on accounting issues of corporate governance. Topics include IFRS convergence with US GAAP, Governments/NPOs and NGOs, and taxation. Cross-functional and global approaches to organizational issues are emphasized. The course enhances the ability of students to think critically and to develop knowledge, skills and attitudes necessary to compete effectively in the global business world. Topics covered include: multinational strategy, global perspectives in accounting, environmental, social and political influences on accounting, accounting information systems in a multinational enterprise, performance evaluation in a multinational enterprise and the exploration of timely topical issues such as NAFTA, the European Union and the globalization of securities markets.

**APS-501**  
**Human Performance Improvement**  
3 credits

This course is designed to explore the field of human performance improvement. It focuses on the concepts and principles of human performance technology, human

performance technology models, training needs assessment and knowledge management. Other topics to be explored include performance improvement interventions, such as behavioral and job-task analysis, work redesign, performance management and coaching, and instructional strategies to improve workplace performance.

**APS-502**  
**Advanced Quality Analysis**  
3 credits

This course focuses on the analysis of quality process improvements for operational practices and productivity. The quality analysis assesses milestone targets, trends and performance to evaluate organizational total quality in quantitative elements.

**APS-600**  
**Productivity Measurement and Continuous Improvement**  
3 credits

This course focuses on the essence of principles and practices of productivity measurement and continuous improvement based on global perspectives. It also provides a functional understanding of productivity and how it can be measured properly and effectively for productivity improvement purposes. The content for the course will encompass total quality management (TQM), process improvement, business processes and Manufacturing Execution Systems (MES).

**APS-601**  
**Technological Innovation and Commercialization**  
3 credits

This course examines the relationship between sustainable growth, innovation and the commercialization process. Particular emphasis is placed on how to drive profitable innovation through a dynamic process of constantly creating

new business models, improving customer experiences, opening new markets and commercializing or launching new products. Students will research innovative technologies; identify processes that transform technology innovations, research and results from the laboratory to the real marketplace; determine their commercialization potential; and discuss different types of legal protection.

**APS-700**  
**Master's Project in Applied Science and Technology**  
6 credits

The Master's Project in Applied Science and Technology is designed to provide a guided in-depth experience in defining, measuring, analyzing, improving and controlling a significant opportunity or challenge relevant to the learner's applied science or technology workplace or profession. The learner will be expected to acquire knowledge, real-life experience and research to make recommendations that are based upon solid data and benchmarking.

**BFO-701**  
**Business Forecasting**  
3 credits

The application of sound quantitative models for analyzing and forecasting business data is of paramount importance for business decision making. This course is designed to provide a working knowledge of practical forecasting methods. Students taking this course will have hands-on experience with popular forecasting techniques and approaches used in business as well as best practices for building forecasting methods and evaluating their performances. Case studies and examples will be discussed throughout the course to demonstrate the real-world applications and implications of the forecasting techniques.

**CCR-610**  
**Change, Conflict and Resolution**  
3 credits

This course examines change, conflict and resolution in both historic and contemporary contexts and invites students to apply these concepts to their personal and professional lives while reflecting on their local, national and global significance. Through readings and online discussions in politics, literature and applied ethics, students will develop understandings of change, conflict and resolution as they relate to diverse cultures and eras, including the civil rights movement, women's rights, civil disobedience, working within the system and revolution. The course will provide students with practical insights culled from a deep understanding of global change and will empower them with tools to steer and manage change in the workplace and community.

**CMP-500**  
**Network Security**  
3 credits

Network Security is designed for graduate students going into IT security who have some understanding of networks, but not necessarily any background in network and computer security. The course covers fundamentals of corporate and network security technologies and provides students with the ability to identify, analyze, solve and manage network-related security problems in computer and network systems. In addition, the course introduces students to practical problems and challenges encountered when managing computer networks. Its goal is to provide students with a solid foundation of computer and network security tools and a strong managerial focus to apply, manage and make these tools work. This includes fundamentals of securing networks and defending networks from security attacks. Topics include understanding security threats to a network, network vulnerabilities, preventing and detecting network intrusions, and principles and practice

of cryptography and its application to network security.

**COM-610**  
**Professional Communication Theory**  
3 credits

An overview of major communication theories with an emphasis on communication styles and approaches operative in today's workplace environment. Strategic planning, analysis and critical thinking in light of contemporary trends and issues will be studied.

**COM-620**  
**Advanced Professional and Business Writing**  
3 credits

This course will examine topics such as the historical formation of professional communication as a discipline; technological, scientific and multimedia writing; theories and research; ethics and politics; intercultural professional communication; and workplace, pedagogical and professionalization issues.

**CSR-610**  
**Corporate Social Responsibility**  
3 credits

This course introduces students to the concept of corporate social responsibility, which involves an examination of whether organizations should expand their focus from serving stockholders to also considering the impact of the firm's activities on diverse stakeholders. Practicing corporate social responsibility requires that a corporation meld business goals with societal expectations. To do so means addressing complex questions such as: What obligations do businesses have to the societies in which they operate? Can the interests of corporations and their outside stakeholders be aligned, or are they in inherent conflict? This course examines these and other

questions without prescribing simple solutions.

**CTM-510**  
**Introduction to Clinical Trials Research and Drug Development**  
3 credits

This course provides an introduction to the field of clinical research and an overview of the environment, FDA approval process and regulations, and various elements involved in the development and conduct of clinical trials. Students identify the history and principles of the drug development process and its application to the design and implementation of clinical research activities. Students identify the steps involved in drug discovery to market approval in the United States and abroad. In addition, students learn the role, responsibilities and interrelationships of regulatory agencies, sponsors, study personnel and other related agencies in the clinical research process. The relevant ethical principles developed for the protection of human research subjects and the related elements of informed consent are covered.

**CTM-520**  
**Clinical Trials Research: Practice to Policy**  
3 credits

This course provides students with an understanding of clinical research methods as well as current issues concerning drug and device development in the United States. Students learn how to formulate a scientific literature search to inform their research efforts and develop the skills that are necessary for critical evaluation of published studies. The design of clinical research is discussed in detail so that the student is prepared to recommend what type of study is best suited for answering particular research questions. Students learn about the various approaches to conducting a survey as a part of clinical research. Economic/cost measures,

health-related quality-of-life measures and work productivity measures are also covered. Students develop an understanding of current issues related to clinical research.

CTM-530

**Introduction to Clinical Trials Data Management**

3 credits

This course provides an overview of the clinical data management process in pharmaceutical research settings. Students gain an understanding of the regulations governing the data management process; identify the roles and responsibilities of personnel involved in the process; learn how and why data is collected; and understand database structure and design. The course covers the reporting of adverse drug events. Also covered are parameters for data review, coding, queries and validation. Students develop strategies to manage practical issues that may arise.

CTM-540

**Ethical Issues and Regulatory Principles in Clinical Trials**

3 credits

This course provides a stepwise approach to understanding clinical research and how today's regulations impact tomorrow's drugs. Early ethical guidelines such as the Nuremberg Code and the Declaration of Helsinki will be covered. The course also explores essential aspects of running clinical trials, including regulatory documents, regulatory inspections, and adverse event and safety monitoring. Regulatory guidelines outside the United States will be covered.

CYB-521

**Foundations of Utility Cybersecurity**

3 credits

This course introduces students to foundational cybersecurity concepts related to utilities critical infrastructure. The course will cover fundamental cybersecurity

concepts and nomenclature. In addition, it will cover various types of utility networks and systems including Information Technology (IT), Industrial Control Systems (ICS), Supervisory Control and Data Acquisition (SCADA) systems, and distributed networks. The course also introduces students to risk management concepts, threat modeling fundamentals, utilities-related regulations, standards, guidelines, and system control frameworks. This course lays the foundation for subsequent coursework in the Cybersecurity: Critical Infrastructure Graduate Certificate program and is recommended as the first course taken in the sequence.

CYB-522

**Cybersecurity Risk Management in Utility Environments**

3 credits

In this course, students will learn how to identify applicable cybersecurity risk mitigation models and apply them in an organizational context. They will develop the knowledge and skills needed to make recommendations related to the choice of risk mitigation security controls and to provide oversight for the implementation of those controls within information technology (IT) and operational technology (OT) systems. This course will give students the tools to develop risk models that reflect the organization's unique governance structure and corporate culture. Using risk analyses that are predicated upon a holistic risk picture (business, environment, compliance, etc.) of the organization, students will learn how to articulate and defend risk allocation recommendations to accept, transfer, mitigate, or ignore risk and to communicate cybersecurity risks to peers and senior management in both IT and OT. This course will also expose students to relevant international utility-related cybersecurity regulations, standards and guidelines.

CYB-523

**Protective security controls in utility systems and networks**

3 credits

In this course, students will learn the techniques used to identify, develop, and apply protective security controls in utility-related information technology (IT) and operational technology (OT) environments. They will develop the skills and knowledge needed to implement controls used to mitigate inherent risks and reduce the chances of utility systems being compromised. Students will develop expertise using controls for identity and access management, awareness and training, asset management, network architecture and network segmentation, secure coding practices, personnel security, and physical security. Students in this course will employ risk-based frameworks and control catalogs to identify and select applicable security controls for utility environments.

CYB-524

**Monitoring, Detection, Response, and Recovery in Utility Environments**

3 credits

The students will learn methods and techniques for monitoring information technology (IT) and operational technology (OT) environments. Along with developing an expertise in system monitoring techniques, students will learn methods for detecting compromise and develop strategies for effectively responding to and recovering from compromise. Students will learn methods and techniques such as network baselining, perimeter and internal monitoring and defense, situational awareness, intrusion detection, detecting exploits, "kill chain" management, event analysis and correlation, incident response, evidence collection and preservation, and system recovery and restoration.



**CYB-525**

**Integrating Cybersecurity into the System Lifecycle**

3 credits

This course focuses on integrating security into the entire system and solution lifecycle. Topics include system planning, architecture, design, acquisition, development, implementation/operation, sustainment, and disposal. Students will learn the importance of ensuring that security practices are identified and integrated into utility networks and systems projects. In addition, this course will help students develop the knowledge and skills needed for integrating security requirements into technology acquisitions and for identifying and managing supply chain risks across system lifecycles. Using case studies, students will apply the concepts learned throughout the program to solve real world utility and network system security challenges.

**DAA-703**

**Data Analytics and Visualization with Capstone Project**

3 credits

The course will enable students to develop critical business data presentation skills to ensure that the visualizations add to the effective interpretation and explanation of the underlying data without undue strain to the consumer of the information; ensure the visualizations enable the effective detection of trends that can be easily connected to real world events to help explain relationships and interrelationships and learn appropriate and minimal use of color to maximize its impact. Spatial data analysis tools will be introduced and advanced graphical programming skills will be developed using R graphics packages. All accumulated skills will be challenged with a Capstone project involving real business cases and clients when appropriate.

**DAM-702**

**Predictive Analytics for Business Intelligence**

3 credits

This course is intended for business students of data mining techniques with these goals: to provide the key methods of classification, prediction, reduction and exploration that are at the heart of data mining; to provide business decision-making context for these methods; and to use real business cases to illustrate the application and interpretation of these methods. The course will cover Classification, Clustering, Association Rule and Neural Nets. The pedagogical style will use business cases so the student can follow along and implement the algorithms on his or her own with a very shallow learning curve.

**DHM-510**

**Intro to Digital Humanities**

3 credits

This course gives an overview of a field of study, research, teaching, and invention that explores what it means to be a human being in the networked information age. Students will engage in an interdisciplinary investigation of transmedia tools and methodologies for the creation and presentation of information.

**DHM-610**

**Digital Communication**

3 credits

This course offers a study of theories and concepts of writing and rhetoric in digital media with emphasis on the uses of textual and visual media in digital spaces, such as web sites, blogs, and wikis. Students will investigate topics in the emerging field of digital rhetoric and writing; the course will facilitate students' reflective interrogation of how they can command resources for writing in digital spaces to the greatest professional and academic effect.

**DHM-620**

**Social Media and Social Change**

3 credits

This course gives an investigation of the role of social networking technologies in creating communities in digital and physical spaces. Students will examine how social networking and peer collaboration technologies have engendered participation in campaigns and movements for social change in the digital information age.

**DHM-710**

**Mapping Time, Space and Identity**

3 credits

This course offers a study of how geographic information system (GIS) technology can be applied to critical inquiry of how human beings inhabit and construct identities across time and space. Students will explore how Digital Humanities practitioners have deployed GIS tools to capture, analyze, and present data in order to visualize how humans envision and create location in relation to their notions of selfhood. Such an investigation entails analysis of scholarship built from non-linear models of historical change expressed in spatial logics of trees, graphs, and maps. Taking such models of analysis under consideration, students will implement GIS and visualization technologies to conduct and support their investigations.

**DMA-704**

**Digital Marketing Analytics**

3 credits

Through relevant and applicable business examples, this course provides learners the ability to formulate and enact intelligent, data-driven marketing strategies. Core content will focus on identifying and understanding digital marketing metrics to gauge success of both social media and traditional digital marketing efforts. Through an examination of accessible data provided by current technologies, students will

further their understanding of the online value chain and how to capitalize on emerging marketing trends.

• • • • •

**EDL-500**  
**Effective Leadership -**  
**From Theory to Practice**  
3 credits

This course provides students an opportunity to investigate, analyze and apply various theories of leadership and associated concepts specified in the Interstate Schools Leaders Licensure Consortium (ISLLC) and New Jersey Department of Education (NJDOE) standards. Student will begin the process of designing a professional portfolio that demonstrates competency as an effective educational leader (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

• • • • •

**EDL-510**  
**The Inquiry Process - A Framework**  
3 credits

This course will introduce students to action research. Future educational leaders will study an intervention chosen specifically to respond to a research problem identified through reflection. The goal of the course and of action research is for students to gain better knowledge of their practice while improving the situation in which the practice is conducted. Students will develop competencies as an educational leader as outlined in the Interstate School Leaders Licensure Consortium standards (ISLLC 1, 2, 3, 4; NJDOE 1, 2, 3, 4).

• • • • •

**EDL-520**  
**Standards-Based Curriculum**  
**Development, Pre-K-12**  
3 credits

Curriculum revision is an ongoing process that requires professional guidance and support. Potential educational leaders need to understand the importance of curriculum development in the success of the educational experience

and recognize the organization and relevance of curriculum change. Through the examination of various curriculum designs, educators will visualize an overview of systematic curriculum development. Standards-Based Curriculum Development, Pre-K-12 allows students to examine essential components of a cohesive curriculum based on such influences as national and state standards established to guide local curricular planning and development to meet the changing needs of students and other stakeholders in a diverse community. Processes for development of curricula at classroom, building and district levels, regardless of grade, academic discipline or kind of student, will be considered in preparation for hands-on experience in creating curriculum in the student's primary discipline. Integrating differentiated instruction through various curriculum designs will allow the educator to develop necessary skills, as an instructional leader, to facilitate his or her faculty's creation of successful curriculum documents. The entire process, from initial needs assessment to implementation, will be the focus of this course (ISLLC 1, 2, 4, 5; NJDOE 1, 2, 4, 5).

• • • • •

**EDL-530**  
**Critical Issues and Theories in**  
**Curriculum Design and Evaluation,**  
**Pre-K-12**  
3 credits

Critical Issues and Theories in Curriculum Design and Evaluation, Pre-K-12 is designed to guide the student in the process of identifying and analyzing emerging and developing issues in curriculum design, development, implementation and evaluation. Such issues may include academic standards, diversity, technology, testing and assessment, innovative programs, and state and federal legislation. Included are the identification of curriculum sources, how these sources influence trends, how these trends emerge and evolve, their impact on student achievement and how professionals, particularly supervisors

curriculum developers, teacher-leaders and teachers, can use these trends and issues to improve student learning. Students study both the positive and negative aspects of the issues and develop a responsible approach to critically assess the importance and significance of emergent and future issues in order to function as responsible professionals (ISLLC 2, 4, 6; NJDOE 2, 4, 6).

• • • • •

**EDL-540**  
**Curriculum Leadership and**  
**Supervision**  
3 credits

Curriculum Leadership and Supervision provides students with multiple opportunities to critically analyze and apply various contemporary theories of effective school leadership to their professional practice. All theories are aligned with the national ISLLC standards and the NJDOE state standards, research-based frameworks informing the knowledge base, dispositions and performances of effective school leaders. The course focuses on the performance aspects of effective leadership including empowering others, building collaborative organizational cultures, making informed decisions and communicating them skillfully, and resolving conflicts. Participation involves learning theoretical concepts through reflective writing activities, self-assessments and practice ISLLC exams (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

• • • • •

**EDL-550**  
**School Law**  
3 credits

School leaders as stewards of the educational process must ensure that the schools follow both the letter and the spirit of the law. The democratic principles of the United States require leaders to protect and serve the rights of students, staff and other stakeholders. This course enables the future school leader to examine the federal, state and local laws, court decisions, and rules and regulations

impacting on education. Both general principles and specific applications are examined to provide the leader with the knowledge and understanding of the constitutional basis of both curricular and extracurricular programs and services. In addition, the course presents the opportunity to analyze such issues as desegregation, due process, student rights, tenure and special needs students (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

**EDL-660**  
**Human Resources Administration**  
3 credits

In this course, students learn the latest methods for attracting, inducting, motivating, retaining and supporting staff, and how to monitor and supervise certificated and noncertificated faculty and staff to set high standards for the professional participation of all adults in the school community. Students apply systems management and collaborative decision making to effect change, particularly with respect to meeting state and district requirements (ISLLC 2, 5, 6; NJDOE 2, 5, 6).

**EDL-670**  
**Technology for Instruction and Administration**  
3 credits

This course emphasizes the visionary leadership role of the principal as an instructional technologist, one who can thoughtfully and strategically provide direction to selection, use and evaluation of constantly changing technologies. Students assume a critical stance toward technology, its implications for effective school management and its impact on the teaching/learning process and the roles of teachers and learners (ISLLC 1, 2, 3; NJDOE 1, 2, 3).

**EDL-680**  
**Budget Forecasting and Fiscal Planning**  
3 credits

In this course, students, in collaboration with their school district mentors, examine the cyclical nature of budget development and implementation. Students analyze a budget at their school site and project how the budget should be implemented and coordinated so it aligns with the educational vision (ISLLC 3; NJDOE 3).

**EDL-690**  
**Developing School and Community Partnerships**  
3 credits

Students develop an awareness of the political, social, cultural and economic systems and processes that impact their school communities by examining local, state, national and global policies, issues and forces that affect teaching and learning. Students learn techniques for advancing the goals and aspirations of diverse family and community groups so they can integrate information about these populations into school decision-making processes at their academic levels (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

**EDL-700**  
**Field-Based Practicum**  
3 credits

The Field-Based Practicum is a culminating activity for students completing the Master of Arts in Educational Leadership (MAEdL) program. It requires the student to engage in a 150-hour Practicum experience, and thus the completion of 300 hours of Practicum activities, at the student's school site or at an alternative site where the student can put leadership theory into practice, working with a local school administrator and the course mentor. The student designs and implements a series of administrative, supervisory, curricular and professional development activities

that address the standards developed by the Interstate School Leaders Licensure Consortium (ISLLC). Activities will be structured to address each of the six ISLLC standards during the 12-week Practicum. On completion of the activities, the student will develop a final report that includes artifacts as well as analysis and reflective commentary on the Practicum (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

**EDL-710**  
**Professional Portfolio Development**  
3 credits

As the Capstone experience in the MAEdL program, Professional Portfolio Development requires students to prepare an electronic portfolio that demonstrates their achievement of program and ISLLC standards. This portfolio will show how the student has developed and how he or she has applied learning. The process of portfolio development involves: goal setting; decision making and analysis in the selection of artifacts that document and recognized propositional and procedural knowledge and personal and professional attributes of leadership; and self-evaluation and reflection. Students will learn how professional electronic portfolios are defined, organized and evaluated. A second goal of this course is to prepare students to retool their portfolio for continued professional and academic advancement beyond the degree program. Students will be expected to substantiate standards-based competencies and the required internship hours addressing each of the ISLLC standards through all of, but not limited to, the following: documentary evidence of site-based participation in educational leadership roles and responsibilities; letters of endorsement or support from qualified site administrators; class assignments and research papers; reflective journal entries; contact logs with mentors; and self-assessment narratives (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

## **EDL-800**

### **The Superintendency**

3 credits

This course provides both the theoretical constructs and the practical applications involved in the responsibilities exclusive to district-level administrative leadership. These include the macro-level applications of budgeting, staff development, community and external stakeholder relations, and advocacy. This course will also guide students in developing the initial components of a district-wide action research project focused on central office functions (ISLLC 1, 3, 6; NJDOE 1, 3, 6).

## **EDL-810**

### **Professional Portfolio Development: School Administrators**

3 credits

As the Capstone experience in the MAEdL program (District Leadership area of study), Professional Portfolio Development: School Administrators requires students to prepare an electronic portfolio that demonstrates their achievement of program and ISLLC standards. This portfolio will show how the student has developed and how he or she has applied learning. The process of portfolio development involves: goal setting; decision making and analysis in the selection of artifacts that document and recognize propositional and procedural knowledge and personal and professional attributes of leadership; and self-evaluation and reflection. Students will learn how professional electronic portfolios are defined, organized and evaluated. A second goal of this course is to prepare students to retool their portfolio for continued professional and academic advancement beyond the degree program. Students will be expected to substantiate standards-based competencies, a minimum of 300 internship hours at the building leadership level and 150 hours at the district leadership level, addressing each of the ISLLC standards through all of, but not limited to, the following:

documentary evidence of site-based participation in educational leadership roles and responsibilities; letters of endorsement or support from qualified site administrators; class assignments and research papers; reflective journal entries; contact logs with mentors; and self-assessment narratives (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

## **EDL-820**

### **Field-Based Practicum for Superintendents**

3 credits

The Field-Based Practicum for Superintendents is the culminating activity for students seeking the school administrator endorsement. It requires a 150-hour internship experience at the district level, at a school site or an alternative site. In the Practicum, students can put leadership theory into practice, working with a local school superintendent or other district official. Students will develop the practical skills and knowledge necessary to become an informed, dynamic professional at the senior administrator level in a comprehensive school district serving children pre-K-12. The field experience will test the application of theory, challenge the ability to promote the success of all students and provide opportunities to develop the skills necessary to solve complex organizational issues. The course experience will culminate in a final Capstone narrative or executive summary that demonstrates the candidate's understanding and acceptance of the responsibility of making decisions typical of those made by educational leaders (ISLLC 1, 3, 6; NJDOE 1, 3, 6).

## **EDT-500**

### **Foundations of Educational Technology: Theories and Practices**

3 credits

This course focuses on the conceptual framework of technology, theories and practices in educational environments.

Students are provided the opportunity to investigate educational technology, analyze theories related to instructional design and apply 21st century skills to teaching with technology.

## **EDT-510**

### **Curriculum Development in Educational Technology**

3 credits

This course provides an overview of curriculum development and the infusion of relevant education technology as it applies to individual needs in the on-site and online environments. The course will provide a framework for integrating technology with teaching and the overall development of knowledge in curriculum and classroom instruction.

## **EDT-520**

### **Leadership and Supervision in Educational Technology**

3 credits

This course is designed to provide both a theoretical and a practical foundation for current and future school leaders in the adoption and adaption of technology in administrative, curriculum and instructional areas. The course will trace the development of educational technology today and provide the basis for leaders at all levels to make sound judgments about using technology to improve student learning and professional effectiveness. Included will be an examination of data-driven decision making and the overall collection and use of data.

## **EDT-700**

### **Capstone Project in Educational Technology and Online Learning**

3 credits

This course provides for a research-based Capstone experience in Educational Technology and Online Learning in pre-K-12 or higher education/adult education environments.

**EDT-710**  
**Practicum in Educational Technology and Online Learning**  
3 credits

This course provides for an applied Practicum experience in the leadership of educational technology and online learning in pre-K-12 or higher education/ adult education environments.

**EIO-520**  
**Economic Issues in Organization**  
3 credits

Economic Issues in Organizations explores the complex relationship of strategic economic issues within an organization and the organization's interaction with other firms in the industry. The course begins with a brief overview of the basic economics of the firm and uses those principles to drive an analysis of the firm's activities and interactions with other firms. The course examines different market structures to see how overall economic structure affects decision making and interactions; this basic structure will be used to analyze competition with other firms in obtaining resources, setting prices to maximize profits and reacting to decisions of competitors. The course also examines methodologies for evaluating results and explores ways to use that analysis in making future decisions.

**ENP-732**  
**Entrepreneurship**  
3 credits

This course provides an overview on the principles of entrepreneurship. It is designed to introduce students to the core concepts and tools used to increase the likelihood of organizational success in launching and managing new ventures both in the for-profit and nonprofit sectors. Students will be required to develop and present a business plan for a new venture, including the production of market research, organizational needs and financial statements to support an investment in the enterprise.

**ETH-590**  
**Ethics for Managers**  
3 credits

The major objective of this course is to examine the intersections of business operations, professional responsibilities and ethics. An emphasis will be placed on the development of practical methods and models for thinking about and resolving ethical issues and conflicts as they arise in the conduct of business and professional life. Acquisition of the requisite skills, knowledge and independence of judgment needed to respond effectively to the moral dimensions of the working environment is an expected outcome.

**ETM-750**  
**Ethics for Managers**  
1 credit


This course will provide the students an opportunity to explore the moral issues and dilemmas so as to stimulate critical analysis within a variety of organizational settings and a variety of contexts and cultures. Students will be provided the opportunity to assess daily and long-term ethical challenges as well as resolving said challenges with critical analysis and problem resolution methodologies.

**EUT-500**  
**Renewable and Alternative Energy**  
3 credits

This course examines renewable and alternative energy sources such as wind, solar, biofuel and energy storage. Other concepts include material efficiency issues, recycling, composting and the concept of life cycle design. The course also addresses conservation strategies that aid in the development of a more ecologically and economically sustainable future. Students will research renewable and alternative energy innovations, identify the processes they use to capture and store energy and describe their commercialization potential.

**FAM-540**  
**Finance and Accounting for Managers**  
3 credits

In the context of protecting investor funds and (for business organizations) applying these funds to produce a return on investment, this course considers the issues involved in managing an organization's financial resources and accounting for their applications. Among these issues are the selection of the firm's financial structure and the management of its financial assets, financial planning and budgeting for capital projects and continuing operations, reporting to shareholders and other stakeholders, and providing managers with the financial and accounting information necessary for the execution of their roles and responsibilities.

 **Advisory:** Working knowledge of Microsoft Excel is required.

**FIN-710**  
**Financial Management**  
3 credits

This course reviews the basic concepts and tools of finance for the purpose of decision making. Students will analyze topics such as investment decision, capital budgeting, cost of capital, working capital management, valuation of securities, interest rates, corporate liabilities, risk and return. The course will examine the formation of capital structure, the optimal capital structure and its choice on the value of the firm.

**FSA-712**  
**Financial Statement Analysis**  
3 credits

This course provides a broad framework of knowledge and tools for evaluating a firm's business operations and predicting its future condition. It is designed to develop a critical, user's perspective to analyze and interpret financial statements to gain further insights into firms' performance. The course describes the details of financial statements and



their use by investors, creditors, analysts, auditors and other interested parties.

**GER-510**  
**Adult Development and Aging**  
3 credits

This course explores the biological, psychological, and social changes associated with aging, with consideration of the impact of sociocultural factors on the aging process. Psychological theories and models of aging are presented, with exploration of end of life issues.

**GER-610**  
**Geropsychological Assessment**  
3 credits

This course prepares the student to engage in a variety of data collection methods (e.g., interviewing, observation, self-report, psychological testing, integration of interdisciplinary assessments) in order to assess mood, cognition, decision-making, functional capacities, and level of risk, with consideration of the interaction between these factors and biosocial factors. This includes screening, diagnosis, and referral to other agencies.

**GER-620**  
**Geropsychological Interventions**  
3 credits

This course prepares the student to design effective psychological interventions and health promotion and prevention programs for older adults. Students will learn a variety of therapeutic modalities (individual, family, and group psychotherapy) and evidence-based theoretical models (cognitive, behavioral, interpersonal, environmental, systemic). Student will learn the importance of providing care in diverse settings and collaborating with interdisciplinary teams and evaluate program strategies in order to assess the efficacy of interventions and programming.

**GER-710**  
**Geropsychological Consultation**  
3 credits

This course prepares the student to consult with families, interdisciplinary professionals, service agencies, communities, and legal systems. The student will learn how to be part of an interdisciplinary care team and will become conversant in relevant ethical and legal standards and social policies. Consideration is given to issues of cross-cultural understanding and communication in consulting and collaborating with diverse groups of professionals and clients.

**GLM-550**  
**Global Management**  
3 credits

Global Management examines the issues and challenges facing managers in a global business context. Specifically, the course explores and analyzes international aspects of organizational behavior, human resources management, labor relations, corporate strategy and political risk. In doing so, the course covers both microlevel topics (for example, cross-cultural communication) and macrolevel considerations (for example, formulation of international strategy).

**GMK-703**  
**Global Marketing**  
3 credits

Global Marketing allows students to apply marketing concepts to global markets. Product, price, distribution and communication strategies are examined in the global context. This course will also apply issues of research, segmentation, targeting and positioning to global markets. Global Marketing emphasizes cultural, political, regulatory and economic factors that come into play when marketing in other countries. Students taking this course will also analyze and assess the marketing tools, practices and experiences that are used to address business opportunities

and issues. The course will examine programs and mechanisms used to create sustainable competitive advantage in the global marketplace. Students taking Global Marketing will collaborate to create a marketing strategy for a specific product to be marketed in a specific country and/or region of the world.

**GSM-730**  
**Global Strategic Management**  
3 credits

This course will provide students with the opportunity to understand the challenge of strategically managing a complex organization within a global environment. The course will explore the importance of historical artifacts related to the evolution of strategic management as well as the driving forces of strategy deployment in highly competitive markets and the complexities of resource allocation within complex organizations. Students will also be exposed to the practice of assessing, crafting and employing strategic decisions that allow an organization to realize its long-term goals, while dealing with current challenges.

**HCD-703**  
**Healthcare Delivery**  
3 credits

This course explores the management of a healthcare organization's productive resources and the activities within its production systems. Tools for operations management will also be explored in various industries and within this theory, and then applied to the healthcare environment. Management tools such as capacity planning, facility layouts, queuing theory, critical path analysis and tools of project management will be discussed.

**HCF-701**  
**Healthcare Finance**  
3 credits

This course focuses on some of the unique components of finance as they relate to a healthcare facility and some

of the major issues they are faced with. Topics include reimbursement systems, managed care, insurance, Medicare and Medicaid, DRG Prospective Payment, accessibility, eligibility, budgeting and planning. Emphasis will be placed on the application of these topics to aid in making managerial decisions.

**HCL-704**  
**Healthcare Law**  
3 credits

Introduction to the issues of health services law and ethics, including the role of law in the US healthcare system. The course will assess the legal system and legal research, managing and regulating healthcare system including legal structure and governance of healthcare organizations. Students will examine the government regulations in public health and health services. Special emphasis will explore protecting privacy of medical information, medical staff credentialing and clinical privileges. The course will provide an overview of the current laws in government payment programs, antitrust law in healthcare field, legal and ethics issues in patient care and in health insurance.

**HCO-702**  
**Strategic Management within a Healthcare Organization**  
3 credits

This course provides a comprehensive understanding of the concepts related to strategic planning implementation in a healthcare organization. Emphasis will be placed on consumer demand market volatility, regulatory and fiscal constraints from the perspective of the strategic manager. The ability to analyze issues and make appropriate recommendations will be explored.

**HLS-500**  
**Terrorism and Homeland Security in the U.S.**  
3 credits

Examination of the phenomenon of the term terrorism as it relates to the United States domestically as well as internationally from the time of the Cold War to the present day. Emphasis is placed upon the identification, comparison and understanding of the various definitions of terrorism and the perpetrators of these acts, along with the various aspects of terrorism and homeland security, which are required knowledge for scholars, practitioners, researchers and scholar/practitioners in the field and discipline of terrorism and homeland security. The student will be exposed to the nexus between terrorism and homeland security as it relates to homeland security strategy, assessment, evaluation, preparation, responses, and recovery actions and mechanisms relating to terrorism and homeland security. There will be a focus on the importance of coordination of various assessments, plans, strategies and implementation of plans of action involving local, county, state, federal and international responses pertaining to terrorism and homeland security.

**HLS-501**  
**Natural Disasters and Security Planning**  
3 credits

This course will investigate a wide range of natural disasters, and develop appropriate plans for mitigating the problems. Natural disasters include a wide range of issues from the outbreak of diseases to floods, earthquakes, fires and tornados, and may include secondary disaster situations such as chemical spills, nuclear incidents and power outages.

**HLS-510**  
**Protecting the Homeland: Balancing Security and Liberty**  
3 credits

The course will examine the USA PATRIOT Act and will examine why the government and the public began to question and scrutinize the country's intelligence mechanisms, and national security structure and procedures. During this course there will be an opportunity to examine the creation, development and organizational structure of the Department of Homeland Security (DHS). As part of the examination of DHS, there will be opportunities to also examine entities such as the Transportation Safety Administration, which was established after 9/11. This course will also examine other developments due to the attacks on 9/11 such as the detention and torture of "enemy combatants" in Iraq and Guantanamo Bay, Cuba, and consider whether the nation's security needs justify the consequent restrictions on our freedoms.

**HLS-610**  
**The Psychology and Sociology of Disaster**  
3 credits

The Psychology and Sociology of Disaster explores best practices for mitigating the adverse psychological and social impacts of disaster. The course discusses types of disasters, the way trauma typically affects victims, the means for assessing trauma after a disaster, the importance of early intervention during the response phase, and approaches suitable for the longer recovery phase of disaster. The Psychology and Sociology of Disaster uses current government and law enforcement sources to discuss specific disasters from the last two decades, both acts of terrorism and natural occurrences.

### HLS-611

#### International Legal Ethical Issues

3 credits

This course examines statutory, constitutional, military and international legal principles and their relation to the design and implementation of national and international strategies related to homeland security in both the domestic and global arenas. Emphasis will be on legal and due process actions and the legality of those actions in domestic, military and international settings. There will be an intense focus on the exposure, explanation and understanding of the existing domestic and international laws and treaties. This course will provide the student with exposure to a multitude of issues in the area of homeland security by examining the basic concept of investigating and prosecuting terrorism and its affect both domestically and internationally. The method of study and exposure to these topics is designed to facilitate the student in the development of the ability to identify, understand, and perform critical thinking and written assessment of concepts directly relating to legal and due process issues relating to terrorism and homeland security challenges.

### HLS-615

#### Domestic and Global Intelligence

3 credits

This course acquaints students with several concepts and practices that are necessary for collecting, analyzing and evaluating intelligence and managing the intelligence as a function. It also explores the influence of intelligence on shaping homeland security executive decision making at the international, federal, state and local levels. This course examines the structures, roles and interactions of the foreign and domestic intelligence communities, the intelligence gathering and analysis capabilities of criminal justice and private sector entities, and the use of intelligence processes to support homeland security investigations, planning and policy formulation. Through the study of current and past homeland

security events, students in this course will develop an understanding of the intelligence tradecraft, analytic and research skills required for intelligence work. This course also explores the ethical, constitutional and civil liberties issues associated with the collection of information by homeland security agencies. Also examined are topics related to assessing the reliability and validity of information, intelligence sharing, covert and counterintelligence operations of domestic and international intelligence agencies.

### HLS-620

#### Preparedness: Prevention and Deterrence

3 credits

This course will focus on how strategic planning, incident management and intelligence techniques combine to provide the necessary foundation for anti-terrorism preparedness. Topics covered include infrastructure protection, National Incident Management System, data collection and analysis techniques, threat and vulnerability assessments, information sharing, resource planning, intelligence failures, and terrorism prevention and deterrence.

### HLS-625

#### Technology and Information Security

3 credits

This course will investigate advanced topics in computer security and forensics. Included will be topics such as cryptography, steganography, automatic intrusion detection, firewalls, vulnerability scanning and advanced pattern matching as well as statistical techniques. This course will investigate cyberterrorism and cybercrime and how this differs from computer security. Technological advancements that are on the cutting edge present opportunities for terrorists and it is necessary to explore the current domestic and international policies relative to critical infrastructure protection and methods for addressing issues.

### HLS-630

#### Protecting the Homeland: Response and Recovery

3 credits

This course focuses on the many response and recovery efforts possible for the various actors in homeland security, both in the public and private sectors. The concept of planning is addressed with a focus on implementation, testing and evaluation. Students will discuss how best to lead, communicate and coordinate in response and recovery efforts. Technology and information gathering, as tools for planning and responding, are explored. Both government and law enforcement efforts and Business Continuity Planning are studied.

### HLS-640

#### Funding and Program Administration for Homeland Security

3 credits

Funding and Program Administration for Homeland Security introduces funding and program administration for homeland security. Following the attacks on the United States on Sept. 11, 2001, the United States established the Department of Homeland Security and developed new national security requirements to secure the nation's most critical infrastructure. This course will focus on spending in areas such as counterterrorism, defense, intelligence and securing of critical infrastructure. In addition to covering the financing of these operations, the course will center on security program administration in both the public and private sectors.

### HLS-645

#### Pandemics, Bioterrorism and Biosecurity

3 credits

Biological threats, proliferation of biological weapons and bioterrorism present challenges to homeland and national security, and create legitimate concerns about our nation's ability to prevent biological attacks. Yet agencies

have deeply embedded professional norms and organizational cultures, which resist change. Students in this course will explore the obstacles to implementation and strategies to overcome them.

• • • • •

**HRM-530**

**Human Resources Management**

3 credits

This course examines the role of the human resources professional as a strategic partner in managing today's organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies and rising benefit costs are analyzed. Best practices of employers of choice are considered.

• • • • •

**HRM-540**

**Lifestyle Benefits and Compensation in the New Millennium**

3 credits

This course will focus upon the traditional benefit plans such as health, dental, retirement savings, annual merit increases and other mandated benefits that have accounted for close to 40 percent of every payroll dollar. The needs of today's employees are explored. Lifestyle benefits such as telecommuting, flextime, child care and exercise club memberships — that can make the difference between an organization that attracts mediocrity versus value-added talent — are also covered.

• • • • •

**HRM-550**

**Strategic Recruiting, Retention and Succession Planning**

3 credits

This course will focus on how the best practices of strategic manpower planning, advanced compensation and reward systems, and developmental interventions

all make for a foundation culminating in an "organization of choice" rather than an "organization of last resort." Topics covered include the development of a qualified pool of candidates, labor force trends, long-term strategic growth and retention.

• • • • •

**HRM-560**

**Intellectual Capital and the Workplace Learner**

3 credits

The knowledge and skills of employees, no matter what the organization's market niche, is constantly evolving. This course will discuss changes that are necessary to support strategic initiatives for the organization while developing and nurturing new capabilities, knowledge and skills of employees. Interpersonal skills, team skills, consultative skills, coaching, leadership and risk taking are but a few of the topics covered as well as business acumen, strategic planning skills, change management, cross-functional experience, technological mastery, global understanding and additional intellectual capital demands being placed upon our organization's environments. This course will help human resources professionals with the understanding necessary to retool the present diversified workforce.

• • • • •

**HRM-570**

**The Effectiveness of a Market Connected Culture**

3 credits

How a human resources team "connects" the external market to the internal infrastructure of an organization can ultimately mean the difference between overall organizational success and failure. This course will focus on managing and facilitating the culture of an organization, which requires defining in terms of organizational strategy and the voice of the customer. Culture management, setting the stage for change, formulating strategy, analyzing the need for change, and integrating and implementing the needed human

capital of the organization in order to sustain a competitive advantage while adding value are covered in this course. This course will also address issues such as knowledge management, change management and capability building in order to create a culture connected to the market the organization serves.

• • • • •

**HRM-600**

**Managing the Human Resources Enterprises**

3 credits

Managing the human resources enterprise operates on two levels. In this course students will learn how to model good leadership through the careful stewardship of human resources operations. Students will extend the strategic view of leadership developed in other courses, identifying successful models of effective human resources operations and leadership.

• • • • •

**HRM-610**

**Human Resources as a Strategic Partner**

3 credits

Earning a seat where human resources is part of the process of setting strategy and not just sitting at the sidelines is the goal of human resources professionals. In this course students will learn about the many roadblocks to becoming an organizational partner in the formulation and implementation of institutional strategy. Students will be introduced to the resulting frustration, resentment, confusion and possibly even a regression back to maintaining nothing more than an administrative function. Absorbing critical information from varying constituencies and the integration of critical information into a viable organization roadmap is covered.

### HRM-620

#### The Legal and Ethical Environment of Human Resources

3 credits

This course covers legal compliance in corporate staffing, disparate impact and disparate treatment claims, and numerous federal statutes and guidelines such as the Civil Rights Acts of 1964 and 1991, the Age Discrimination in Employment Act (1967), the Americans with Disabilities Act (1990) and Equal Employment Opportunity regulations. Approximately 25 percent of the course will be devoted to ethical challenges of the human resources professional, including conflicts between the human resources function and a separate Office of Ethics that might exist in the corporate environment. The course will stress the need for keeping employee ethical questions and concerns confidential as well as developing and putting into practice a professional code of ethics for all employees. Additional topics covered in this course include affirmative action, seniority, sex discrimination, religious discrimination, retaliatory discharges and right to privacy in the workplace.

### HRM-760

#### Human Resources Management-Talent Management

3 credits

Talent management builds a practical framework for managers and business leaders to understand how the strategic management of people improves performance. This course will help participants maximize the performance of their employees and learn techniques that result in superior organizational performance.

### HRM-761

#### Human Resource Management in the 21st Century Global Workplace

3 credits

This course examines the evolution of human resource management in select

countries. Learners analyze macro trends and issues influencing the development and implementation of key components of international human resources.

Areas covered include employment law; regulation; talent management; organizational effectiveness within contemporary organizations. In addition, learners will examine the effects of emerging socio-political economic and culture thought and action worldwide relative to human resources practices.

### HRM-762

#### Human Capital Management in Multicultural Organizations

3 credits

This course examines enterprise-wide workforce engagement and management through multicultural theory and practice. Course will focus on developing and harnessing human synergies toward enabling the productivity inherent in diversity, inclusion and teaming. Learners evaluate world culture models, strategies and tactics associated with multiculturalism in order to develop informed global perspectives enabling concrete and organizational effectiveness.

### HRM-763

#### The HRM Professional and Attorney Relationship

3 credits

This course analyzes the multidimensional partnership between human resource professionals and legal counsel. Learners examine key elements of legal education with focus on deductive thinking, fact patterning and modes of legal expression. Learners evaluate the foundational tenets of legal training, in turn enabling them to engage legal counsel with increased knowledge, competencies and skills relative to building effective and equal partnership relations.

### HRM-764

#### Technology, Data and Analytics as Change Agents

3 credits

This course examines the role of human resources related technologies on enterprise evolution and productivity. Learners evaluate contemporary human capital management applications associated with talent selection, development and management. In addition, learners will evaluate the roles, models and methods of data management and predictive analytics and their application to workplace productivity.

### IBF-500

#### International Business Policy and Operations

3 credits

Provides an introduction to the development and implementation of business policy and operations in an international environment. Business issues are viewed from the perspective of organizations, host countries and home countries. Students begin their examination of globalization and international business, political and legal environments, foreign exchange markets, supply chain management, global marketing, international financial management, international human resources and considerations in foreign direct investment.

### IBF-501

#### Comparative Economic and Political Analysis

3 credits

Advances students understanding of economic and political systems. Students learn to examine and compare the economic, political, legal, educational, financial, and social organization and structures of countries from the perspective of the global manager. Particular emphasis is placed on using analytical outcomes in the management of international operations and foreign direct investment.



**IBF-503**  
**U.S. and International Accounting**  
3 credits

Advances students' understanding of accounting principles employed under the U.S. Generally Accepted Accounting Principles (GAAP) and the International Financial Reporting Standards (IFRS). Students will master the organization and content of financial statements that are prepared using both U.S. GAAP and IFRS. This course will examine the key differences between U.S. GAAP and IFRS regarding fair value measurements, accounting for stock options, comprehensive income, revenue recognition, income tax, and accounting for derivatives and financial instruments. In addition, the course presents detailed discussions and information regarding the presentation of financial statements in both U.S. GAAP and IFRS, along with examination of the conceptual framework for the U.S. Financial Accounting Standards Board (FASB) and the International Accounting Standards Board (IASB).

**IBF-504**  
**Corporate & Managerial Finance**  
3 credits

Corporate & Managerial Finance addresses the roles, functions, and perspectives of financial decision makers. In particular, the goals and objectives of financial management as well as issues of agency and value creation are examined. Students learn to evaluate financial institutions and markets, and also financial models, ratios, and analytical techniques. Financial statement analysis, operating & capital budgeting, and the systematic use of finance in value creation are key themes.

**IBF-505**  
**Statistics in Managerial Decision Making**  
3 credits

Designed for students to learn the use

of statistics in decision making and corporate research. The topics covered include data and data collection, numerical descriptive measures, probability, distributions, confidence interval estimation, hypothesis testing, variance, chi-square, linear regression, multiple regression and statistics in model building, forecasting and decision making. The course focuses on developing skills in the use of statistical tools in all areas of public and private sector decision making.

**IBF-506**  
**Instruments, Options, and Derivatives**  
3 credits

Develops students' understanding of the financial instruments and the tools, models and approaches used in evaluating and managing finances, risks and values. Special attention is placed on valuation of stocks, bonds, options, swaps and contractual arrangements used in the management of assets, liabilities, capital and risk.

**IBF-507**  
**Financial Modeling**  
3 credits

Teaches students to design and build financial models for analysis and forecasting in business contexts involving valuation, strategic planning, project management and corporate research. The focus is empowering students with the tools and techniques necessary to apply economic and financial theory in managerial decision making through modeling and simulation.

**IBF-508**  
**Applied Corporate Research**  
3 credits

Prepares students for the demands of research in the corporate environment. Topics include: qualitative interviewing techniques, surveys and questionnaires, content analysis, quantitative methodologies, data analytics, sampling

techniques, fraud examination and strategic planning.

**IBF-509**  
**International Finance**  
3 credits

Prepares students for the demands of research in the corporate environment. Topics include: qualitative interviewing techniques, surveys and questionnaires, content analysis, quantitative methodologies, data analytics, sampling techniques, fraud examination and strategic planning.

**IBF-510**  
**International Marketing**  
3 credits

Introduces the students to concepts and perspectives in international and global marketing. Students examine marketing theory, strategies and practices in international and global markets. They learn to examine international marketing opportunities, and the metrics and methods used to research and forecast international markets. Students also examine methodologies for market entry, market expansion and exit strategies for international markets. The course features a special focus on analysis and measurement of marketing performance.

**IBF-511**  
**International Human Resources**  
3 credits

Examines the challenges of international human resource management. Students will examine global talent management; reward systems for international and local personnel; cross-national and global leadership; and training, performance management and compensation issues for global managers. Also covered are expatriate performance management issues; management of multinational teams; and issues in international alliances, mergers and acquisitions. Special focus will be placed on assessments,

global business ethics, corporate social responsibility and diversity.

**IBF-512**

**Capstone in International Business Finance**

3 credits

Candidates for completion of the IBF degree will complete an independent project demonstrating their conceptual, analytical, research and practical management skills achieved through the courses in the program. It is a closely supervised experience resulting in a paper that demonstrates your ability to synthesize and utilize the skills and knowledge you have gained throughout the IBF program.

**INV-711**

**Investments**

3 credits

The course will cover investment setting, asset allocation, global investments, functioning of securities markets, portfolio management, asset pricing model, and models of risk and return. Students will analyze financial statements and company, industry and macroeconomic valuation of stocks and bonds. Examines derivative markets such as forward, futures, options, swaps, convertible securities and other derivatives. The course will provide students with a broad conceptual base for investment managers, individual investors and corporate financial managers.

**IOP-510**

**Industrial and Organizational Psychology**

3 credits

This course presents an overview of psychological theories, principles, and research surrounding the reciprocal influence of individuals on organizations and vice versa. Includes an exploration of organizational structures, change, and dynamics, as well as an introduction to the field of personnel psychology.

**IOP-610**

**Psychological Factors in Selecting and Growing Organizational Talent**

3 credits

This course covers the trajectory of the hiring process, from writing an effective job ad to recruitment strategies, interviewing, and selection, with an emphasis on the psychological factors that play a role in these stages. Also covers employee management issues that arise after hiring, such as placement, appraisal, satisfaction and productivity, retention, and human factors considerations.

**IOP-620**

**Unearthing and Enhancing Organizational Talent through Psychology**

3 credits

This course prepares the student to apply psychological theories and research in order to create effective employee training and development programs, such as those that deal with issues of workplace diversity, harassment, discrimination, cross-cultural communication and understanding, and ethics.

**IOP-710**

**The Psychology of Leadership, Motivation and Teamwork**

3 credits

This course presents an overview of the psychological theories and research related to effective leadership and motivation of employees, as well as those that relate to creating positive teamwork and group dynamics.

**LAP-500**

**The Liberal Arts and Professional Life**

3 credits

This course seeks to define the liberal arts and explore their relevance in today's world. Proceeding from the past to modern times, the course provides a broad overview of the liberal arts throughout the world, including history,

the arts and sciences, literature, the social sciences and philosophy/religion. With graduate mentor guidance, students will conduct independent research and will relate their findings to workplace or community experiences. Throughout the course, students will relate learning to their professional lives through an interactive process such as a week-by-week portfolio or regular journal entries.

**LCO-610**

**Leading Change in Complex Organizations**

3 credits

Leading Change in Complex Organizations focuses on organizational change. The course examines the importance of change, how change agents can work with others to effect meaningful change in organizations and why change will become increasingly significant to organizations in the future. Students will examine and apply a change process that provides them with an opportunity to think about change, to reflect on stories of individuals who have changed their organizations and to put learning into practice in current organizational settings.

**MAN-630**

**Management Capstone**

3 credits

During this course students will complete an independent project demonstrating their conceptual, analytical, research and practical management skills achieved through the degree program. The project, called a Capstone because it represents a crowning achievement much as a capstone does in architecture, is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates the student's ability to synthesize and utilize the skills and knowledge gained in previous courses in the business degree program.

### **MBA-730**

#### **MBA Capstone**

3 credits

Candidates for completion of the MBA degree will complete an independent project demonstrating their conceptual, analytical, research and practical management skills achieved through the courses in the program. The project, called a Capstone because it represents a crowning achievement much as a capstone does in architecture, is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates your ability to synthesize and utilize the skills and knowledge you have gained throughout the MBA program.

### **MCO-740**

#### **Management Communication**

2 credits

This course sharpens written, oral and listening skills to meet the demands of a successful managerial communicator. Emphasis is placed on strategically evaluating and creating articulate communications relative to managerial situations along with effectively and efficiently developing procedures for solving communication problems. Topics include structuring message content and argument; communication style, tone and strategy; presentation graphics; and ethics as well as technologically mediated, intercultural and crisis communications.

### **MKM-560**

#### **Marketing Management**

3 credits

This course examines concepts, environments and marketing management roles, as applied to industry, nonprofit organizations and government agencies. Focus is on the unique attributes of the marketing mix (product, price, place and promotion), target groups, relationship marketing, research, competitor analysis and strategic planning. Emphasis will be placed on

developing a marketing plan within the context of the broader organization as well as exploring the dynamic that will lead to completing each plan with confidence.

### **MKM-700**

#### **Marketing Management**

3 credits

This course is an in-depth survey of marketing. The flow of goods and services between consumers and clients, marketing environments, competitive markets and factors, and marketing organizations are examined. Specific attention is given to market identification, strategic planning along with implementation and evaluation, the nature and development of products, pricing, distribution and promotion.

### **MKR-700**

#### **Market Research**

3 credits

Market Research examines the essential analysis skills required for making quality marketing decisions. Developing a market research design demands necessary quantitative and qualitative abilities to identify and define market opportunities and issues; generate, improve and assess marketing performance; and monitor marketing performance as well as advance understanding of marketing as a process. Students are required to select a contemporary marketing problem or opportunity, frame the issue into a research question, review the relative literature, develop measures and collect pertinent data, statistically analyze data results and provide an industry-standard final report of findings and limitations.

### **MLS-700**

#### **MLS-710**

#### **Capstone Project**

6 credits

The Capstone Project is a 6-credit course that is completed over two terms at the end of the MALS program. It requires the

student to demonstrate the depth and breadth of knowledge acquired in the program and to apply this knowledge to the workplace or the community. The project is interdisciplinary in nature. It is a supervised, hands-on experience that displays the student's ability to go beyond the mere collection of information and into a synthesis of accumulated knowledge and skills. The Capstone Project may be in the form of a research project, a creative project or an applied project. A final grade will be issued when the requirements of the Capstone Project are fulfilled by the submission and approval of a final project and the satisfactory oral presentation of the project. Students must have completed the core requirements and 10 of 12 required elective credits for the MALS degree before enrolling in MLS-700.

### **MPL-510**

#### **Research Methods in Public Service**

3 credits

This course introduces students to the principles underlying scientific research. It covers both qualitative and quantitative approaches and teaches students to collect and analyze data. Students learn about research ethics, causality, sampling (both random and purposive) and the techniques of survey design. Students calculate descriptive and inferential statistics and will develop their own research proposal.

### **MPL-520**

#### **Program Analysis and Evaluation**

3 credits

Evaluations are an essential piece of designing and operating nonprofit programs. Information from evaluations help key stakeholders make decisions about funding, growing, contracting and ending programs. This course is an introduction to evaluation methodology and common evaluation tools used to assess nonprofit programs. Students will plan, develop and evaluate nonprofit programs in public and private settings. The focus will be placed on

the acquisition and demonstration of applied techniques including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment and cost benefit analysis. Special attention is given to issues of ethics, social justice as related to the use and misuse of research, the inclusion or omission of diverse populations in research studies, the implications of research for addressing social injustices of oppressed groups and the encouragement of a critical perspective when reading research on interventions as they apply to populations at risk.

.....

**MPL-580**  
**Public Service Leadership and Governance**  
3 credits

This course examines the multiple roles a public service leader has working within and outside of the organization. Legal, philosophical pragmatic leadership drivers will be scrutinized, particularly in relation to the nonprofit organization's external board of directors. Membership, structure and process for this body will be examined as well as the relationship of employees to the individual board members and the policies established by this group.

.....

**MPL-582**  
**Law, Ethics and Decision Making in the Public Sector**  
3 credits

Ethical and socially responsible leadership are core dimensions in the education of local and global public servants. This course provides students with the essential framework for personal and professional ethical decision making applied in the context of diverse workplaces and organizations. Ethical theories, case studies in applied ethics and specific assignments looking at legal and ethical complexities, will serve students with opportunities to examine their personal-professional values, assess

their moral intelligence and consider the legal foundations of public service. Students will study ethical issues found in nonprofit organizations, including the formation of social norms, how they influence individual decisions and how entire nonprofit organizations can become more ethical.

.....

**MPL-710**  
**Capstone in Public Service**  
3 credits

Candidates for completion of the MPSL degree will complete an independent project demonstrating their conceptual, analytical, research and practical management skills achieved through the courses in either program. The project is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates the student's ability to synthesize and utilize the skills and knowledge gained in the MPSL program.

.....

**MSH-501**  
**Hospitality Management in the 21st Century Global Workplace**  
3 credits

This course examines management style and delivery from a cognitive-behavioral perspective. The course presents key leadership styles, management strategies and production measurement methods associated with the hospitality industry. This course provides/emphasizes an empirical and applied approach to stakeholder engagement through case studies, contemporary literature, industry expert presenters and field research.

.....

**MSH-502**  
**Hospitality Industry Law and Labor Relationships**  
3 credits

Presents students with the foundational legal and related ethical principles of hospitality management. Students

examine the array of legislation that governs the global hospitality industry. The course allows students to integrate legal knowledge into a practical approach to management. Areas covered include business structures, contracts, employment law, and safety and security. The driving philosophy of this course is prevention, with a focus on minimizing the risk of litigation. Although the course emphasizes U.S. legislation, there is also significant consideration of the global nature of hospitality and the policies and procedures necessary for conducting business internationally.

.....

**MSH-503**  
**Strategic Planning and Operations in the Hospitality Industry**  
3 credits

Provides learners the opportunity to apply the core concepts of strategic management within hospitality industry. Students learn how to effectively formulate and implement business policies while gaining insight into the effective evaluation of hospitality organizational practices. By focusing on key management topics and industry-applied cases, students gain an understanding of the growing importance of data, from operational and marketing information to financial and industry-vendor supplied data, in strategic decision making. Through an examination of key topics tied to industry examples, learners gain an appreciation of how to effectively leverage organizational strategy to build a competitive advantage.

.....

**MSH-504**  
**Technology Systems and Applications in the Hospitality Industry**  
3 credits

Designed for graduate students to learn about hospitality information technology (IT). This course prepares students to effectively evaluate, implement, monitor, maintain, retire and secure hospitality technology systems. The topics covered include hospitality industry common

functions such as reservation, rooms management, guest accounting, and food and beverage management, and more IT related topics of database management and system and security maintenance. The course will also allow students to examine hospitality IT interfacing and strategic planning from a global perspective.

**MSI-501**  
**Foundations of Information Technology**  
3 credits

This is a survey course on information technology IT. Topics include IT foundation concepts, data/ information management systems, networking systems, enterprise models/ systems, IT management processes, IT security and IT ethics. Discussion supplements course materials to critically review emerging trends and implications for business managers and IT professionals.

**MSI-502**  
**Telecommunications and Networking**  
3 credits

This course examines data communication and networking technologies from the business perspective. Topics covered include the networked enterprise, telecommunication network models, communication hardware, and trends and emerging technology, such as social media, mobile computing, cloud computing, big data, and the Internet of things. Emphasis is on data communications as an integral element of business.

**MSI-503**  
**Object Oriented Application Development**  
3 credits

Students are provided with the knowledge and skills for object-oriented software development. They develop the skills for applying object-oriented concepts in solving software problems and implementing solutions. The

concepts and design of algorithms for problem solving and the topics of data structures as they relate to the algorithms that use them are covered.

**MSI-504**  
**Information Systems Analysis, Modeling and Design**  
3 credits

The focus of this course is on the identification of an organization problem, the goals and the purpose of IT systems and how to carry out all the activities in the analysis and design of the systems. It addresses the design phases and all the techniques that are used to carry out the activities using a structured approach. A CASE tool is used to fulfil some of the learning objectives but the choice of the specific CASE used is left to the student. Students will be required to apply these techniques to real projects.

**MSI-505**  
**Principles of Database Design**  
3 credits

The course covers most of the major advancements in the technology of the design , development and management of database management systems (DBMS). It covers both the theoretical concepts and applications of DBMS. Students will have hands-on experience through case study exercises and the design and implementation of projects.

**MSI-506**  
**Operating Systems**  
3 credits

The focus of this course is on computer architecture and the operating systems of digital computers. Topics covered include the commonly used operating systems such as Windows, UNIX and DOS; acquisition, processing storage and output data; interaction between computers and the services provided by operating systems hardware.

**MSM-620**  
**Leading Strategic Change**  
3 credits

Managing organizational change is challenging at the best of times. In today's dynamic fast-paced global environment, change is a constant component of organizational life. Whether the change is simple or complex, organizations must constantly change or die. Leaders need to act as change agents to envision necessary change and effectively lead an organization through a change initiative. This course prepares participants to lead change within a variety of organizational settings. Models for the creation and communication of change plans are examined to develop an understanding of the specific challenges associated with change. The theory and methods for effective implementation of change plans are used to examine the practical realities of change implementation in modern organizations.

**MSP-520**  
**Community and Economic Development and Leadership**  
3 credits

This foundation course provides an overview of the theories, models, issues and policies for community and community economic development in the United States. Beginning with an examination of the theoretical framework for community development and community economic development, the course considers the economic development movement, housing and redevelopment policies, the community development corporation and its role, place-based redevelopment, and neighborhood job creation and planning. The course examines recent development strategies and trends. This course concludes by approaching some of the challenges faced by existing community economic development delivery systems and challenges faced by professionals who apply them.



**MSP-530**  
**Environmental Issues and Policy**  
3 credits

This course covers major issues and policies in the environmental field. Students will develop an awareness of the political, social, cultural and economic systems and processes related to environmental protection. Environmental Issues and Policy evaluates the economic factors involved as the business world addresses climate change through government-regulated as well as voluntary programs. Current major issues and policies in the environmental field will be presented, discussed and analyzed.

**MSP-531**  
**Environmental Justice Issues and Policy**  
3 credits

This course explores the foundations of the environmental justice movement, current and emerging issues, and the application of environmental justice analysis to environmental policy and planning. It examines claims made by diverse groups along with the policy and civil society responses that address perceived inequity and injustice. While focused mainly on the United States, international issues and perspectives are also considered in relation to climate change, clean development mechanism trading and cap-and-trade market approaches.

**MSP-540**  
**Advanced Studies in Healthcare**  
3 credits

An overview of the healthcare services system in America; covering characteristics of the U.S. health system, the role of healthcare professionals, medical technology, healthcare financing sources, healthcare delivery structures (including outpatient and primary care), inpatient facilities, managed care and integrated organizations, long-term care, services for special populations and

system outcomes such as healthcare cost, access and quality.

**MSP-542**  
**Epidemiology**  
3 credits

Introduction to the study of the general principles, methods and applications of epidemiology. Outbreak investigations, measures of infectious and chronic disease frequency, standardization of disease rates, study design, measures of association, hypothesis testing, bias, risk factors, effect modification, causal inference, disease screening and surveillance. Case studies apply these concepts to a variety of infectious, acute and chronic health conditions affecting the population.

**MSP-621**  
**Networking for Effective Community Development**  
3 credits

Networking for Effective Community Development is a comprehensive examination of community development through exploring and understanding the role of networks. The course provides an overview of the types of networks and how each functions to create critical linkages that enable the ability of the community to respond to needs, threats and challenges, and how these linkages can work to translate change and community effectiveness. Topics include improving governance; using community networks to bridge cultural and economic difference; improving communications and neighborhood relations; and using networks to work across agencies and facilitate planning. The course includes exercises aimed at promoting an understanding of networks, and simulations to apply theory to practice. This course draws from several disciplines to discuss and apply network theory and practice to community economic development. Please note that students are required to work in groups.

**MSP-640**  
**Healthcare Operations and Systems**  
3 credits

Operations management is the design and management of the processes that transform inputs into finished goods or services. This course presents an analysis of the operations within health service organizations like hospitals and other healthcare institutions, and provides management tools and principles that are used to plan, organize, staff and control the essential processes and systems of those healthcare organizations. The course also presents advanced techniques that can be used to manage and improve healthcare services to the benefit of both an organization and its patients. The primary areas of operations management that will be discussed include operations planning, financial management, supply and inventory management, technology management, and process and quality improvement activities. This course is focused on the technological aspects of operations, leaving human behavioral studies to other management or leadership courses.

**MSP-642**  
**Legal Issues in Healthcare**  
3 credits

Introduction to the issues of health services law and ethics, including the role of law in the U.S. healthcare system, the legal system and legal research, managing and regulating healthcare system including legal structure and governance of healthcare organizations, government regulations in public health and health services, protecting privacy of medical information, medical staff credentialing and clinical privileges, the laws in government payment programs, antitrust law in healthcare field, legal and ethics issues in patient care and in health insurance.

**MSP-661**  
**Fundraising in Nonprofits: Challenges and Opportunities**

3 credits

This course engages the student in the study of fundraising infrastructure, methods and planning. Starting with philanthropy and universal fundraising concepts, the student then analyzes techniques such as direct mail, email, social media, special events, earned income, corporate giving, major gifts and planned giving. The course is completed with the student creating his/her own fundraising plan based on an organization identified by the student.

**MSP-662**  
**Practical Grant Writing**

3 credits

This course aims to provide a practical foundation to be used toward compiling a full proposal for this course and into the future by learning how to craft careful research questions presented with sound preparation and purposeful writing. Through this course, the student will begin to fully understand and be able to articulate the need for a project or organization's work. Students will be guided through preparing individual components of the grant application and how to translate the work into a budget for the request. In addition to the basic application components, understanding the funders' interests, packaging and other formats will be covered.

**MSP-664**  
**Volunteer Management**

3 credits

This course focuses on the life cycle of volunteers, including how to effectively motivate, reward and retain volunteers at each stage of the cycle. Attention will be paid to enhancing the effectiveness of a volunteer workforce as well as the delicate issues of resolving conflicts and the termination of volunteers. Finally, the course compares episodic and ongoing

volunteerism and the implications for volunteer-dependent organizations.

**MSP-674**  
**Municipal Finance**

3 credits

This course examines the budget function and process of county, municipal and state finance systems, the methods used to determine the needs of the community and individual agency and resource allocation to meet those needs, measuring the capability and benchmarking of the agency, preparation and presentation of the budget, selling the budget and needs to the county or city administration.

**MSP-676**  
**Urban Economics**

3 credits

This course explores the intersection of urban geography and economics. In doing so, it seeks answers to six important questions: 1) What kinds of issues lead profit-seeking firms and utility-seeking households to congregate together in the formation of our cities, and why do cities grow or shrink? 2) How do government roles and market forces collaborate or conflict to shape cities? 3) How are the various forms of private and public transportation managed to maximize utility and minimize unfavorable externalities? 4) How to understand the economic effects of education and crime — two key determinants of household location choices? 5) How are housing markets affected by government policy? 6) How do government financing and fiscal policy intersect with public needs and preferences?

**MSP-678**  
**Financing and Budgeting for Nonprofits**

3 credits

This course is designed to provide finance and budgeting skills to nonprofit leaders and managers, enabling them to make

critical decisions related to the financial health of their organizations. Participants will become familiar with processes related to development and management of the budgeting process, governmental requirements and oversight, and ethical concerns facing nonprofit leaders. The course also examines specific legal and policy issues affecting nonprofits and the role of competent financial oversight in guiding organizations through uncertain financial climates.

**MST-700**  
**Managerial Statistics**

3 credits

The success of modern business practices and evidenced-based decisions depends on sound statistical and analytical skills. This course lays the foundation for statistical thinking and imparts many valuable, important skills that are widely used in marketing, finance, economics, supply chain management and financial accounting. This course also expands spreadsheet skills, statistical programming using R and/or SAS, and computing expertise for analyzing large complex data. This is a hands-on course with emphasis on examining and interpreting data using various statistical tools rather than on the theory underlying these tools. This course lays a solid foundation for learning advanced tools for data mining.

**NEG-731**  
**Negotiations**

3 credits

Negotiation is a critical skill for managing, leading and living your life. Students will examine the major concepts, theories of bargaining and negotiation as well as the dynamics of interpersonal, intergroup conflict and its resolution. The course will explore the nature of negotiation and the importance of strategizing and planning for negotiation in the context of both distributive bargaining and integrative negotiation. Additionally, students will analyze negotiation subprocesses including communication, perception,

biases, social contexts, multiparty negotiations, individual differences, global negotiation and identifying or creating leverage. Students will assess the key concepts of outcomes, dispute resolution and remedies.

**NPM-502**  
**Nonprofit Management**  
3 credits

Nonprofit Management provides students with an understanding of the unique qualities, philosophies and practices of the U.S. nonprofit mission-driven sector. The course examines the sources and management of resources as well as strategies for their effective use. This course begins with a historical overview of the nonprofit sector and demonstrates its complex structure. The primary goal of this course is to provide a thorough knowledge base, both theoretical and practical, for effective nonprofit management.

**NPM-610**  
**Nonprofit Governance and Board Leadership**  
3 credits

Nonprofit Governance and Board Leadership explores governance within contemporary nonprofit organizations. The course focuses on leadership dynamics from theoretical and practical perspectives. Students will explore salient internal and external environmental factors that influence behavior through the examination and analysis of best practices. The primary goal of this course is to provide a realistic understanding of the elements that both support and impede effective governance for nonprofits. The significance of strong leadership and governance practices is reinforced in the course's discussion of emerging trends within nonprofit entities.

**NPM-670**  
**Critical Issues in Nonprofit Management**  
3 credits

Critical Issues in Nonprofit Management addresses current nonprofit management issues and trends that have both immediate and emerging impact on the U.S. civil sector. The course will cover issues of governance (accountability, transparency and responsibility), performance management and infrastructure development. It will also address new approaches to marketing, public relations and development activities. Keeping in mind the contemporary economic environment, the course will examine new revenue streams for nonprofits in terms of their utility and long-term effects. The major goal of this course is to provide students with benchmarking theories and practical tools that will allow them to analyze contemporary management challenges and construct innovative solutions.

**NUC-501**  
**Atmospheric Dispersion of Radioisotopes**  
3 credits

This course examines the dispersion of airborne radioactive effluents. The theoretical portion is based on meteorological data from dose assessment. The applications phase will link industry coding, such as HOTSPOT and/or RASCAL, used for licensing and compliance for analyze and evaluation.

**NUC-502**  
**Criticality Safety**  
3 credits

This course assesses nuclear industry prevention of an accidental, unplanned, and inadvertent self-sustaining nuclear chain reaction that could result in large radiation exposures. The course emphasis is on the analysis of processes or systems that involve fissile materials, double-contingency principles, independent events in processes that must occur

concurrently, plus consideration for evaluation and recommended continuous improvements.

**NUC-503**  
**Current Issues and Case Studies**  
3 credits

This course presents current nuclear industry incidents and accidents in the form of case studies that will be synthesized and evaluated for the creation of continuous improvement recommendations with justifiable evidence. The Fukushima Daiichi nuclear disaster is an example of the source of incidents and accidents for the course.

**NUR-516**  
**Advanced Health Assessment**  
3 credits

This course focuses on the acquisition of advanced health assessment and clinical reasoning skills. Students apply the diagnostic (clinical) reasoning process to develop a comprehensive plan of care for patients in a variety of settings throughout the life span. Emphasis is placed on advanced health assessment skills, health promotion, disease prevention and risk assessment.

**NUR-529**  
**Health Policy**  
3 credits

Open only to Thomas Edison State University students enrolled in the BSN and MSN degree programs and to nonenrolled RNs with a BSN degree.

During this course, students examine a comprehensive model of policymaking. Course emphasis is on the healthcare trends, forces and issues that shape health policy. Students, focusing on the core elements of health policy analysis, examine how politics, ethics, economics, and social and cultural variables influence policy development and impact healthcare outcomes. Students also explore the leadership role of nursing in policymaking.

### **NUR-530**

#### **Evidence-Based Nursing Practice**

3 credits

Open only to RNs with a BSN degree.

The emphasis for this course is on the elements of evidence-based practice. Focus is placed on the cyclical process of identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes and identifying additional gaps in nursing knowledge. Integration of the existing evidence with clinical judgment, patient preferences, interprofessional perspectives and other resources forms the basis for the clinical decision-making process that is inherent in improving patient, population and organizational outcomes. Processes for leading/managing practice changes are explored.

🔧 **Prerequisite:** A course equivalent to HPS-200 Statistics for the Health Professions or STA-201 Principles of Statistics and also NUR-418 Research in Nursing is required to be successful in NUR-530. Students are responsible for acquiring this knowledge prior to registering for NUR-530.

### **NUR-531**

#### **Nursing Informatics: Concepts and Issues**

3 credits

Open only to Thomas Edison State University students enrolled in the BSN and MSN degree programs and to nonenrolled RNs with a BSN degree.

Nursing Informatics combines knowledge and skills from nursing science, computer science, information science and cognitive science, to design and implement automated systems that support the nursing process in the delivery of healthcare services. Within this course, major topics related to nursing informatics and related fields will be explored. Emphasis is placed on developing an understanding of how automation is used to manage information in healthcare and the nurse's

role in the process. This graduate-level overview course provides required informatics knowledge and skills for all students as well as the foundation for all additional informatics courses.

🔧 **Advisory:** A course equivalent to NUR-340-NU Nursing Informatics is required to be successful in NUR-531-NG. Students are responsible for ensuring they have acquired the knowledge needed prior to registering for NUR-531-NG.

### **NUR-600**

#### **Nursing Leadership in a Global Community**

3 credits

Open only to RNs with a BSN degree.

Nursing Leadership in the Global Community explores the role of advanced nursing leadership through the lens of global health. The course addresses key concepts of global health, examines selected advanced concepts including partnership and sustainability, and integrate ethics and social justice as core values for advanced nursing leadership.

### **NUR-612**

#### **Healthcare Finance for Nurse Educators**

3 credits

Open only to RNs with a BSN degree or higher.

The course provides an overview of healthcare finance specific to the nurse educator role in a variety of educational transactions. It enables the student to build and develop budgeting and financial analysis skills, culminating in the ability to combine budgeting and financial analysis in writing a business or grant proposal.

### **NUR-613**

#### **History of American Nursing**

3 credits

Open only to RNs with a BSN degree or higher.

In this graduate course, students will explore the evolution of professional nursing in America in the context of the times. The course begins with the end of the Civil War in 1865 and ends a century later, with the primary focus on the formative and transformative years 1873 – 1948. Societal forces that led to the establishment of training schools for nurses toward the end of the first century of the Republic and the evolution of the profession to meet America's needs are examined. The contributions of diverse elements of the American population including genders, ethnicity, poverty and wealth are integral to this course.

### **NUR-614**

#### **Professional Writing from the Idea to the Publication**

3 credits

Open to all graduate students.

This course is designed to help the participant become an effective (and published) writer in his other professional field. It will hone the writer's skills in two areas: 1) developing the writing skills that will allow one to be published in professional and lay journals, magazines and newspapers; and 2) refining the writing required in one's workplace. In this course, one learns how to develop a theme that will interest a readership and a publisher. Focus is on effective writing techniques and learning the ropes of getting published from submittal of a work to its acceptance.

### **NUR-621**

#### **Instructional Technology for Nurse Educators**

3 credits

Open only to RNs with a BSN degree or higher.

This course is designed to provide learners with the information and learning experiences they need to use

Web and non-Web-based instructional technologies and learning management applications in educational practice. The learner's knowledge of instructional design, learning theory, curriculum design and evaluation strategies are integrated components of the course.

🔧 **Advisory:** Completion of NUR-630 Theoretical Foundations and Instructional Strategies in Nursing Education; NUR-700 Curriculum Theory and Development in Nursing Education; and NUR-710 Testing, Assessment and Evaluation or the equivalent are required to be successful in NUR-621. Students are responsible for having acquired this knowledge prior to registering for NUR-621.

.....

**NUR-622**  
**Independent Study in Instructional Technology**  
3 credits

Open only to RNs with a BSN degree or higher.

This elective course provides the student, in conjunction with the mentor, the opportunity to develop, implement or explore and report on a project of individual interest. This in-depth project must be relevant to nursing education and focus on instructional design and instructional technology.

🔧 **Advisory:** A course equivalent to NUR-621 Instructional Technology for Nurse Educators is required to be successful in NUR-622. It is the student's responsibility to have acquired this knowledge prior to registering for NUR-622.

.....

**NUR-630**  
**Theoretical Foundations and Instructional Strategies in Nursing Education**  
3 credits

Open only to RNs with a BSN degree or higher.

Theoretical Foundations and Instructional Strategies in Nursing Education is designed to provide the foundation for understanding theories, philosophies and

strategies of teaching and learning that influence nursing education. The course also explores ethical and legal issues in nursing education.

.....

**NUR-631**  
**Nursing Informatics: Systems Life Cycle**  
3 credits

Open only to RNs with a BSN degree or higher.

This course provides students with a sequential process that supports the successful implementation of an information system within a variety of healthcare settings. Various techniques and skills will be presented that assist healthcare organizations in advancing through the stages of a system's life cycle. Emphasis is placed on the role of the nursing informatics specialist within this process.

.....

**NUR-632**  
**Nursing Administration: Standards and Structures**  
3 credits

Open only to RNs with a BSN degree or higher.

This course is designed to provide a foundation upon which students understand healthcare organizations, what accreditation organizations exist and how some organizations are designated for quality attainment. An overview of the standards and competencies forming the basis for managerial and executive roles is examined. Students will have the opportunity to examine information in the context of their current organization and their current competencies. This course is the foundation for all subsequent nursing administration courses in the curriculum.

.....

**NUR-640**  
**Advanced Pathophysiology**  
3 credits

Open only to RNs with a BSN degree or higher.

This course uses a systems based life span approach to discriminate between normal physiologic function

and pathophysiologic processes. A critical analysis of selected major health problems will emphasize etiology, epidemiology, presentation, diagnostics, clinical management and complications. Health promotion and educational strategies for individuals, families, populations and/or communities will be explored.

.....

**NUR-650**  
**Advanced Pharmacology**  
3 credits

Open only to RNs with a BSN degree or higher.

This course is designed to advance the student's knowledge of pharmacokinetics, pharmacodynamics, pharmacogenomics and pharmacotherapeutics, in the management of health and disease states. Major categories of pharmacological agents are examined in the context of the life span, culture, and health and disease states. Emphasis is placed on the use of current guidelines to select appropriate medication regimens for patients and populations.

.....

**NUR-700**  
**Curriculum Theory and Development in Nursing Education**  
3 credits

Open only to RNs with a BSN degree or higher.

This course is designed to address the study of curriculum development, design, implementation and evaluation in nursing education. Historical and philosophical foundations of nursing education are examined. The practical application and synthesis of curriculum theory is emphasized. The role of the educator in the dynamic relationship between the practice setting, research and curriculum is examined.

🔧 **Advisory:** A course equivalent to NUR-630 Theoretical Foundations and Instructional Strategies in Nursing Education is required to be successful in NUR-700. Students are responsible for having acquired this knowledge prior to registering for NUR-700.

.....



### **NUR-701**

#### **Nursing Informatics: Databases and Knowledge Management**

3 credits

Open only to RNs with a BSN degree or higher.

This course is designed to provide a comprehensive foundation in the relationship between data, information, knowledge and wisdom by examining database design standards and issues. Students explore the relationship between knowledge discovery and databases as they relate to nursing and healthcare delivery. Concepts of data warehousing, data mining, knowledge management and security/access will be explored.

### **NUR-702**

#### **Nursing Administration: Executive Managerial Process**

3 credits

Open only to RNs with a BSN degree or higher.

This course is designed to facilitate the development of nurse managers and administrators/executives. Using theoretical constructs, focus is placed on selected processes that contribute to quality nursing outcomes through systems thinking, communication and relationship building, professionalism and knowledge of the healthcare environment.

### **NUR-710**

#### **Testing, Assessment and Evaluation**

3 credits

Open only to RNs with a BSN degree or higher.

Course emphasis is on preparing teachers in nursing curricula to focus on learning outcomes. The concepts of measurement and evaluation are examined as the basis for studying how instruction, testing, assessment and evaluation of student learning are interrelated. Formative and summative, and qualitative and quantitative assessment methodologies, are applied to evaluate instruction and learning in various educational settings.

🔧 **Advisory:** Courses equivalent to

NUR-630 Theoretical Foundations and Instructional Strategies in Nursing Education and NUR-700 Curriculum Theory and Development in Nursing Education are required to be successful in NUR-710. Students are responsible for having acquired this knowledge prior to registering for NUR-710.

### **NUR-711**

#### **Nursing Informatics: Consumer Informatics and Communication Technologies**

3 credits

Open only to RNs with a BSN degree or higher.

In this course, students explore communication technologies and their use in meeting consumer needs. Emphasis is placed on empowering patients and consumers to safely obtain information, services and emotional support through effective use of these technologies.

### **NUR-712**

#### **Nursing Administration: Resource Acquisition and Management**

3 credits

Open only to RNs with a BSN degree or higher.

In this course, students examine resources required to deliver quality healthcare services. The acquisition, management and use of resources in the healthcare environment are explored. Fiscal, human, technological, intellectual and material resources are examined and analyzed in the context of current and future healthcare environments.

### **NUR-721**

#### **Nursing Informatics: Seminar and Practicum I**

3 credits

Open only to Thomas Edison State University students enrolled in the MSN degree and Nursing Informatics certificate program.

The Nursing Informatics Seminar and Practicum I and II are closely aligned. The two Practicum provide a capstone experience for applying knowledge

and skills acquired during the nursing informatics program. Practicums I and II are scheduled in the same healthcare setting. Students select their learning environment based on course objectives and their professional goals, needs and interests. In Nursing Informatics: Seminar and Practicum I, students, working with the online mentor and onground preceptor, develop a plan for Practicum activities and select, initiate and implement informatics related projects that may continue into the second Practicum. Students reflectively discuss their experiences, projects and related learning in the online seminar. This course requires completion of 120 Practicum hours.

**Prerequisites:** All other MSN degree and Nursing Informatics certificate requirements except NUR-731-NG Nursing Informatics: Seminar and Practicum II\*, submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.

\*Students may register for one elective concurrent with this course.

🔧 **Advisory:** Students who do not have updated e-portfolios will not be able to register for this course.

### **NUR-722**

#### **Nursing Administration: Seminar and Role Practicum**

3 credits

Open only to Thomas Edison State University students enrolled in the MSN degree and Nursing Administration certificate program.

This course provides the student with the opportunity to experience the role of nurse administrator/executive. An individualized nursing administration Practicum in a specific area of clinical emphasis is chosen by the student and monitored by the mentor and onground preceptor. Competencies that govern the role of the nurse administrator/executive are explored in depth. Students focus on the context for enacting the role of nurse administrator/executive in a healthcare

delivery system. Students engage in a reflective discussion of nursing administration issues and experiences in the online seminar. This course requires completion of 150 Practicum hours.

**Prerequisites:** All other MSN degree and Nursing Administration certificate requirements except NUR-732-NG Nursing Administration: Seminar and Process Practicum\*, submission of all documents and requirements outlined in the Practicum Packet, including a criminal background check.

\*Students may register for one elective concurrent with this course.

🔧 **Advisory:** Students who do not have updated e-portfolios will not be able to register for this course.

.....

**NUR-731**  
**Nursing Informatics: Seminar and Practicum II**

3 credits

Open only to Thomas Edison State University students enrolled in the MSN degree and Nursing Informatics certificate program.

This course builds on the student's learning and achievements from Nursing Informatics: Seminar and Practicum I. Depending on the learning opportunities available and the student's evolving professional goals, the student, in consultation with the course mentor and onground preceptor, may continue and/or modify the selected Practicum activities and project(s) developed in the first Practicum course. Students reflectively discuss their experiences, projects and related learning in the online discussion seminar. This course requires completion of 120 Practicum hours and finalized Portfolio.

**Prerequisites:** All other MSN degree and Nursing Informatics certificate requirements\*; submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.

\*Students may register for one elective concurrent with this course.

🔧 **Advisory:** Students who do not have updated e-portfolios will not be able to register for this course.

.....

**NUR-732**  
**Nursing Administration: Seminar and Process Practicum**

3 credits

Open only to Thomas Edison State University students enrolled in the MSN degree and Nursing Administration certificate program.

This Capstone course provides the student with the opportunity to integrate management theory into the role of nurse administrator/executive. Student focus is on nursing management processes in healthcare systems. Students continue in their selected area of clinical practice monitored by the mentor and onground preceptor. Students engage in a reflective discussion of nursing administration issues and experiences in the online seminar. This course requires completion of 150 Practicum hours. Submission of the e-portfolio will be required to demonstrate achievement of MSN program outcomes and competencies.

**Prerequisites:** All other MSN degree and Nursing Administration certificate requirements\*; submission of all documents and requirements outlined in the Practicum Packet, including a criminal background check.

\*Students may register for one elective concurrent with this course.

🔧 **Advisory:** Students who do not have updated e-portfolios will not be able to register for this course.

**NUR-740**  
**Nurse Educator: Seminar and Practicum I**

3 credits

Open only to Thomas Edison State University students enrolled in the MSN degree and Nursing Administration certificate program.

In this course, the role of the nurse educator is operationalized. Students engage in reflective analyses of nursing education practices and clinical experiences. Theoretical concepts and best available evidence are applied in academic or practice environments. This course requires completion of 120 Practicum hours. Submission of the Capstone Project – Phase I is required to demonstrate achievement of MSN program outcomes and nurse educator competencies.

**Prerequisites:** All other MSN degree and Nurse Educator certificate requirements.\* Submission of all documents and requirements except NUR- outlined in the Practicum Packet including criminal background check.

\*Due to course workload, it is recommended that students take this course alone.

🔧 **Advisory:** Students who do not have updated e-portfolios will not be able to register for this course.

.....

**NUR-750**  
**Nurse Educator: Seminar and Practicum II**

3 credits

Open only to Thomas Edison State University students enrolled in the MSN degree and Nurse Educator certificate program.

In Nurse Educator: Seminar and Practicum II, students perform in the role of an advanced nurse educator, apply complex knowledge and skill in academic and practice learning environments, evaluate strategies to advance nursing education, and explore the current and future educational challenges for the advancement of nursing education. Course requirements include completion of 120 Practicum hours, submission of

the Capstone Project - Phase 2 and the finalized e-Portfolio.

**Prerequisites\*:** All other MSN degree and Nurse Educator Certificate Requirements; submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.

🔧 **Advisory:** Students who do not have updated e-portfolios will not be able to register for this course.

\*Due to course workload, it is recommended that students take this course alone.

• • • • •  
**OLT-510**  
**Theory and Culture of Online Learning**  
3 credits

Theory and Culture of Online Learning is designed to give adult educators a theoretical base and practical orientation to the culture of online learning as well as tools and concepts to use in creating and teaching online courses. The course emphasizes a variety of readings, individual student work and a class discussion of online learning accompanied by practical experience in designing an online course. Because of the theory base and instructional approach used in this course, participation by every student is crucial so that students can both learn and support each other in their learning process.

• • • • •  
**OLT-520**  
**Learning Technology as an Issue in Online Learning**  
3 credits

One of the few things that almost all agree on is that technology is changing rapidly. How can teachers and learners keep up? This course takes the prudent track of discussing technology in the broader context of how we make decisions, solve problems and learn/teach technological skills.

**OLT-630**  
**Issues in Instructional Design in Online Learning**  
3 credits

How is instructional design for online learning different from instructional design for other modes of delivering instruction? This course provides critical discussion of and practice in the ideas and practices that enhance quality in online learning.

• • • • •  
**OLT-640**  
**Communication and Interactivity in Online Learning**  
3 credits

The technology enabling online learning allows communication and interaction between student and texts, student and teacher, and student and other students. This course considers the theoretical aspects of communication and interactivity and also the practical skills of facilitating online discussions and online interactions.

• • • • •  
**OML-610**  
**Organizational Management and Leadership I**  
3 credits

This course presents a comprehensive, integrative and practical focus on leadership and management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership and organizational leadership. The course presents leadership and management theories/concepts that have emerged over the past several decades. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through self-assessment exercises. Included in the course are identification of current leaders and leadership as well as contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership and crisis leadership.

🔧 **Advisory:** This course builds upon ORG-502 Leadership and Management in the 21st Century, although that course is not a prerequisite to OML-610. While there is some overlap in content between the two, OML-610 has a far greater emphasis on application and skill development than ORG-502.

• • • • •  
**OML-620**  
**Organizational Management and Leadership II**  
3 credits

Organizational Management and Leadership II focuses on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities or societies. The course looks first at exemplary leaders, both those who are well known and national or international in their scope (e.g., Robert Kennedy, John F. Kennedy, Bill Clinton, Mohandas Gandhi) and those who are not well known (e.g., everyday people who have exercised moral leadership or community leadership), all with special consideration of the moral aspects of effective leadership in several different contexts. It then looks at how individuals can develop leadership and act with authenticity, integrity and creativity, all with special consideration of exercising leadership as a "whole person" who must balance responsibilities to home, work and community. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire. The course is based in the belief that leadership involves moral/ethical dimensions and that effective leadership equals good leadership; that is, that it includes service to others and to contexts beyond the self as well as qualities such as authenticity and integrity.

🔧 **Advisory:** This course builds upon ORG-502 Leadership and Management in the 21st Century, although that course is not a prerequisite to OML-620. While there

is some overlap in content between the two, OML-620 has a far greater emphasis on application and skill development than ORG-502.


• • • • •

**OML-630**

**Contemporary Issues in Leadership**

3 credits

Contemporary Issues in Leadership focuses on compelling issues in leadership theory and practice. It is intended to present students with some of the latest and most innovative thinking about leadership and to promote practical insights for leadership within work and community settings. The course encourages students to look beyond embedded leadership ideas and practices and to consider leadership more broadly. Students cover the topics of leaders and followers (toxic leadership), men and women (gender in leadership) and individuals and teams (team leadership). Students are invited to rethink their orientation to leadership and human interaction and to apply their learning to a real-world setting.

 **Advisory:** This course follows naturally from the foundations laid in OML-610 Organizational Management and Leadership I and in OML-620 Organizational Leadership and Management II. The three courses together form a logical sequence that moves from a general exploration of theory and practice in OML-610, to a focus on leading and managing self in OML-620, to a focus on contemporary leadership issues in OML-630. However, OML-610 and OML-620 are not prerequisites for OML-630, which can be taken as an individual course that provides exploration and focus on contemporary leadership issues and practices.

• • • • •

**ORG-502**

**Leadership and Management in the 21st Century**

3 credits

This course offers students a comprehensive, relevant perspective on

leadership and management. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Students analyze concepts such as leading as an interactive process (involving the leader, the “followers” and the situation), managing with innovation and creativity, escaping from embedded practices and embracing new managerial principles. This course provides students with contemporary empirical study of leadership and management as well as commentary, case histories and multimedia presentations.

• • • • •

**ORR-510**

**Organizational Research**

3 credits

This course will equip students with the skills and knowledge to conduct research and information gathering projects that have become a significant part of most managers’ organizational life. Using pertinent literature and practice exercises, students are led through major steps of the research process: framing the problem or question; identifying suitable information sources and planning the information search; collecting, analyzing and manipulating information to yield appropriate results; and, especially, assembling and presenting the outcomes of the research. The course covers primary and secondary sources of information, including questionnaires, interviews, and manual and electronic library and index searches. Commonly used statistical tools and techniques will be presented.

• • • • •

**ORR-710**

**Organizational Research**

3 credits

This course will equip students with the skills and knowledge to conduct research and information gathering projects that have become a significant part of most managers’ organizational life. Using pertinent literature and practice exercises, students are led through major steps of the research process: framing the problem or question; identifying suitable

information sources and planning the information search; collecting, analyzing and manipulating information to yield appropriate results; and, especially, assembling and presenting the outcomes of the research. The course covers primary and secondary sources of information, including questionnaires, interviews, and manual and electronic library and index searches. Commonly used statistical tools and techniques will be presented.

• • • • •

**PJM-510**

**Project Management**

3 credits

This course develops a foundation of concepts and solutions that support the planning, scheduling, controlling, resource allocation and performance measurement activities required for successful completion of a project.

• • • • •

**PJM-520**

**Project Leadership and Communications**

3 credits

This course provides leadership and management guidelines for the project manager in a variety of situations. Principles of effective planning, communication and motivation throughout the project life cycle are the focus of this course. Project Leadership and Communication presents principles of project control from initiation through execution to closure in a clear and practical manner.

• • • • •

**PJM-530**

**Project Risk Management**

3 credits

Project Risk Management provides students with an organized approach for managing the uncertainties that can lead to undesirable project outcomes. The course provides a systematic method for identifying the risks that can result in cost overruns, delayed schedules or failure to meet performance standards. The first half of the course covers risk identification,

which takes place during project definition and planning. The last half of the course covers risk mitigation, which takes place during project execution and closure.

.....

**PJM-540**  
**Procurement and Vendor Management**  
3 credits

This course examines the processes and techniques through which goods and services are acquired and sold in the project management environment. Course topics include: contract and procurement strategies; legal issues; contract pricing alternatives; technical, management and commercial requirements; RFP development; source selection; invitations to bid and bid evaluation; risk assessment; and contract negotiation and administration.

.....

**PJM-640**  
**Global Project Management**  
3 credits

This course examines project management in a variety of global business settings. Included are project management methodologies and processes as well as culture, team building and behavior management in a global context. Project management is examined as a set of best practices aimed at managing the total enterprise. Through a project management approach, corporate and organizational strategies are translated into project-level, value-adding elements of a company's project portfolio.

.....

**PJM-721**  
**Project Management**  
3 credits

The Project Management course is comprised of intricate contemporary managerial processes of how companies plan to execute their missions and visions using strategic project management

ingenuities to accomplish these goals. The course will also cover topics such as international projects, agile project management strategies, modern project management, managing project risks, project outsourcing, leadership and nurturing project teams. The course will illustrate how to effectively select projects, develop project plans, monitor progress, estimate project durations and costs. Additionally, real-life project cases will be analyzed.

.....

**SAM-501**  
**Sense of Community I - Art and Morality**  
3 credits

This course examines art and morality through the unique perspective that "reading" artifacts can give to a true understanding of the development of communities in time. The course explores how art gives us access to commune with those here before us as well as those who exist with us, thus enhancing our senses of community and communications. Through this phenomenological approach, the course raises questions about the nature of what we create as both an expression of who we are and an influence that transforms us as new values (including morals and ethics) and realms of experience are created. The course defines "culture" as the interactive growth that brings out and develops uniquely human possibilities and develops sensitivity to the development of ideas and institutions as creative projects. Students will explore selected cultures that coexist with us in time as well as those that may have existed before us and are no more. The course emphasizes how this approach allows us to nurture our own possibilities out of the limitless depths of imagination and expressions as well as the magic power of art to produce understanding. Students will be prepared to incorporate their own imaginative abilities in the creation of individualized projects.

**SAM-502**  
**Sense of Community II - Faith and Reason**  
3 credits

This course explores the character and quality of human discourse as it tries to describe what it means to be human in the great dialogues between faith and reason. This course is designed to help overcome perceptual obstacles to cross-cultural understanding through comparing and contrasting philosophical, scientific and religious texts of Eastern, Western and Native American cultures. Thus, students will gain a greater sense of being part of a larger global community while attaining a better understanding of their own cultural influences. Students will identify examples and case studies in their professional lives that relate to issues arising from the discussions of the texts and will use the lessons of human discourse as a platform to broaden their vision and create practical applications in the workplace and community. During this process of exploration, students will be expected to articulate their own values and beliefs with an understanding of how these may be influenced by their own cultural biases and perceptions.

.....

**SIC-520**  
**The Species, the Individual and Community**  
3 credits

In this interdisciplinary course, students explore "human nature" using theories and tools from biology and from many of the social sciences, including archeology, economics, political science, psychology and sociology. Students will learn the theories by reading both classic texts and recent scholarly works, including a novel about human evolution set in the Ice Age, and by watching videos, visiting websites and writing several short papers. Ultimately, students will be asked to formulate their own understanding of "human nature" and to apply their insights to social situations at home, school, work or in the wider community.



### SOE-570

#### Social Entrepreneurship

3 credits

Social Entrepreneurship focuses on the emerging field of social entrepreneurship, an application of for-profit entrepreneurship skills and ventures that focus on nonprofit mission and social value. It offers practical information for individuals in the field as well as innovative methods of conceptualizing the search for new and better ways to support and invest in social value. This course presents a framework for understanding this new sector of the economy, proven business skill-sets adapted for the nonprofit environment, application tools for the field and advice for avoiding common pitfalls. It also spotlights specific implementation activities designed to monitor performance and provide various constituencies — including donor-investors — with measurable results, accountability indicators and overall return on investment.

### SOM-702

#### Social Media

3 credits

Examines and analyzes the social media space from a business perspective. The course will introduce the space and review the strategies and tactics for social media management and marketing. Students will assess best practices and study the key communities currently involved in the social media space. Other topics include the business advantages of social media as well as an overview of what policies, rules and regulations practitioners must keep in mind.

### SOP-720

#### Strategic Operations Management

3 credits

Strategic Operations Management will examine the creation and implementation of organizational distinctive competitive advantages by exploring new technologies to increase efficiency.

Students will analyze the mathematical tools that guide management on what decisions are best for the organization. The course will evaluate various concepts and processes such as supply chain management, which involves strategic materials sourcing; forecasting; warehousing; inventory control; and planning, transportation, purchasing and financials.

### SUS-700

#### Designing a Business Case for Sustainability

3 credits

Introduces students to the attitudes, tools and proven techniques to design a business case for sustainability so that a company or organization can transition to accounting for the environmental and social factors that can assure long-term profitability. Students will also develop their capacity to think critically about the role their organizations have played or can play in building a more sustainable world.

### TGF-713

#### Topics in Global Finance

3 credits

Taught from a practitioner's point of view, this course provides an overview of the world's marketplace and illustrates how successful managers compete in the global arena. To achieve this objective, the course identifies the major similarities and differences between doing business domestically and internationally. It describes the context within which international business takes place, including the macro and micro issues that global managers face on a regular basis. The course also addresses specific financial/accounting issues that international firms encounter.

### THC-625

#### Technology and the Human Community: Challenges and Responses

3 credits

Students explore the role of technology as it relates to society, community and the individual, with particular emphasis on its impact on workplace issues. Students will explore humanity's love-hate relationship with technology over the millennia, will debate ethical issues such as cloning and irradiated food, and will anticipate technology's impact on cultures, communities and individual persons in the future. Students will use their own workplace or community to test theories and draw informed conclusions.

# section 5

## Course Registration

### Course Registration: At a Glance

#### 2015-2016 Calendar

TERM	JULY 2015	OCT. 2015	JAN. 2016	APRIL 2016
<b>TERM START DATE</b>	July 6, 2015	Sept. 28, 2015	Jan. 4, 2016	April 4, 2016
<b>END OF 12 WEEK TERM</b>	Sept. 27, 2015	Dec. 20, 2015	March 27, 2016	June 26, 2016
<b>REGISTRATION DATES</b>	May 22 - June 20, 2015	Aug. 21 - Sept. 12, 2015	Nov. 20 - Dec. 11, 2015	Feb. 26 - March 15, 2016
<b>LATE REGISTRATION</b>	June 21 - 25, 2015	Sept. 13 - 17, 2015	Dec. 12 - 17, 2015	March 16 - 20, 2016

#### 2015-2016 School of Business and Management Calendar

TERM	JULY 2015	SEPT. 2015	NOV. 2015	JAN. 2016	MARCH 2016	MAY 2016
<b>TERM START DATE</b>	July 6, 2015	Aug. 31, 2015	Nov. 2, 2015	Jan. 4, 2016	March 7, 2016	May 2, 2016
<b>END OF 8 WEEK TERM</b>	Aug. 30, 2015	Oct. 25, 2015	Jan. 3, 2016	Feb. 28, 2016	May 1, 2016	June 26, 2016
<b>REGISTRATION DATES</b>	May 22 - June 20, 2015	July 24 - Aug. 15, 2015	Sept. 18 - Oct. 10, 2015	Nov. 20 - Dec. 12, 2016	Jan. 22- Feb. 20, 2016	March 21 - April 16, 2016
<b>LATE REGISTRATION</b>	June 21 - 25, 2015	Aug. 16-20, 2015	Oct. 11-15, 2015	Dec. 13-17, 2016	Feb. 21-25, 2016	April 17-21, 1015

### Course Tuition and Fees

For complete tuition and fees information, please refer to the Tuition and Fees Schedule on the University website at [www.tesu.edu/tuition](http://www.tesu.edu/tuition).

To Register for a Course :

Web: [www.tesu.edu/current-students/registration.cfm](http://www.tesu.edu/current-students/registration.cfm)  
 Fax: (609) 292-1657  
 Phone: (888) 442-8372

Telephone registrations are accepted weekdays, excluding Dec. 24, 2015, to Jan. 1, 2016, and University holidays. See Page 88 for a listing of holiday closing dates.

Mail: Thomas Edison State University  
 Office of the Registrar  
 Attn: Course Registration  
 111 W. State St.  
 Trenton, NJ 08608

For general information about applying to or enrolling in the University, please direct all inquiries to: (888) 442-8372 (8 a.m. – 6 p.m., Eastern Time) or email: [admissions@tesu.edu](mailto:admissions@tesu.edu).

The information contained in this publication was accurate at the time of publication.

The University retains the right to make changes as needed without prior notice.

All student forms may be accessed at [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms). Paper-based course registration forms and order forms for textbooks and course material are located in the back of this publication.

# Registering for Graduate Courses

You are eligible to take graduate-level courses if:

- > you have been accepted into a graduate degree or certificate program;
- > you have applied to be a nonmatriculated graduate student; or
- > you have been accepted for the bachelor's to master's degree program.

Most graduate courses are offered four times a year in January, April, July and October. MBA courses are offered six times a year. A typical course load is 6 credits per term and degrees may be earned in 18 months or less. Online courses are guided by mentors, most of whom have practical experience and earned doctoral degrees.

All online courses are delivered through myEdison®, <http://myedison.tesu.edu/webapps/login/>, the University's online course management system. Students are expected to have experience and proficiency using a computer, browsing the Web and sending and receiving email.

## Registration Methods: An Overview

You may register for courses in several ways during scheduled registration periods (see the 2015-2016 Academic Calendar for exact registration dates). Please note that no registrations will be accepted by mail during late registration periods. Graduate courses are offered in January, April, July and October. MBA courses are offered in January, March, May, July, September and November.

1. Online registration (via Online Student Services) to Thomas Edison State University graduate students who have approved Thomas Edison State University financial aid or students who are paying the graduate tuition by credit card. This real time, online registration is found at [www.tesu.edu](http://www.tesu.edu), under the link for Current Students and then Online Student Services. For graduate PLA, students must submit a proposal form; to register, they must follow the instructions for registering for a single-course portfolio course. Payment in full is required at the time of registration.

2. Fax in your Graduate Registration Form, found in the Student Forms section of the University website, during scheduled registration sessions using your tuition assistance, VISA, MasterCard, American Express or Discover for payment of tuition. Fax registration is available 24 hours a day, seven days a week during the scheduled registration periods.

3. Register by telephone by calling (888) 442-8372. Call only during scheduled registration sessions, Monday through Friday excluding major holidays. Use your VISA, MasterCard, American Express or Discover for payment of tuition and fees.

4. Mail in your Graduate Registration Form during scheduled registration sessions. Payment must be included with your registration.

5. Walk in with your completed Registration Form and payment. The Office of the Registrar is located in the Academic Center at 167 W. Hanover St., Trenton, N.J. If you pay in cash, your payment must be delivered directly to the Office of the Bursar at 221 W. Hanover St., Trenton, N.J., after the registrar has processed your registration at the Academic Center. (Note: Walk-in registrations will not be taken Dec. 24, 2015, to Jan. 1, 2016, or during major holidays.)

All payment methods are accepted from students who choose to register in person.

## Late Registration

Late registration for all courses will take place following the close of regular registration. Only online, fax, telephone and walk-in registrations will be accepted during this period. All late registrations must include the late registration fee. Students who mail in registrations postmarked after the close of the regular registration period will not be processed and will be contacted.

## How to Register for Graduate Courses: Step-by-Step Instructions

1. Select a course. If you are an enrolled Thomas Edison State University student and need help determining whether a particular course fits your degree requirements, contact an academic advisor. If you are enrolled in another institution, check with that institution to make sure the course fits your degree requirements.

2. Register for the courses during scheduled registration sessions. Your payment method determines how you may register. You can check your current course schedule on Online Student Service, under view current schedule.

3. Receive a course confirmation from Thomas Edison State University by email.

4. After receiving confirmation of course registration, order your course materials from MBS Direct, at the Current Students page on the University website or call MBS Direct at (800) 325-3252. Course materials and textbook costs are separate and must be paid directly to MBS Direct. Students will find the syllabus and Course Calendar online once the semester begins.

5. Start your course work on the term start date as outlined in the Academic Calendar. Contact your mentor the first week.

## Payment Options

**For payment made by credit card, military tuition assistance and Thomas Edison State University approved financial aid award letter:**

- > register online at [www.tesu.edu](http://www.tesu.edu);
- > fax your registration to (609) 292-1657;
- > call (888) 442-8372 to register via the telephone weekdays, excluding major holidays; or
- > complete the Registration Form and mail it to the Office of the Registrar, Attention: Course Registration.

### **For payment made by corporate vouchers and checks:**

You must fax, email or mail your completed Registration Form and Corporate Voucher Form together. Registrations received without approved corporate vouchers will not be processed. If your company requires partial student payment, make sure your payment is included. Registration with payment by check must be mailed.

## University Holidays

The University will be closed on the following dates during the 2015-2016 academic year.

Holiday	University Closed
Independence Day	Friday, July 3, 2015
Labor Day	Monday, Sept. 7, 2015
Columbus Day	Monday, Oct. 12, 2015
Thanksgiving Day	Thursday, Nov. 26, 2015
Winter Holiday	Friday, Dec. 25, 2015- Friday, Jan. 1, 2016
Martin Luther King Jr. Day	Monday, Jan. 18, 2016
Presidents' Day	Monday, Feb. 15, 2016
Good Friday	Friday, March 25, 2016
Memorial Day	Monday, May 30, 2016

# section 6

## Student Services

### Students with Disabilities

Thomas Edison State University, an equal opportunity institution, adheres to the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and the New Jersey Law Against Discrimination (NJLAD).

Thomas Edison State University will provide reasonable accommodations to students, in accordance with the Americans with Disabilities Act. It is important to emphasize the flexibility of the options provided for students to access the University and use our convenient methods of earning credits, but the University does not require students to earn credit through any specific credit-earning method.

The Office of Student Special Services assists students with disabilities in accessing University programs and services. Students can contact the office by phone, fax, U.S. mail and email. All student-related information, records and documents are kept confidential. Students may access information on Disability Support Services and the Office of Student Special Services via the University website at [www.tesu.edu/about/ada](http://www.tesu.edu/about/ada).

When requesting accommodations, it is the student's responsibility to disclose and verify their disability to the ADA coordinator; all such disclosures will be kept confidential.

**Accommodations under the ADA for a given term MUST be approved prior to the start date of the respective term.**

If you would like to discuss reasonable disability accommodations for course work and/or examinations, please contact the ADA Coordinator in the Office of Student Special Services **prior to registering for a course or examination**. The ADA coordinator can be reached via phone at (609) 984-1141, ext. 3415, or email at [ada@tesc.edu](mailto:ada@tesc.edu). Hearing impaired individuals may call the TTY phone at (609) 341-3109.

### Academic Advising

#### Applicants

Applicants to the University who have questions regarding enrollment are encouraged to contact the Learner Support Center at (888) 442-8372 for assistance.

#### Advising Expressline

Students who have received their official program evaluation and have brief questions or need clarification of general degree issues should utilize the Academic Advising Expressline. A student advising appointment (discussed next) should be made for more in-depth discussion regarding special degree concerns and/or specialization and area of study course requirements.

The Advising Expressline is open Monday through Thursday, from 8:30 a.m. to 6 p.m., and Friday, from 10 a.m. to 4 p.m., Eastern Time, excluding holidays. The toll free number for the Academic Advising Expressline is (888) 442-8372. It is highly recommended that students call at least two weeks prior to the date of registration to determine if a course(s) is appropriate for their degree program.

### Student Appointments

Students are encouraged to make at least one 30-minute appointment with an advisor for program planning, extensive questions regarding degree programs and methods of earning credits during the first six months of their enrollment period. Appointments with an advisor may be conducted in-person, by telephone or by video conference. Appointments for both undergraduate and graduate advising can be made through the Appointment Scheduler program available online through myEdison®.

### Program Planning

Students at Thomas Edison State University are strongly encouraged to work with an advisor and submit a degree program plan that outlines how they will complete all or part of the remaining requirements for degree completion. Students may view the *Advisement and Degree Planning Handbook*, which provides them with the steps required in developing a program plan, at [www.tesu.edu/current-students/advisement.cfm](http://www.tesu.edu/current-students/advisement.cfm). The *Handbook* contains links to detailed information on methods of earning credit, academic policies and the structure and credit requirements of degree programs.

### Written Correspondence with the Office of Academic Advising

Students may write to the Office of Academic Advising (via letter, fax, HelpDesk or email). Correspondence will be answered by an academic advisor. Correspondence should be sent to:

Mail: Thomas Edison State University  
Office of Academic Advising  
111 W. State St.  
Trenton, NJ 08608  
HelpDesk: Submit a ticket via myEdison®  
Fax: (609) 777-2956  
\*Email: [academicadvising@tesc.edu](mailto:academicadvising@tesc.edu)

*\*Students emailing Academic Advising using the [academicadvising@tesc.edu](mailto:academicadvising@tesc.edu) address must include their degree program name (e.g., BA, BSBA, MBA or MALS, etc.) in the subject line of their email. Name and University ID# should be included with all correspondence.*



## Financial Aid

Graduate students are eligible for Federal Direct Unsubsidized Student Loans. Detailed information may be found in the *Financial Aid Handbook* available from: Thomas Edison State University, Office of Financial Aid, 111 W. State St., Trenton, NJ 08608; by telephone at (888) 442-8372; or via email at [finaid@tesc.edu](mailto:finaid@tesc.edu). Additional information is also available on the University website at [www.tesu.edu/tuition/index.cfm](http://www.tesu.edu/tuition/index.cfm).

### Academic Progress for Continuing Financial Aid

Thomas Edison State University state and federal financial aid recipients must maintain a cumulative grade point average (GPA) of at least 3.0 (B) to meet the minimum standards for satisfactory academic performance. In addition, the student must complete 67 percent of all courses attempted. Satisfactory academic progress will be monitored at the end of each academic year. If a student's cumulative average falls below 3.0 (B) or does not meet the 67 percent criterion, the student is not maintaining satisfactory academic performance. (Grades of W are not considered complete.) Students will be notified in writing if they fail to comply with this policy. Students will not be reviewed for academic progress until they have attempted two semesters of course work. Please note, courses on extensions are not considered completed until grades are posted. Grades of NC will be considered an F for GPA calculations.

There is also a maximum time frame during which the University may award federal aid. All credit hours attempted, whether or not they are completed or passed, are counted toward the maximum time frame in the aforementioned program. If a student exceeds the maximum number of credits in a degree program, he or she will not be eligible for state or federal student financial aid. This limit includes credits that have been transferred toward a degree. Financial aid will pay for a repeated course only once.

### Financial Aid Appeals

Students who do not meet the satisfactory academic progress requirements will be denied additional financial aid. If, because of a mitigating circumstance (such as loss of income, death in the family, etc.) a student falls below the required standards, he or she may appeal by explaining the circumstances to the Financial Aid Appeals Committee within 30 days of notification concerning his or her academic performance. All appeals should be in writing and forwarded to:

Thomas Edison State University  
Financial Aid Appeals Committee  
Office of Financial Aid  
111 W. State St.  
Trenton, NJ 08608

If an appeal is granted, the student must regain satisfactory academic progress after the end of the appealed semester to be considered for further aid. If progress is not made at the end of the appealed semester, but the student completes all courses attempted with grades of C or better in that semester, an additional semester may be awarded. Students should contact the Office of Financial Aid after the results of the appealed semester are posted.

## Academic Engagement For Financial Aid

Students will also be monitored during their academic terms to verify they are actively engaging in their courses by submitting assignments, posting discussion board responses, completing tests /assignments or other course requirements.

### Other Financial Aid Sources

One of the most overlooked sources of financial assistance is the educational benefits that companies offer to their employees. Information about a company's educational benefits is usually available through the human resources office. Additional aid might be available through the state education agency in your area.

### Scholarships

The Thomas Edison State University Scholarship Program is designed to assist students in meeting their financial commitments to the University while they take advantage of the many credit earning options available to them. The University Scholarship Committee, in conjunction with the Office of Development, conducts the annual award period. The list of current scholarships and the associated award period dates are available on the University website at [www.tesu.edu/tuition/index.cfm](http://www.tesu.edu/tuition/index.cfm) under Tuition and Financial Aid.

Recipients for each scholarship are selected based on a competitive application process. Scholarship awards are disbursed after the notification to and acceptance by recipients is completed. Applicants must meet the following eligibility criteria.

#### Scholarship applicants must:

- > be enrolled at Thomas Edison State University at the time of application;
- > have applied for financial aid (federal, state [N.J. residents only] and Thomas Edison State University);
- > have a minimum 3.0 Thomas Edison State University GPA at the time of application;
- > successfully complete 66 percent of courses attempted (incompletes, withdrawals and failed classes do not count as completed credits);
- > meet all eligibility criteria for the scholarship(s) for which they have applied; and
- > provide required documentation, if any, before the end of the application period.

Questions about the University Scholarship Program should be directed to the Office of Financial Aid or [scholarship@tesc.edu](mailto:scholarship@tesc.edu).

# section 7

## University Policies and Procedures

### Academic Integrity

A detailed statement of what constitutes academic dishonesty and plagiarism is included in every course. Students agree to abide by this statement. Academic dishonesty will result in disciplinary action and possible dismissal from the University.

The University is committed to helping students understand the seriousness of plagiarism, which is defined as the use of the work and ideas of others without proper citation. Students who submit course materials or examination responses that are found to be plagiarized are subject to discipline under the academic code of conduct policy.

### Academic Code of Conduct Policy

Thomas Edison State University is committed to maintaining academic quality, excellence and honesty. The University expects all members of its community to share the commitment to academic integrity, an essential component of a quality academic experience.

Thomas Edison State University students are expected to exhibit the highest level of academic citizenship. In particular, students are expected to read and follow all policies, procedures and program information guidelines contained in publications; pursue their learning goals with honesty and integrity; demonstrate that they are progressing satisfactorily and in a timely fashion by meeting course deadlines and following outlined procedures; observe a code of mutual respect in dealing with mentors, staff and other students; behave in a manner consistent with the standards and codes of their professions; keep official records updated regarding changes in name, address, telephone number or email address; and meet financial obligations in a timely manner. Students not practicing good academic citizenship may be subject to disciplinary action including suspension, dismissal or financial holds on records. All members of the community are responsible for reviewing the academic code of conduct policy and behaving in keeping with the stated principles.

### Purpose

The purpose of this policy is to define and advise students of the academic code of conduct, and to identify violations and their consequences. It also provides a hearing and appeal process for students who believe they have been incorrectly accused of violating the standards of academic integrity.

### Violations

The University considers any violation of this Academic Code of Conduct to be a serious breach of trust that threatens the academic environment of the entire community. Community members are in violation of the Academic Code of Conduct when acts of academic dishonesty occur.

These include, but are not limited to:

- > cheating;
- > fabricating information or citations;
- > falsifying documents;
- > falsifying information about test proctors;
- > forgery;
- > gaining unauthorized access to examinations;
- > making up or changing data for a research project;
- > plagiarizing;
- > submitting credentials that are false or altered in any way;
- > tampering with the academic work of other students;
- > using words or ideas from others without appropriate attribution;
- > facilitating another student's academic misconduct; and/or submitting course work or taking an exam for another student; and/or
- > buying or selling of course materials, including exams, test answers and course papers

### Disciplinary Process

Allegations of violations of the Academic Code of Conduct may be initiated by mentors, staff or students enrolled at Thomas Edison State University. Specific allegations of a violation of the Academic Code of Conduct must be submitted in writing to the appropriate dean's office. In cases of violations that result from inappropriate behavior in courses, the appropriate dean is the dean of the School that offers the course. In all other cases, the appropriate dean is the dean of the School in which the student is enrolled.

### Plagiarism

Acts of both intentional and unintentional plagiarism violate the Academic Code of Conduct. If an incident of plagiarism was an isolated minor oversight or an obvious result of ignorance of proper citation requirements, the mentor may handle the matter as a learning exercise. Appropriate consequences may include the completion of tutorials, assignment rewrites or any other reasonable learning tool, in addition to a lower grade for the assignment or course. The mentor will notify the student and appropriate dean of the consequence by email.

If the plagiarism appears intentional and/or there is more than an isolated incident, the mentor will refer the matter to the appropriate dean. The dean's office will gather information about the violation(s) from the mentor and student, as necessary. The dean will review the matter and the student will be notified in writing of the specifics of the charge and the sanction to be imposed. If the student disputes the charge or disagrees with the sanction, the student must submit a written request to the dean for a hearing within 10 days of receipt of the notice, or be deemed to have accepted the sanction.

Possible sanctions include:

- > Lower or failing grade for an assignment
- > Lower or failing grade for the course
- > Rescinding credits
- > Rescinding certificates or degrees
- > Recording academic sanctions on the transcript
- > Suspension from the University
- > Dismissal from the University

The University reserves the right to review all credits, degrees and certificates. If any academic misconduct is revealed, those credits, degrees and certificates also may be rescinded. Records of all Academic Code of Conduct violations will be maintained in the student's file.

In extreme or emergency circumstances, any officer of the University at the vice president or higher level may immediately suspend a student from access to University premises, activities or electronic sites pending disciplinary action. Such action will be reported to the provost and vice president.

## Hearing

If a hearing is requested, such hearing will be convened at Thomas Edison State University, Trenton, N.J., within 21 business days after the request is received by the University. Students unable to travel to Trenton may attend the hearing telephonically via conference call. In these circumstances, every effort will be made to adhere as closely as possible to the procedures further outlined in this section.

- > The student shall have the opportunity to testify and present evidence and witnesses. A list of witnesses and a copy of documents to be presented at the hearing must be submitted to the University at least seven days prior to the hearing.
- > The student may have a nonparticipating advisor present for the proceedings.
- > The committee shall hear and question witnesses.
- > The student may suggest questions for witnesses to the committee.
- > The hearing will be audio recorded. All records and/or audio recordings of the hearing will be kept in the custody of the University. Records or recordings may not be reproduced without the specific authorization of the president of Thomas Edison State University.
- > All expenses incurred by the student and any witness will be borne by the student.
- > If a student (with notice) does not appear at the hearing, the committee shall decide whether to proceed in the student's absence.
- > An audio recording of the hearing (not deliberations) shall be made and maintained by the University.

The Academic Integrity Committee will review all reports and evidence regarding the misconduct charge. A written decision will be issued by the chairperson, Academic Integrity Committee, within 10 business days of the hearing and will be sent to the student concerned via certified and regular mail. In its decision, the Academic Integrity Committee will determine the appropriate sanction.

## Appeal Process

The student shall have the opportunity to appeal any decision involving disciplinary action. An appeal must be submitted in writing to the provost and vice president within 10 business days after receipt of the hearing decision of the Academic Integrity Committee. The appeal must specify the grounds on which it is made. Allowable grounds for appeals are limited to the following:

- > Evidence of procedural irregularity
- > Evidence of mitigating circumstances or facts that could not have been presented at the hearing
- > Evidence of undue severity of sanction
- > Evidence of bias on the part of the members of the Academic Integrity Committee
- > Evidence that the decision of the Academic Integrity Committee is arbitrary, capricious or unreasonable and that the evidence does not support the charges
- > The provost and vice president will issue a decision within 10 business days and may require that the previously imposed sanction be:
  - 1) Affirmed and executed
  - 2) Suspended, set-aside or rejected
  - 3) Modified or adjusted as warranted by circumstance

The decision of the provost and vice president is final.

## Nonacademic Code of Conduct

### Preamble

Thomas Edison State University provides flexible, high-quality, collegiate learning opportunities for self-directed adults. The University is dedicated to maintaining a scholarly community in which the freedom of expression both written and oral is paramount, however, at all times students are expected to maintain professionalism and respectfulness and be mindful of the audience.

### Purpose

The purpose of this policy is to advise the students of Thomas Edison State University of their responsibilities and expected conduct when interacting with other students, mentors or staff of the University in nonacademic acts or activities. Furthermore, it provides procedures for filing complaints, investigations, hearings, range of possible sanctions and appeals under this policy.

### Statement of Responsibilities and Conduct

Students at Thomas Edison State University are expected to be mature, self-directed and responsible for their progress and the achievement of their personal academic goals. They are expected to know and comply with the policies, rules and procedures of the University; satisfy their financial obligations; respect University resources; and comply with requests of academic and administrative personnel in the conduct of their professional duties.

Interaction between students and the University is expected to be thoughtful, professional, respectful and civil. Accordingly, any behavior that threatens or endangers the welfare of members of

the University community, or substantially disrupts or threatens to substantially disrupt the operation of the University, is prohibited and shall be grounds for disciplinary action, including dismissal from the University. Such prohibited behaviors include, but are not limited to, harassment, abusive actions, physical threats and disruptive conduct.

## Violations

Behavior by students that violates the Nonacademic Code of Conduct and that takes place on Thomas Edison State University premises or during University-related activities shall be grounds for disciplinary action by the University. The University reserves the right, notwithstanding anything contained herein, to refer any nonacademic offense to the appropriate civil or criminal authority, as it may deem appropriate. Violations of the Nonacademic Code of Conduct may include, but are not limited to, the following:

- > Disruption of University Activities - exam administration, online courses, assessment activities, studying, research, administration and meetings. These activities may also be considered a violation of the Academic Code of Conduct. When there are academic elements involved, the case will also be referred to the appropriate dean for their review.
- > Unauthorized Entry and Use - unauthorized entry and/or use of any University network, building, facility, room or office. Facilities include, but are not limited to, the Trenton offices, off-site centers and special event venues.
- > Misappropriation/Misuse of or Damage to University property
  - misappropriation of or possession of misappropriated University property
  - intentional or negligent damage of University property
  - intentionally misplacing resources or in any way intentionally depriving other members of the University of the property or having access to the resources
  - infecting networks, programs or other electronic media or systems with viruses or otherwise intentionally causing systems to malfunction
- > Physical Abuse and Dangerous Activity
  - actual physical abuse or threat of physical abuse to another person
  - damage to another person's property
  - causes another person to fear physical abuse or fear damage to his/her property
  - creating a condition that unnecessarily endangers or threatens the health, safety or well-being of other persons, or that could cause damage to property
  - possession, use or distribution of firearms, ammunition, explosives or other weapons on University property
- > Written or Oral Harassment - written or oral harassment includes the use of threatening or obscene language, or language that is otherwise abusive or discriminatory in the circumstances, by a student, directed to another student, a mentor, trustee or employee of the University.
- > Sexual Harassment – sexual harassment represents a form of abuse and/or intimidation and involves actions such as:
  - unwelcome sexual advances
  - requests for sexual favors and other physical and expressive behavior of a sexual nature
  - written or oral abuse or threats of a sexual nature
  - displaying or distributing pornographic or derogatory pictures or materials

- unnecessary physical contact such as touching, patting, pinching or punching
- continuing to engage in certain behaviors of a sexual nature after an objection has been raised by the target of such inappropriate behavior
- conduct that has the purpose or effect of unreasonably interfering with an individual's education or work performance or creating an intimidating or hostile environment

- > Disorderly, lewd or obscene conduct on University property or at a University activity.
- > Refusal to Provide Identification - refusal to provide identification upon request by an officer, employee or agent of the University acting on behalf of the University in the course of his/her duties.
- > Submission of Fraudulent Documents - such as transcripts, diplomas, test scores, references or applications that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses or otherwise deceptive (collectively referred to as fraudulent documents).
- > Misrepresentation – lying or materially misrepresenting information to an official University body or officer.
- > Lying in the course of a nonacademic disciplinary investigation or hearing.
- > Failing to appear as a witness during a nonacademic disciplinary hearing.
- > Other nonspecific acts or activities that violate nonacademic University policies.

## Disciplinary Process

The Office of the Vice President for Enrollment Management and Learner Services (EMLS) is responsible for:

- > investigating allegations of misconduct;
- > determining appropriate actions, including sanctions;
- > adjudicating student appeals; and
- > maintaining a written record of all actions regarding student conduct violations.

The vice president for Enrollment Management and Learner Services will establish a Student Conduct Committee composed of no fewer than five regular members. Additional members may be appointed on an ad hoc basis in order to provide expertise and insight relevant to specific cases. Questions will be decided by simple majority vote with three regular members required to constitute a quorum. This committee will adjudicate matters and impose sanctions as appropriate for those cases referred to it.

Complaints of student misconduct may be initiated by mentors, staff or students enrolled at Thomas Edison State University. When appropriate, staff and mentors are encouraged to first exercise their authority by engaging the student in an effort to correct the misbehavior in a professional and constructive manner, prior to submitting a formal complaint. Staff and mentors should attempt to settle disputes or address concerns by discussing the issue with the student. All parties (staff, mentors and students) are obligated to make a good faith effort to coherently define the problem and seek resolution within the guidelines of current policies and procedures. If a problem or issue cannot be resolved or a student does not respond to corrective measures then referral is appropriate.

Referrals for discipline shall be made by a School dean or by any unit manager within the University's organization. Students wishing to report a violation of the Nonacademic Code of Conduct may do so by reporting the violation to any staff member or mentor of the University. Staff members and mentors are responsible for forwarding such complaints to the appropriate dean or unit manager. Allegations of misconduct brought by one student against another student must first be reviewed by either a dean or unit manager, who will assess the situation for appropriate resolution prior to referral. Failing such resolution they will make the referral on the complaining student's behalf.

Referrals for specific allegations of a violation of the Nonacademic Code of Conduct must be submitted in writing to the associate vice president and dean of Learner Services, who will advise the student, in writing, that a complaint has been made, the specific allegations in the complaint and that they may be referred for a formal disciplinary hearing.

The associate vice president and dean of Learners Services, acting for the vice president for Enrollment Management and Learner Services, will appoint a staff member to investigate the allegation and to determine whether there is sufficient evidence to proceed with a hearing.

If, in the opinion of the associate vice president and dean of Learner Services, the allegations should be pursued, the student will be advised that a hearing will be scheduled. This notice will include the date and time of the hearing and provide a list of charges that contain specifications upon which the charges are based.

The vice president for Enrollment Management and Learner Services can withdraw the charges once they have been made for just cause at any time during the disciplinary process.

## **Student rights and responsibilities**

The student:

- > Must notify the associate vice president and dean of Learner Services of the names of the student's advisor and any witnesses who will attend the hearing, at least three days before the hearing.
- > Will be notified of the charges against him/her, in writing, prior to the hearing.
- > Will be informed of the evidence upon which a charge is based and any witnesses attending the hearing.
- > Will have a reasonable length of time to prepare a response to any charges.
- > Will be given ample opportunity to express concerns and offer evidence in defense at the hearing.
- > Will receive a written determination of the charges and notifications of any sanctions imposed, in a timely manner.
- > Will be afforded confidentiality throughout the process.
- > Will have the right to waive any of these rights.
- > Must submit a copy of documents and a list of witnesses to be presented at the hearing.

## **Student Conduct Committee Hearing**

All committee hearings will be convened at Thomas Edison State University, Trenton, N.J. Students unable to travel to Trenton may attend the hearing telephonically via conference call.

- > An audio recording of the hearing (not deliberations) shall be made and maintained by the University.
- > The Student Conduct Committee shall have the opportunity to question all witnesses.
- > The student and complainant may suggest questions for witnesses to the chair.
- > If a student (with notice) does not appear at the hearing, the chair shall determine whether to proceed in the student's absence.
- > Formal rules of process and technical rules of evidence do not apply.
- > The student may have an advisor present at the hearing; however, the student is responsible for presenting his/her information and, therefore, the advisor is not permitted to speak or participate directly in the hearing.
- > The student shall have the opportunity to present his/her version of what happened, submit supporting documentation and present witnesses.
- > All records of the hearing will be kept in the custody of the University. Records or recordings are the property of the University and may not be reproduced without the specific authorization of the president of Thomas Edison State University.
- > All expenses incurred by the student will be borne by the student.

The Student Conduct Committee will deliberate in closed session and decide if a violation did or did not occur based on a preponderance of the evidence. If a violation is determined to have taken place, the committee will determine what disciplinary action, if any, to impose on the student. A written decision will be issued by the chairman, Student Conduct Committee, to the vice president of Enrollment Management and Learner Services. A copy of the decision will be sent to the student by certified and regular mail and serves as notice of the committee decision and any sanctions to be imposed. With the exception of dismissal and expulsion, the Student Conduct Committee may impose, on its own authority, all sanctions listed in this policy. One or more of the following sanctions may be imposed:

- > Written Warning – A written reprimand for violation of a specific nature, including a warning that continuation or repetition of prohibited conduct may be cause for additional disciplinary action.
- > Exclusion/Removal from University Activity/Event – A student given this sanction may be barred from attending University sponsored activity and events for a specified period of time, not to exceed 180 days. These restrictions may be extended to participation in online events sponsored by the University.
- > Probationary Suspension – A student may be suspended from the University for a specified period of time, not to exceed one year. The student while suspended shall not participate in any University sponsored activity and will be barred from



University premises. At the discretion of the provost and vice president, a permanent transcript notation of the suspension may be made. Students suspended from the University are not entitled to refunds for tuition or fees associated with their interrupted enrollment.

- > Dismissal and Expulsion from the University – Permanent separation of the student from the University. A permanent transcript notation is mandatory. Students expelled from the University are not entitled to refunds for tuition or fees associated with their interrupted enrollment. As the most severe action of the institution, dismissal and expulsion must be recommended to, confirmed by, and officially imposed under the authority of the provost and vice president. The Student Conduct Committee shall provide a rationale for dismissal/expulsion from the University to the provost and vice president with a copy to the vice president for Enrollment Management and Learner Services. If the recommendation is accepted and the sanction imposed, the provost and vice president will notify the student by certified and regular mail. The Student Conduct Committee and the vice president for Enrollment Management and Learner Services will receive a copy of the letter of notification.
- > Postponing or Withholding of a Degree – The University may withhold the award of a degree, otherwise earned, until completion of a disciplinary process set forth in any of its Codes of Conduct.
- > Revocation of a Degree - An awarded degree may be revoked for fraud, misrepresentation or other violation of University standards.
- > Interim Suspension - In extreme or emergency circumstances, any vice president of the University may immediately suspend a student from access to University premises, activities or electronic sites pending a conduct hearing or disciplinary action. Such interim suspensions will be reported as soon as possible to all the members of the President's Council.

## Appeal Process

The student shall have the opportunity to appeal any decision involving disciplinary action. Appeals of dismissals and expulsions will be submitted directly to the Office of the President. All other appeals must be submitted in writing to the vice president for Enrollment Management and Learner Services, within 15 business days after receipt of the disciplinary action. The appeal must specify the grounds on which it is being made. Allowable grounds for appeals are limited to the following:

- > Evidence of procedural irregularity;
- > Evidence of significant mitigating circumstances or facts that could not have been presented to the investigating staff member;
- > Evidence of undue severity of sanction;
- > Evidence of bias on the part of a member of the Student Conduct Committee;
- > Evidence that the decision of the Student Conduct Committee is arbitrary, capricious or unreasonable and that the charges are not supported by the evidence.

A written decision will be issued and the student will receive a copy of the appeal decision by certified and regular mail. The appeal decision may require that the previously imposed sanctions be:

- > Affirmed and executed.
- > Suspended, set-aside or rejected.
- > Modified or adjusted as warranted by circumstance.

Upon notification, administrative offices throughout the University will take all requisite actions to record and implement the final decision of the University.

## Appeals and Waivers

### Academic Appeals

Students may appeal an academic decision. Such appeals must be filed within 30 days of the date of the notification of that decision. All appeals must be submitted in writing to the dean of the School in which the student is enrolled. Note that many academic decisions do not require a formal appeal. Students may begin by submitting a statement of why they believe the decision to be in error, including such supporting materials as course descriptions or syllabi, to the Advisement Center.

### Waivers

Request for a waiver of a specific requirement and/or University policy must be submitted in writing to the dean of the School in which the student is enrolled.

### Nonacademic Appeals and Waivers

Students may appeal a decision from any office in the University regarding an administrative action, policy or procedure. Such an appeal must be submitted in writing to the Administrative Appeals Committee via mail (Thomas Edison State University - Administrative Appeals Committee, 111 W. State St., Trenton, NJ 08608), email at [AdminAppeals@tesc.edu](mailto:AdminAppeals@tesc.edu) or fax at (609) 943-5232. Supporting documentation not submitted with the appeal may otherwise be required by the Committee. The Administrative Appeals Committee considers administrative matters involving financial relief, waivers, exceptions to policies and other special considerations of departmental decisions across all divisions of the University.

## Thomas Edison State University Student Complaint Policies and Procedures

**I. Thomas Edison State University's mission is to provide the highest level of service to its students, in an environment conducive to learning and academic excellence.** The University also acknowledges the maturity, autonomy and dignity of its students. Consistent with its mission, the University has instituted various mechanisms to address student complaints. When registering concerns or complaints, University students must follow the appropriate procedures. If a student has any question about the applicable procedure to follow for a particular complaint, the student should contact the Office of the Associate Vice President and Dean of Learner Services at (609) 984-1141, ext. 3090, or [escheff@tesc.edu](mailto:escheff@tesc.edu).

## II. Complaint Policies and Procedures

If a student has a complaint concerning any of the following matters, the student should refer to the proper resource:

- A. Grade or Academic Credit Appeal. See Student Forms Area of myEdison® or visit [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms).
- B. Academic Code of Conduct Policy.  
See Page 91 of this *Catalog*.
- C. Nonacademic Code of Conduct Policy.  
See Page 92 of this *Catalog*.
- D. Policy Against Discrimination and Harassment.  
See Page 97 of this *Catalog*.
- E. Disability Accommodations.  
See Page 89 of this *Catalog*.

## III. Other Student-Related Complaints

A student who has a complaint that a policy or procedure has been incorrectly or unfairly applied in his/her particular case, or a complaint about the behavior of a mentor or a University staff member that does not fall within any of the categories listed here, the complaint will be handled as follows:

### A. Informal Resolution

Students are encouraged to speak directly with the mentor or staff member most concerned with or responsible for the situation that is the cause of the complaint.

If this communication does not lead to a resolution, or such a discussion is not deemed appropriate, the student may register an informal complaint or file a formal written complaint.

### B. Informal Complaint

A student may register an informal complaint within 30 days of the event that triggered the complaint. The earlier the communication is made, however, the more likely it is to resolve the matter satisfactorily.

Complaints involving academic matters should be made to the dean of the relevant School. Other types of complaints should be made to the head of the appropriate University office.

Informal complaints may be made by telephone or email. Appropriate University staff will review the matter presented by the student and determine whether any action is required. The student will be notified of the University's response within 20 days of the informal complaint.

If the student is not satisfied with the decision and/or attempts at resolution, he/she may go on to make a formal complaint.

### C. Formal Complaint

A formal complaint must be submitted in writing to the dean of the relevant School or the head of the appropriate office from which the complaint arises. Formal complaints must be filed within 60 days of the event that triggered the complaint, and state the nature of the grievance and the remedy being sought. Any previous attempts to resolve the issue should also be described.

Receipt of the complaint will be acknowledged within 15 days. The appropriate University administrator will then review the matter. A final written determination, including any proposed resolution, will be sent to the student within 30 days of the receipt of the complaint.

A complete record of formal complaints will be kept by the relevant University office. Records of the final outcome of all formal complaints will also be stored in a centralized database and the student's electronic file.

## Equal Opportunity/Diversity

Thomas Edison State University is an Equal Opportunity institution. In the operation of its programs and activities (including admissions counseling and advisement), the University affords equal opportunity to qualified individuals regardless of race, color, religion, sex, gender, national origin, ethnic group, affectional or sexual orientation, atypical hereditary or cellular blood trait, age, disability, marital/familial status, domestic partnership status or liability for military service. This is in accord with Title VII of the Civil Rights Act of 1964 (which prohibits discrimination on the basis of race, color and/or national origin), Title XII of the Education Amendment of 1972 (which prohibits sex discrimination), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (which prohibits discrimination against otherwise qualified people with disabilities) and other applicable laws and regulations. Inquiries concerning disability accommodations may be directed to Thomas Edison State University, Office of Student Special Services, Attn: ADA coordinator or by calling (609) 984-1141, ext. 3415, or by emailing [ada@tesc.edu](mailto:ada@tesc.edu). Hearing-impaired individuals may call the TTY line at (609) 341-3109.

## Policy Against Discrimination and Harassment

Thomas Edison State University is committed to maintaining an academic environment free from discrimination and harassment. The University prohibits sexual harassment and discrimination based on race, creed, color, national origin, ancestry, marital status, civil union status, domestic partnership status, sex, gender identity or expression, or affectional or sexual orientation, disability or nationality. Hostile environment harassment based on any of these protected categories is also prohibited.

Sexual harassment refers to unwelcome conduct based on a person's sex, including sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- > Submission to such conduct is made either explicitly or implicitly a condition of an individual's academic success.
- > Submission to or rejection of such conduct is used as the basis for academic decisions affecting an individual.
- > Such conduct interferes with an individual's academic performance or creates a hostile academic environment.

Any student who believes that he or she has been sexually harassed or discriminated against by a mentor or University staff member should file a complaint with the University's Title IX Coordinator and Equity/Diversity Officer Heather Brooks,

*hbrooks@tesc.edu*. If a student believes that another student has harassed or discriminated against him or her, the student should file a complaint with the Office of the Associate Vice President and Dean of Learner Services at (609) 984-1141, ext. 3090, or *escheff@tesc.edu*. Students are encouraged to make timely reports so that a satisfactory resolution is more likely.

## Policy Against Harassment, Intimidation and Bullying

Any of the following acts are prohibited and could lead to suspension or dismissal from the University:

If a student acts with the purpose to bully, intimidate and harass another person by:

- > making, or causing to be made, a communication or communications (including the use of electronic and/or social media) anonymously or at extremely inconvenient hours, or in offensively coarse language, or any other manner likely to cause annoyance or alarm; or
- > subjecting another to striking, kicking, shoving or other offensive touching, or threatening to do so; or
- > engaging in any other course of alarming conduct or of repeatedly committed acts with purpose to alarm or seriously annoy such other person, such that the behavior substantially disrupts or interferes with the orderly operation of the institution or the rights of other students to participate in or benefit from the education program.

This policy is in addition to the University's Policy Against Discrimination and Harassment. Issues arising from this policy will be investigated and adjudicated in accordance with the University's Nonacademic Code of Conduct.

## Reporting Sexual Misconduct

Title IX of the Education Amendments of 1972, and its implementing regulations, prohibit discrimination on the basis of sex in education programs or activities at higher education institutions receiving federal financial assistance. Title IX, therefore, protects all students from sexual violence, regardless of race, national origin, disability, part-time/full-time status, sexual orientation or gender identity.

Anyone who has experienced, witnessed or knows about sexual violence is encouraged to seek help and report the incident as soon as possible. Internal complaints should be made to the University's Title IX coordinator. The Title IX coordinator administers the complaint investigation and monitors the disposition of complaints. (Complaints against individuals who are not students should also be made to the Title IX coordinator, but will be subject to other applicable procedures.) The University will conduct a prompt, thorough investigation into a report of sexual misconduct. The Nonacademic Code of Conduct procedure will be followed for complaints against students. In addition to the usual disciplinary procedures, the student bringing the complaint of sexual misconduct is permitted to attend the disciplinary hearing, with the same rights to participate as the accused.

The student bringing a complaint of sexual misconduct shall also have the right to appeal the decision and/or sanction. The Family Educational Rights and Privacy Act of 1974 (FERPA) permits the University to disclose the outcome of conduct proceedings to the person filing the complaint, if the disclosure is to a victim of an alleged perpetrator of a crime of violence, including sexual misconduct.

### External Resources

#### Crime Reporting:

New Jersey State Police  
135 W. Hanover St.  
Trenton, NJ 08610  
(609) 777-4949

#### Counseling:

Womanspace  
New Jersey Statewide  
24 hour hotline  
(800) 572-7233

## Drug Abuse Prevention

### Policy on the Unlawful Possession, Use or Distribution of Illicit Drugs and Alcohol by Students.

#### I. Thomas Edison State University students are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession or use of a drug in the University.

A. A drug means a controlled dangerous substance, analog or immediate precursor as listed in Schedules I through V in the New Jersey Controlled Dangerous Substances Act, N.J.S.A. 24:21-1, et seq., and as modified in any regulation issued by the commissioner of the Department of Health. It also includes controlled substances in schedules I through V of Section 202 of the Federal Controlled Substance Act (21 U.S.C. 812). The term shall not include tobacco or tobacco products or distilled spirits, wine or malt beverages as they are defined or used in N.J.S.A. 33:1 et seq.

B. "Student" means all Thomas Edison State University students who are enrolled in degree programs or certificate programs.

C. "University" means the physical area of operation of Thomas Edison State University, including buildings, grounds and parking facilities controlled by the University. It includes any field location or site at which a student is engaged, or authorized to engage, in academic work activity, and includes any travel between such sites.

#### II. Sanctions

A. Any student who is found to be involved in the unlawful manufacture, distribution or dispensation of a drug in the University may face disciplinary sanctions (consistent with local, state and federal law) up to and including termination of the status and referral to the appropriate legal authorities for prosecution.

B. Conviction (see definition D, Page 98) of any student for the unlawful manufacture, distribution or dispensation of drugs in the University will result in the immediate implementation of dismissal or expulsion proceedings.

C. Any student who is convicted of a federal or state offense consisting of the unlawful possession or use of a drug in the University will be referred to an authorized agency for counseling, and shall be required to satisfactorily participate in a drug abuse assistance or rehabilitation program. Failure to participate as outlined above may result in dismissal.

D. "Conviction" means a finding of guilt, or a plea of guilty, before a court of competent jurisdiction, and, where applicable, a plea of "nolo contendere." A conviction is deemed to occur at the time the plea is accepted or verdict returned. It does not include entry into and successful completion of a pretrial intervention program, pursuant to N.J.S.A. 2C:43-12 et seq., or a conditional discharge, pursuant to N.J.S.A. 2C:36A-1.

### III. Examples of New Jersey Drug Law Penalties

- > Six-month loss or delay of a driver's license for conviction of any drug offense.
- > A \$500 to \$300,000 fine for conviction of various drug offenses.
- > Forfeiture of property including automobiles or houses if used in a drug offense.
- > Doubled penalties for any adult convicted of giving or dealing drugs to someone under 18 years of age.
- > Twenty-five years in prison without parole for any adult convicted of being in charge of a drug-dealing ring.

### IV. Drug and Alcohol Counseling

Referrals may be made to agencies listed in the New Jersey Division of Alcoholism and Drug Abuse, "Directory of Drug Abuse Treatment and Rehabilitation Facilities," and the New Jersey Division of Alcoholism, "Treatment Directory." Students who reside in New Jersey may be referred to treatment centers listed in the above directories.

Out-of-state students may be referred to agencies in their respective states that are listed in the U.S. Department of Health and Human Services directory, "Citizen's Alcohol and Other Drugs Prevention Directory."

### V. Appeals

Any student accused of unlawful possession, use or distribution of illicit drugs and/or alcohol may request an internal hearing before the University hearing officer prior to disciplinary action or dismissal.

### VI. Health Risks Associated With Alcohol and Drug Abuse

Taken in large quantities over long periods of time, alcohol can damage the liver, brain and heart. Repeated use of alcohol can cause damage to the lungs, brain, liver and kidneys. Death due to a drug overdose is always a possibility for the drug user.

In addition to physical damage caused by alcohol and drug abuse, there are mental effects such as changes in mood and behavior and lack of interest and drive.

The University will provide information concerning drug abuse to any student, officer or employee of the University. Information and referrals to agencies offering drug abuse counseling can be

obtained from the Office of Student Special Services at (609) 984-1141, ext. 3445.

## Family Educational Rights and Privacy Act of 1974 (FERPA)

Thomas Edison State University adheres to the Family Educational Rights and Privacy Act of 1974, as amended, known as the Buckley Amendment. FERPA affords eligible students certain rights with respect to their education records. Thomas Edison State University makes public announcement of FERPA in its *University Catalog*.

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Thomas Edison State University receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar will advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write to the registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Thomas Edison State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Thomas Edison State University has designated the following categories of student information as directory information: student name, email address, enrollment status, area of study, degree/honors conferred and dates of conferral. This information may be released for any purpose at the discretion of the University. Students have the right to withhold the disclosure of directory information by written notification to the Office of the Registrar.

Thomas Edison State University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by



Thomas Edison State University; serving on the Board of Trustees or serving on an official committee. A school official also may include a volunteer or contractor outside of Thomas Edison State University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information (PII) from education records.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information and disclosures to the student, FERPA regulations requires the institution to record the disclosure. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

- > To authorized representatives of the U. S. comptroller general, the U. S. attorney general, the U.S. secretary of education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university's state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- > In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- > To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- > To accrediting organizations to carry out their accrediting functions.
- > To comply with a judicial order or lawfully issued subpoena.
- > To appropriate officials in connection with a health or safety emergency.
- > Information the school has designated as "directory information."
- > To a victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- > To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or nonforcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.

## Admissions

Admission to graduate program is competitive and based on a quantitative and qualitative assessment. Students are assessed according to the following:

- > Candidates must have three to five years of appropriate experience.
- > MSHRM applicants should have at least three years of exempt-level experience.
- > MSM applicants should have managerial or supervisory experience.
- > MPSL applicants should have three years of professional experience or significant volunteer service.
- > MALS candidates should have professional, managerial or significant volunteer experience.
- > MAEdL and Graduate Certificate in Educational Leadership candidates must have three years of teaching experience and appropriate educational/instructional certification.
- > MSN candidates are processed on an open and rolling basis

### Advanced BSN through Licensing

- > Two years of experience in nursing is recommended, not required, for the MSN degree and for the graduate nursing certificate programs.
- > Candidates must have earned an undergraduate degree from a regionally accredited college or university in the United States or from a recognized foreign institution.
- > Foreign students must submit TOEFL scores of at least 550 for the written exam, 213 for the computer exam or 79 on the Internet-based exam.
- > Foreign students must submit course-by-course evaluations from an approved Thomas Edison State University agency. The evaluation must state they have the equivalent for a United States regionally accredited degree.
- > Candidates must submit all official transcripts and documentation of past college credits, professional and/or military training and other experiences.
- > Candidates must complete the essay portion of the application.
- > Candidates must submit at least two letters of recommendation from individuals able to attest to their ability to complete a graduate degree. At least one should be from a person who has supervised the applicant.
- > Candidates must submit a current resume.
- > Candidates are required to have the following basic computer skills: ability to access the Internet and experience with/ knowledge about sending email.
- > Recommended undergraduate GPA is 2.75 (MBA 3.0).

The Admissions Committee reviews the application to assess the fit between the program and the applicant's goals, the appropriateness of the applicant's experience and the applicant's potential for success.

The University maintains sole discretion for determining those students who would benefit appropriately from the learning and educational processes of the institution. Conversely, the University maintains sole discretion for determining those students who would not benefit appropriately from the learning and educational processes of the institution.



## Residency Requirements

Thomas Edison State University has certain academic residency requirements, however, there are no physical requirements. For graduate certificates, at least 50 percent of the credits required for a graduate certificate must be earned at Thomas Edison State University. Application of any transferred credits is at the discretion of the dean.

## Enrollment

Graduate students are considered “enrolled” when they have been accepted into the graduate program and have registered for and begun their first course.

A. Date of Enrollment. The date of enrollment is defined as the 10th day of class for the first semester they start taking courses as a matriculated student. As long as students continue to take courses, they are enrolled. This status may change if the student becomes inactive or takes a leave of absence.

B. Catalog in Effect. Graduate students must use the *Catalog* that was in effect on the date of enrollment to determine graduation requirements. If students become inactive and re-enrolls, graduation requirements will be those listed in the *Catalog* in effect at the time of re-enrollment.

C. Time Frame for Completion. Students in graduate programs have up to seven years to complete their degree. Students wishing to request a waiver of this timeframe should make their request to the dean of the School in which they are enrolled.

D. Deferred Enrollment. A graduate student who has been accepted may defer enrollment. This request for deferment must be done in writing.

## Graduate Nonmatriculated Student Status

A student may take no more than nine semester hours of graduate-level courses on a nonmatriculated basis. The specific number of courses is detailed by each graduate program. Students who wish to continue taking graduate-level courses beyond 9 credits must apply for graduate admission and meet all graduate admission requirements.

## Foreign Transcript Evaluations for International Transfer Credit

The University will accept credit recommendations from a required course-by-course evaluation completed by any of the following agencies:

- > Academic Credentials Evaluation Institute, Inc.  
[www.acei1.com](http://www.acei1.com)
- > Center for Applied Research, Evaluations & Education, Inc.  
[www.iescaree.com](http://www.iescaree.com)
- > Educational Credential Evaluators, Inc. (ECE)  
[www.ece.org](http://www.ece.org)
- > World Educational Services, Inc. (WES)  
[www.wes.org](http://www.wes.org)

- > SDR Educational Consultants  
[www.sdreducational.org](http://www.sdreducational.org)
- > SpanTran Evaluation Services  
[www.spantran.com](http://www.spantran.com)
- > Transcript Research  
[www.transcriptresearch.com](http://www.transcriptresearch.com)

All costs associated with the international credit evaluation are the responsibility of the student. The University reserves the right to make its own determination on the amount and type of credit to be awarded based on the evaluations provided by these agencies. Students may select one of the evaluations prepared on their behalf by one of the agencies identified above. There will be no mixing and matching of evaluations. Only courses with a grade of B or better will be accepted in transfer. Thomas Edison State University does not participate in the Student and Exchange Visitor Information System (SEVIS). Therefore the University does not sponsor foreign national students for F-1 or J-1 visa status.

## Second and Subsequent Master's Degrees

Students who hold a master's degree from a regionally accredited institution may earn another master's degree under the following conditions:

1. Students may apply no more than 12 graduate semester hours of credits from any previously earned, regionally accredited master's degree(s) toward the new master's degree.
2. Students must also adhere to any additional degree and transfer credit policies imposed by the School in which their degree is to be earned.

## Graduate Transfer Policy

In addition to graduate credit earned through Thomas Edison State University methods, students in a graduate program at the University may transfer graduate-level credit in the following ways:

- > Graduate credits previously earned at other regionally accredited colleges or universities;
- > Courses that have been evaluated by American Council on Education (ACE) and recommended for graduate credit; and
- > Military service schools that have been evaluated by the ACE Office of Educational Credit and Credentials and recommended for graduate credit.

Transfer credit meeting the criteria may be used to meet core and elective graduate program requirements. The grade received for a transfer course must be a B or better. When the grade received is P for Pass or CR for Credit, the sending institution must equate it to a B or better. Students may transfer up to 12 credits. Courses taken for transfer credit after admittance to the program require prior approval of the dean of the School in which the student is enrolled. Transferred graduate credits that were earned seven or more years prior to the student's enrollment date may not be applied to the degree without permission of the appropriate School dean.

**Note:** Academic evaluations will not be completed or updated for applicants or students with outstanding financial obligations to the University.

## Procedures and Appeal Guidelines

### Review Procedures

Students who disagree with any portion of their transfer credit evaluation should submit a written request for review to the registrar by mail to Office of the Registrar, Thomas Edison State University, 111 W. State St. Trenton, NJ 08008-1176 or by email to [registrar@tesu.edu](mailto:registrar@tesu.edu). Students have 30 calendar days from receipt of the academic evaluation to file an appeal.

The request for review should include the following information:

- > Your full name
- > Thomas Edison State University student ID number
- > Mailing address and phone number
- > Email address
- > Detailed narrative to include supporting rationale and reason for appeal
- > Documentation which supports the request. This could include course descriptions, course syllabus, course objectives, learning outcomes, transcripts or other relevant information. Thomas Edison State University's Office of the Registrar will conduct a review of the credit evaluation and respond to the student in writing with a decision.

### Thomas Edison State University Transcripts

All credits evaluated by the University will appear on the transcript. Transcripts are provided to students who are enrolled students, graduates or were a previously enrolled student. Applicants are not entitled to a Thomas Edison State University transcript, except for courses they have taken with the University as a nonmatriculated student.

Transfer credits will be identified by transfer institution department code, course number, course title and credits. Examination credits will be identified by the name of the program, title of the examination and credits. Examples of testing programs include TECEP®, CLEP and DSST.

Thomas Edison State University credits will be identified by the title of the course, credits, grade and term completed. Courses with a grade of NC (No Credit) will not be transcribed.

Other assessment credits will be identified by the name of the program, course (equivalent) title and credits. Examples of such assessments include those reviewed by Thomas Edison State University's Office for Assessment of Professional and Workplace Learning or the American Council on Education's (ACE) College Credit Recommendation Service and military training programs. Transcripts will be issued by the Office of the Registrar upon the written request of the student. Students must be in good financial standing before a transcript may be issued. Transcripts may be issued at any time during or after completion of a degree.

Thomas Edison State University has authorized the National Student Clearinghouse to provide 24/7 online transcript ordering to its students and alumni. The National Student Clearinghouse will collect the Thomas Edison State University transcript fee as well as a small processing fee after the transcript has been

released by the University. Payments should be made by credit card. For ordering information, visit [www.tesu.edu/registrar](http://www.tesu.edu/registrar).

### Institutional Review Board

The Institutional Review Board (IRB) is designated by Thomas Edison State University (TESU) to support mentors, staff, students and guests to complete their research that is compliant with federal and state laws and TESU policy. As such the IRB is charged to review, approve initiation of, and conduct periodic reviews of research projects that involve human participants. As mandated by Federal Law and consistent with TESU policy, each investigator must have prior dated and written approval from the IRB before beginning a research project that uses human participants. This is true regardless of the funding source or if the project is funded.

Please reference the University website for additional information and materials that are needed to obtain IRB approval of research that involves human participants.

## Policy On Grading

### Academic Probation

Candidates who fall below a 3.0 average will be placed on academic probation.

### Courses

The outcome of active, current learning experiences assessed by the University will be graded based upon the following scale. This policy applies to graded course credits earned through the University.

### Grades

Students must maintain a B average to remain in good academic standing.

Graduate	Academic Standing	Grading System
Letter Grade	Quality Points	Percentage Equivalents
A	4.0	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3.0	83-87
B-	2.7	80-82
C+	2.3	78-79
C	2.0	73-77
F	0	72 and Below
I	Incomplete (temporary grade)	
IF	0	72 and Below
W	0	none
CR*	0	none
NC	0	none

\*Nongraded credit assessed at the B level and above will be counted toward graduate degree requirements in accordance with University and appropriate School policies.

## Unit of Credit

In expressing its degree requirements, Thomas Edison State University uses semester hours measurement. Other colleges define the value of knowledge in semester hours, trimester hours, quarter hours and competencies. All such hours transferred to Thomas Edison State University will be converted to semester hours.

## Credit Without a Letter Grade

Thomas Edison State University will transcript credit (CR) without a letter grade for the following: prior learning assessment (PLA); all testing programs including TECEP®; business, industry and corporate training programs evaluated and recommended for credit by the American Council on Education (ACE) or National CCRS; military training programs evaluated and recommended for credit by the American Council on Education (ACE); licenses, special programs and registries evaluated and recommended for credit by Thomas Edison State University; and credits from foreign universities. Credits transcribed as (CR) are not calculated into the GPA. At the graduate level, CR equals a B or above.

## Policy on Grade Point Average

An official Thomas Edison State University term and cumulative GPA will be calculated and posted based on the graded course work at the University. Only grades earned at the University will be considered in the calculation of the official Thomas Edison State University GPA. Transfer grades will not be used in calculating the official Thomas Edison State University GPA.

Grades that reflect attempted graded credits (A, A-, B+, B, B-, C+, C, and F) will be used to calculate the official Thomas Edison State University GPA. Grades of CR (Credit) and W (Withdrawn) will not be used in the calculation of the GPA, but will be recorded on the student's transcript. Grades of NC (No Credit) will not be counted in the GPA nor recorded on the transcript.

This policy applies only to courses for which students register that began on or after July 1, 2011.

## Grade Rounding Policy

Grades on course assignments and examinations that are determined by percentages involving decimals are rounded up to the next whole number when equal to .5 or greater. When the decimal is less than .5 the grade is rounded down. This policy also applies to final course grades where the final course grade is determined using percentages with decimals.

## Course Late Assignment Policy

Written assignments should be submitted no later than the due date unless prior arrangements are made with the mentor and a new due date is established. If a student submits an assignment after the due date without having made arrangements with the mentor, a minimum of 5 points, (based on an assignment grading scale of 100 points), or 5 percent of the total points, will be deducted for each week, or part thereof, that the assignment is late. In order to receive credit for the discussion forum assignment, the student must actively participate during the assigned discussion period.

## Course Repeat Policy

Graduate students may repeat a graduate course once for the purpose of improving competency. A maximum of two graduate courses may be repeated. Only the highest grade will be calculated in the GPA. All grades will appear on the official transcript. Students must also adhere to any repeat policy standards established by their School.

## Turnitin Policy

When an assignment has been designated as a Turnitin assignment, students are required to submit the assignment to the *Turnitin.com* website, using the instructions posted in the course syllabus. The originality report generated subsequently must be submitted with the original assignment to the mentor via the Learning Management System (LMS). Both the originality report and the assignment must be submitted by the assignment due date, unless other arrangements have been made with the mentor. Assignments not submitted with the originality report will be given a grade of zero.

## Grade Appeals

The grade appeal process is for students who have evidence that an inappropriate grade has been assigned as a result of prejudice, caprice or other improper conditions, such as mechanical error or assignment of a grade inconsistent with the standards in the syllabus.

- Students must initiate an appeal within 30 days of the issuing of a final grade.
- The student will first contact the course mentor either by email, telephone or U.S. mail.
- If the student is not satisfied with the results of the initial contact, or if the course does not have a mentor, the concern must be presented in writing to the School dean in which the course is offered using the appeal form (undergraduate and/or graduate forms can be found on the Thomas Edison State University website, [www.tesu.edu/current-students/student-forms.cfm](http://www.tesu.edu/current-students/student-forms.cfm)).
- The School dean will mediate between the mentor and the student to obtain resolution of the issue.
- If the student is dissatisfied with the decision of the School dean, the student may make a written appeal to the provost and vice president within 10 business days.
- The provost will respond within 30 days with a final decision.

Graduate students are required to maintain an overall minimum average of B in their Thomas Edison State University courses in order to graduate.

Students must also meet any minimum required GPA standard established by their School to graduate from Thomas Edison State University.

## Withdrawal Tuition Refund Schedule

Tuition refunds for course withdrawals will be processed within two weeks after the withdrawal request is received in the Office of the Registrar. The late fee is nonrefundable.

Return any textbooks to your textbook supplier, not to the University. Please refer to the policies and procedures issued by your textbook supplier regarding materials returns.

Withdrawal requests must be postmarked, emailed or fax dated according to the following schedule for the corresponding tuition refund.

### Refund and Transfer Policy

- > Withdrawals before the first day of the term = 100 percent tuition refund
- > Withdrawals between the first and the seventh day of the term = 75 percent tuition refund
- > Withdrawals between the eighth and 14th day of the term = 50 percent tuition refund
- > Withdrawals between the 15th and 21st day of the term = 25 percent tuition refund
- > Withdrawals after the 21st day of the term = No refund

Transfers from one course to another within the same term are permitted before the start date of the term. Transfers from one term to another are not permitted.

### Withdrawals/Refunds

Your written withdrawal request must be made on the Request for Course Withdrawal Form found in your course section, online at [www.tesu.edu/current-students/student-forms.cfm](http://www.tesu.edu/current-students/student-forms.cfm) under Current Students/Student Forms or in a letter addressed to: Office of the Registrar, Thomas Edison State University, 111 W. State St., Trenton, NJ 08608 [Fax: (609) 292-1657] before the end of the term. Stopping payment on credit cards or checks does not constitute an official withdrawal, nor does it relieve you from your financial obligation to the University. Failure to submit assignments or take examinations does not constitute an official withdrawal, nor does verbal notification to your mentor or to any member of the University staff.

A request for course withdrawal will only be accepted in writing and must be submitted before the end of the term. A withdrawal request will not be processed if it is submitted after the course has officially ended.

If you send a letter, it must cite your course code, course name and the mentor's name as well as your name and University ID number. The postmark, email or fax date will constitute the official withdrawal date.

Failure to withdraw as stated above will result in the forfeiture of any refund and may result in a failing grade. These policies refer to course withdrawals only. If you wish to withdraw from your degree program at the University, you must do so in writing to the Office of the Registrar.

### Extensions

Students are governed by the policies and procedures in effect on their course start date.

Students making satisfactory progress may apply for one eight-week extension per course. Mentors must certify that 50 percent of the course work has been completed, and the student must pay the extension fee. Other than the mentor's certification, no other documentation is required. The Office of the Registrar will process the request and notify the student of their new course ending date. With the exception of extensions related to military deployments, all students must pay for the extension. This requirement applies even in cases of medical illness or financial hardship. In cases involving military deployments, documentation presented must show deployment dates relevant to the specific course.

In limited circumstances, such as severe illness or medical treatment, students may apply for a second extension of eight weeks. In these cases students must submit appropriate supporting documentation relevant to the issue preventing course completion during the first extension and pay another extension fee. The Office of the Registrar will determine if the second extension is warranted and notify the student of their decision and, if approved, of their new course ending date.

For both the first and second extension, the eight weeks will be added to the current end date of the course in question. Students cannot have more than 16 additional weeks added to the original start date of their term. Students may not request more than two extensions for a single course.

Students may not apply for (or be granted) an extension after the last day of the course. Students will be permitted to withdraw after an official course extension has been processed as long as the extension has not ended.

A percentage of your final grade in an online course is based on your participation in online discussions and, perhaps, in group activities involving other members of the class. These asynchronous "conversations" and collaborative assignments will not continue after the scheduled end of the original term.

### Extra Credit Policy

Thomas Edison State University does not permit the assigning of extra credit activities to improve course grades.

### Updating the Records

It is crucial that the University have accurate records of your name, address, email address and telephone number. If any of these change between the time you register and the time you receive your grades, please notify the University immediately. For your convenience, you may do this online via Online Student Services — a suite of online services for students located at <https://ssl.tesu.edu/pages/web/default.jsp> or by mailing a completed Student Data Change Form to the Office of the Registrar. The form is available at [www.tesu.edu/current-students/student-forms.cfm](http://www.tesu.edu/current-students/student-forms.cfm).

## Graduation

When all degree requirements have been satisfied, students are required to apply for graduation by submitting a Graduation Application found by logging on to Online Student Services at [www.tesu.edu/current-students/student-forms.cfm](http://www.tesu.edu/current-students/student-forms.cfm) along with the graduation fee. A student does not automatically become a candidate for a degree.

To be considered for graduation, all academic requirements and financial obligations must have been met by the first day of the month two months prior to the graduation date. The official graduation months are March, June, September and December. Once the application and fee have been received and the Office of the Registrar has certified that all degree requirements and financial obligations have been met, the Office of the Registrar sends two official letters of degree certification to each graduate and degree seeking candidates' names are presented to the Thomas Edison State University Board of Trustees for formal approval. Upon approval by the Board of Trustees, graduates receive written confirmation from the Office of the Registrar that the degree was conferred. Diplomas are ordered for each individual graduate and are mailed to graduates within two weeks of the graduation date.

## Auditing Graduate Courses

Students who wish to audit a graduate course must contact, for permission, the dean of the School in which the course is offered. Students are charged full tuition to audit a course. A grade of AU will be awarded.

## Bachelor's to Master's Program

Thomas Edison State University undergraduates may apply for conditional admission to the Thomas Edison State University graduate program of their choice when:

- > they have earned at least 60 undergraduate transcribed credits;
- > they have a minimum GPA of 3.0; and
- > they have three years of degree program relevant experience.

Conditionally admitted students will not be permitted to enroll in graduate courses until they have successfully completed 90 undergraduate credits with an overall Thomas Edison State University GPA of 3.0. Conditionally admitted students may earn up to 9 graduate credits (three courses) to meet requirements for both the bachelor's and master's degrees. These students will pay undergraduate tuition for the 9 graduate credits (three courses) and must maintain their active undergraduate enrollment status. Note: There are recommended courses in each graduate program in which undergraduate students may enroll; check with an advisor for those courses.

Students who do not achieve a 3.0 in their graduate course work will not be permitted to take additional courses. Students who do not successfully complete the 9 credits will have to reapply for admission to graduate study.

*Note: See Bachelor of Science in Nursing for BSN/MSN.*



# Thomas Edison State University Staff

## Office of the President

**George A. Pruitt**, President  
BS, MS (Illinois State University)  
PhD (The Union Institute)

**Linda M. Meehan**, Chief of Staff and Secretary to the Board of Trustees  
BA, MSM (Thomas Edison State University)

**Barbara M. Kleva**, General Counsel  
BA (Boston University)  
JD (Seton Hall University Law School)

**Sarah Kerney Lane**, Director of Special Projects  
BA (Columbia University)

**Beverly Dash**, Confidential Assistant

**Melissa Maszczak**, Confidential Assistant to the President  
BA (Monmouth University)

**Thomas Mullusky**, Archivist  
BA (Stockton University)  
MLIS (Rutgers, The State University of New Jersey)

## Division of Community and Government Affairs

**Robin A. Walton**, Vice President for Community and Government Affairs  
BA (Rutgers, The State University of New Jersey)  
MSM (Thomas Edison State University)

**Kristen Gonzalez**, Associate Director  
Community and Government Affairs  
AA (Thomas Edison State University)

## Division of Academic Affairs

**William J. Seaton**, Provost and Vice President  
BA, MA (Bowling Green University)

**John O. Aje**, Dean, School of Applied Science and Technology  
BS (Clemson University)  
MS (North Carolina State University)  
MS, DSc (The George Washington University)

**Margaret Allan**, Administrative Specialist, Office for Assessment of Professional and Workplace Learning  
AA (Thomas Edison State University)

**Aaron Appelstein**, Assistant Director of Course Design and Academic Quality  
BA (University of Rochester)  
MA (University of Wisconsin-Madison)

**Richard M. Barry**, Director, Course Design and Technology Projects  
BS (Quinnipiac University)  
MS (Stockton University)

**Ana Berdecia**, Center Director, The John S. Watson Institute for Public Policy  
BA, MEd (The College of New Jersey)

**Karen Bitner**, Administrative Specialist, School of Public Service and Continuing Studies

**Rory Butler**, Assistant Dean, School of Applied Science and Technology  
AAS (Monroe Community College)  
BS (Empire State College)  
MA (State University of New York College at Brockport)  
MS (Binghamton University)  
PhD (Capella University)

**Charles Campbell**, Instructional Designer  
BA (Eastern Nazarene College)  
MBA, PhD (Eastern University)

**Emily Carone**, Assistant Director, Test Development and Research  
AB (Douglass College, Rutgers, The State University of New Jersey)

**Ana Maria Catanzaro**, Associate Dean, Graduate Nursing Programs, W. Cary Edwards School of Nursing  
BSN, MSN (LaSalle University)  
MA (St. Charles Borromeo Seminary)  
MHSc (Duke University)  
PhD (The Catholic University of America)

**Maggie Ciocco**, Nursing Program Advisor  
AAS (Ocean County College)  
BSN (Seton Hall University)  
MS (Syracuse University)

**Richard Coe**, Assistant Dean, School of Applied Science and Technology  
BA, MA (The College of New Jersey)  
PhD (University of Pittsburgh)

**Matthew Cooper**, Associate Provost, Center for Learning and Technology  
BA (Mount Vernon Nazarene University)  
MA (Nazarene Theological Seminary)

**Rachael Cooper**, Assistant Director, Office for Assessment of Professional and Workplace Learning  
BA (Taylor University)  
MBA (Grantham University)

**Donald Cucuzzella**, Assistant Director  
School of Applied Science and Technology  
BA (The College of New Jersey)  
MA (Rutgers, The State University of New Jersey)

**Thomas Devine**, Associate Dean, School of Applied Science and Technology  
BS (University of Wisconsin – Stout)  
ME (Rutgers, The State University of New Jersey)  
MBA (Fairleigh Dickinson University)  
PhD (Capella University)

**Barbara Errico**, Assistant to the Dean  
School of Applied Science and Technology  
BA (The Pennsylvania State University)

**Susan Fischer**, Administrative Assistant, School of Business and Management

**M. Scheryl Gant**, Associate Fellow, The John S. Watson Institute for Public Policy

**Elizabeth Gehrig**, Assistant Director of Test Development  
BA (The College of New Jersey)  
MA, PhD ( Temple University)

**Ritamarie Giosa**, Nursing Program Advisor  
W. Cary Edwards School of Nursing  
AS (Gloucester County College)  
BSN (University of Pennsylvania)  
MSN (Thomas Edison State University)

**Kathleen Griffiths**, RN, Distance Learning Education Specialist  
W. Cary Edwards School of Nursing  
BSN (Seton Hall University)  
MSN (The College of New Jersey)  
ANCC Board Certified Informatics Nurse

**Ishiya Hayes**, Associate Fellow  
AA (Mercer County Community College)  
BA (Rutgers, The State University of New Jersey)

**Shirley James**, Professional Services Specialist

**James Jesson**, Program Assistant  
AA (Mercer County Community College)

**Barbara George Johnson**, Executive Director  
The John S. Watson Institute for Public Policy  
BA (Cornell University)  
MPH (Columbia University)  
JD (Rutgers Newark Law School)

**Christopher Kamps**, Assessment Development Specialist  
BA (Rowan University)  
MA (The College of New Jersey)

**Nina Keats**, Graduate Program Specialist  
W. Cary Edwards School of Nursing  
BSN (SUNY Downstate Medical Center)  
CSN (Monmouth University)

**Lauren Kirk**, Program Assistant, Instructional Design Support  
BA-Communications, BA-Liberal Arts (The Pennsylvania State University)  
MEd (Arcadia University)

**Julie Kulak**, Assistant Dean, Undergraduate Nursing Programs  
W. Cary Edwards School of Nursing  
BSN (Holy Family College)  
MSN (Villanova University)

**Holly Leahan**, Nursing Program Graduate Practicum Advisor  
W. Cary Edwards School of Nursing  
BS (Northeastern University)  
BSN, MSN (Drexel University)

**Antoinette L. Lewis**, Prior Learning Assessment Specialist  
AA (Mercer County Community College)  
BA (Thomas Edison State University)  
MA (University of Phoenix)

**Camilla K. Lewis**, Assistant Dean, School of Business and Management  
BA (Queens College)  
MSHRM (Thomas Edison State University)

**Kenneth W. B. Lightfoot**, Instructional Designer  
BA (Lycoming College)  
MA (University of Connecticut)  
PhD (University of Wales Swansea)  
Post Graduate Certificate in Education (University of Wales Swansea)

**John Lissaris**, Senior Assessment Development Specialist  
BA, M.Ed. (Rutgers, The State University of New Jersey)

**Cynthia MacMillan**, Director of Learning Outcomes Assessment  
BA (Montclair State University)  
MBA (Baldwin-Wallace College)

**Alicia D. Malone**, Assistant Dean of School of Business and Management  
BS (Rowan University)  
MALS (Thomas Edison State University)

**Filomela A. Marshall**, Dean, W. Cary Edwards School of Nursing  
BSN (Lehman College - CUNY)  
MSN (University of Pennsylvania)  
EdD (Temple University)

**Janet McGuire**, Assistant to the Dean  
W. Cary Edwards School of Nursing  
BA (University of Massachusetts)

**Kathleen A. Melilli**, Associate Provost  
BS (Rutgers, The State University of New Jersey)  
MBA (Fairleigh Dickinson University)

**Ann Mester**, Assistant Dean  
Heavin School of Arts and Sciences  
BA (Fordham University)  
MA, PhD (University of Illinois)

**Cynthia Mooney**, Instructional Designer  
BA (Ursinus College)

**Jaclyn Morlock-Miller**, Instructional Technologist  
BA (Rowan University)

**Jeanine Nagrod**, Director, Office for  
Assessment of Professional and Workplace Learning  
BA (Tufts University)  
MLIR (Rutgers, The State University of New Jersey)

**Greta O'Keefe**, Publications and Recruitment Specialist  
W. Cary Edwards School of Nursing  
BA (Rutgers, The State University of New Jersey)

**Constance Oswald**, Associate Fellow

**Shoshanna Page**, Program Assistant  
BA (Delaware State University)

**James Phillips**, Associate Dean, School of Business and  
Management  
BA (Hampden-Sydney College)  
JD (University of Richmond)  
PhD (University of Colorado)  
Post-Doctorate Fellow in Education (University of Oxford)

**Steve Phillips**, Assessment Strategist, Center for the  
Assessment of Learning  
BA (Pennsylvania State University)  
MA (George Washington University)

**Ariane Presser**, Project Specialist, John S. Watson School of  
Public Service and Continuing Studies  
AA (Mercer County)  
BLS (University of Iowa)

**Valerie Preston**, Administrative Assistant  
W. Cary Edwards School of Nursing  
AAS (Mercer County Community College)

**Jamie Priester**, Director of Mentor Administration  
BA, MSM (Thomas Edison State University)

**Ann Prime-Monaghan**, Associate Dean, John S. Watson School  
of Public Service and Continuing Studies  
BS (The Pennsylvania State University)  
MA (Temple University)  
MS (Johns Hopkins University)

**Estelle Reeves**, CAP-OM, Administrative Assistant  
AAS, BA, MSM (Thomas Edison State University)

**Louise Riley**, RN, Assistant Dean and Director of Distance  
Learning, W. Cary Edwards School of Nursing  
BSN (Villanova University)  
MS (University of Colorado Health Sciences Center)

**Alex Rivera**, Senior Fellow  
BA (The College of New Jersey)  
MPA (Arizona State University)

**Heather M. Russino**, Instructional Designer  
BA, BA (Hofstra University)  
MA (Columbia University)

**David Schwager**, Director of Assessment Development  
BA (The College of New Jersey)

**Ryanne Seldon**, Assistant Director, Mentor Administration  
BA (William Paterson University)  
MS (University of Phoenix)

**Nicky Sheats**, Senior Fellow/Director  
The Center for the Urban Environment  
BA (Princeton University)  
MPP, PhD, JD (Harvard University)

**Todd Siben**, Assistant Director  
Office of Portfolio Assessment  
BA (Ramapo College)  
MA (Teachers College, Columbia University)

**Marc Singer**, Vice Provost  
Center for the Assessment of Learning  
BA (Oberlin College)  
MA (University of Alabama)  
MPhil (New York University)

**Carly Statz**, Instructional Designer  
BA, MLS (Indiana University)

**Cynthia Strain**, Assistant Dean  
Heavin School of Arts and Sciences  
BA (Moravian College)  
MSEd (Monmouth University)

**Denise M. Tate**, Associate Dean of Undergraduate  
Nursing Programs  
W. Cary Edwards School of Nursing  
BSN (Monmouth University)  
MSN (Kean University)  
MSN (Seton Hall University)  
EdD (University of Sarasota)

**Debra Terry**, Director of Instructional Services

**Panagiotis Tzetzos**, Program Assistant, Instructional Services Support  
BA (Rider University)

**Henry van Zyl**, Vice Provost, Academic Administration and Dean of Graduate Programs  
BA, STD, BEd, MEd (University of Port Elizabeth)  
DEd (University of South Africa)

**Weimin Wang**, Instructional Designer  
BS (Shanghai Jiao Tong University)  
MS, PhD (Florida State University)

**Steven Weinblatt**, Professional Services Specialist 3  
BA (Rowan University)  
MSEd (Monmouth University)

**Lisa Whitfield-Harris**, BSN Program Advisor/Diversity Coordinator, W. Cary Edwards School of Nursing  
BSN (West Chester University)  
MBA, MSN (LaSalle University)

**Michael Williams**, Dean  
School of Business and Management  
BMED, MM (New England Conservatory of Music)  
MS (Touro College)  
MBA (DeVry University)  
MS (Rutgers, The State University of New Jersey)  
MS, PhD (Fordham University)

**John Woznicki**, Dean, Heavin School of Arts and Sciences  
AA (Bucks County Community College)  
BA (Worcester State University)  
MA (The College of New Jersey)  
PhD (Lehigh University)

**Joseph Youngblood II**, Vice Provost/Dean  
John S. Watson School of Public Service and Continuing Studies  
BS (Florida A&M University)  
MA, JD (University of Iowa)  
PhD (University of Pennsylvania)

Secretarial/Support Staff: Debbie Lutz, Secretarial Assistant to the Provost and Vice President, AA, BA (Thomas Edison State University); Carol D. Adkins-Smith; Joyce Archer, AA (Thomas Edison State University); Annie McKithen

## Division of Enrollment Management and Learner Services

**Mary Ellen Caro**, Vice President for Enrollment Management and Learner Services  
BA (College of St. Elizabeth)  
MS (Rutgers, The State University of New Jersey)  
MS (Stanford University)  
EdD (University of Pennsylvania)

**Nia Abuwi**, Associate Director of Academic Advising  
ASM, BSBA (Thomas Edison State University)  
MA (Rutgers, The State University of New Jersey)

**Mildred L. Akumu-Taylor**, Program Assistant, Strategic Partnerships  
AA (Delaware County Community College)  
BS (St. Joseph's University)

**Nykea L. Ali**, Learner Services Representative  
BA (Stockton University)  
MA (Rowan University)

**David Anderson**, Associate Vice President for Enrollment Operations  
BS (University of Nevada-Las Vegas)  
MS (University of Southern California)  
MS (United States Naval War College)

**Amy Andrianantoandro**, Learner Services Representative  
BA (Rutgers, The State University of New Jersey)  
MA (Rider University)

**Antonetta Armstrong**, Program Assistant  
BA (Rutgers, The State University of New Jersey)

**Shawn Baran**, Technology Support Specialist

**Rhonda Beckett**, Program Advisor  
AS (Pierce College)  
BA (Thomas Edison State University)  
MS (Fairleigh Dickinson University)

**Gregory Biele**, Learner Support Representative  
BS (Fairleigh Dickinson University)

**Cecelia M. Blasina**, Learner Services Representative  
ASM, BSBA (Thomas Edison State University)

**Ann Born**, Professional Services Specialist  
BA (Thomas Edison State University)

**Teshia Bowser**, Customer Service Representative  
AAS (Mercer County Community College)

**Aylin D. Brandon**, Senior Associate Registrar for Business Analysis  
BS, MS (New Jersey Institute of Technology)  
MBA, MS (Stevens Institute of Technology)

**Laura Brenner-Scotti**, ADA Coordinator  
BSBA (The College of New Jersey)

**Rose Mary Briggs**, Learner Support Representative  
BS (Tuskegee University)  
MSSW (Clark Atlanta University)

**Sherwood Brown**, Program Advisor  
BA (William Paterson University)  
MBA (Rider University)

**Andrew Bugdal**, Admissions Technical Specialist  
AA (Mercer County Community College)  
BA (Montclair State University)

**Doray H. Burns**, Learner Services Representative  
BA (Seton Hall University)

**Robert J. Burton**, Assistant Director, Military and Veteran Education  
BA, MAS (Fairleigh Dickinson University)

**Thomas Callahan**, Learner Support Representative  
BA (The Catholic University of America)

**Christine Carter**, Senior Learner Services Representative  
BA (Georgetown University)  
MEd (University of Virginia)

**Patricia Certo**, Program Advisor  
BA, MBA (Rosemont College)

**Alison Chambers**, Associate Director  
South Central Region

**Elizabeth M. Clements**, Associate Director,  
Learner Support Center  
BA (William Paterson University)

**Carla Colburn**, Acting Associate Director of Academic Advising  
BA (Niagara University)  
MA (University of Delaware)  
MS (State University College of New York at Buffalo)

**Ellen Coleman**, Associate Director, Mid-Atlantic Region  
BS (St. Leo University)  
MSEd (Troy University)

**Patricia DeLaine**, Learner Services Representative  
BS (Rutgers, The State University of New Jersey)

**Robert Devine**, Learner Services Representative  
BA (Rutgers, The State University of New Jersey)

**Colleen E. Doran**, Program Advisor II  
AA (Ocean County College)  
BA (Ramapo College)  
MA (Monmouth University)

**Janet Lee Eickhoff**, Associate Vice President for Strategic Partnerships and Outreach  
BA (Ohio University)  
MPA (Rutgers, The State University of New Jersey)

**Danielie Fiorentino**, Financial Aid and Compliance Coordinator  
BS (Rider University)  
MEd (Devry University)

**Meg Frantz**, Assistant Director of Marketing and Publications  
BA (Susquehanna University)

**Arlene Futey**, Learner Services Representative - Financial Aid  
AS (Burlington County College)  
BS (University of Southern Colorado)

**Edward Gall**, Coordinator of SOC Programs,  
Military and Veteran Education  
BSBA (Villanova University)

**BonnieJean Gallagher**, Admissions Counselor  
AA (Mercer County Community College)

**Megan Grandilli**, Graphic Designer  
BFA (Arcadia University)

**Sylvia G. Hamilton**, Associate Vice President for Enrollment Management Planning and Outreach  
BA (Oberlin College)  
MBA (Yale University)

**Alison Hansen**, Associate Director, England/ Europe Region  
BS (Ithaca College)  
MS (State University of New York at Cortland)

**Julia Herman**, Director of Integrated Advertising Strategy  
BA (Stockton University)

**Donna Higgins**, Senior Admissions Representative  
AA (Rider College)  
BA (Thomas Edison State University)

**Tanisha Hill**, Learner Support Representative  
AA (Thomas Edison State University)

**David Hoftiezer**, Director of Admissions  
BA, MSM (Thomas Edison State University)

**Joshua Hoftiezer**, Program Advisor II  
AA (Burlington County College)  
BA (Stockton University)  
MA (Rowan University)

**Sandra L. Holden**, Administrative Assistant  
AA, BA (Thomas Edison State University)

**Kayana Howard**, Learner Support Representative  
AA (Burlington County College)  
BA (Fairleigh Dickinson University)  
MS (Drexel University)

**Karen E. Hume**, Associate Vice President for Institutional Marketing  
BA (Pace University)



**Patricia Hunt**, Associate Director, North Central Region

**Donna K. Keehbler**, Program Advisor  
BA, EdM (Rutgers, The State University of New Jersey)  
MLIS (Southern Connecticut State University)

**Anna Krum**, Senior Learner Support Representative  
ASM, BA (Thomas Edison State University)

**Megan Kushner**, Admissions Counselor  
BA (Seaton Hall University)  
JD (Roger Williams University School of Law)

**Wendy Lang**, Director of Operation College Promise  
BA, MA (Drew University)

**Jeronica Lawrence**, Graduation Auditor  
BA (University of Connecticut)

**Kristin Hale LoBasso**, Assistant Director  
Curriculum Administration  
BSBA (Bloomsburg University of Pennsylvania)

**Jasmine Lynch**, Senior Admissions Counselor  
BA (Kean University)  
MS (Walden University)

**Mary Beth Lynch**, Assistant Registrar, Evaluations and Records  
BA (Fairfield University)

**Shawn Mann**, Director of Military Enrollment Management  
BA, MA (University of Central Missouri)

**Maria Marte**, Associate Director, Hawaii/Asia  
AA (Universitaet des Saarlandes – Saarbruecken, Germany)  
BS (Hawaii Pacific University)  
MS (Thomas Edison State University)

**Louis Martini**, Associate Vice President for Military  
and Veteran Education  
ASM (Thomas Edison State University)

**Charlene P. Martucci**, Fiscal Administrator  
AA, BA (Rider University)  
MSM (Thomas Edison State University)

**Bryan Mazzilli**, Learner Services Representative  
AA (Walnut Hill College)  
BA (Thomas Edison State University)

**Steven Mazzilli**, Program Advisor II  
BSBA (Thomas Edison State University)

**Susanne McCartney**, Learner Services Representative  
BS (Millersville University)

**Gary Meder**, Program Advisor II  
BA (Thomas Edison State University)

**Patricia Memminger**, Grade Administrator  
BSBA (Thomas Edison State University)  
MBA (Rider University)

**Vanessa Meredith**, Associate Director of Admissions  
AA (Burlington County College)  
BA (Rutgers, The State University of New Jersey)  
MSHSV (Post University)

**Alisha Miller**, Associate Director, West/Alaska Region  
BS (University of Hawaii)

**Christopher Miller**, Art Director  
BS (University of Maryland)

**Julia Mooney**, Program Assistant  
BA (Rowan University)

**Samuel Mooney**, Graduation Auditor  
BA (Kean University)

**Kimberly Morton**, Senior Graduate Admissions Counselor  
BA (Rutgers, The State University of New Jersey)  
MBA (Western International University)

**Barbara Murdoch**, Learner Services Representative  
AA (Camden County College)  
BA (Rowan University of New Jersey)

**James Owens**, Director of Financial Aid  
BA (Herbert H. Lehman College)  
MBA (Pace University)  
MA (Temple University)

**Kelli Parlante-Givas**, Director, Strategic Partnership  
Management  
AA (Burlington County College)

**Michael Patrick**, Program Advisor II  
BA (Monmouth University)

**Leslie Pelkey**, Learner Support Representative  
BS (Clarion University)

**Alisha Pendleton**, Associate Director, Financial Aid  
BS (Chestnut Hill College)  
MSM (Thomas Edison State University)

**Loretta K. Perkins**, Senior Graduate Admissions Specialist  
BA (Rutgers, The State University of New Jersey)

**Andrea Porter**, Program Assistant

**Kerry Prendergast**, Program Assistant  
BS (Rutgers, The State University of New Jersey)

**Dawn M. Propst**, Assistant Director of Graduation and  
Certification  
BS (The Pennsylvania State University)

**Juliette M. Punchello**, Director of Academic Advising  
BS, MS (Drexel University)  
MA (La Salle University)

**Catharine Punchello-Cobos**, University Registrar  
BA (Rider University)  
MSM (Thomas Edison State University)

**Sean P. Reilly**, Learner Services Representative  
BSBA (Georgian Court University)

**Jacqueline Rossetter**, Associate Director of Test Administration  
BA (Lynchburg College)  
MEd (University of South Carolina)

**Corale A. Sandy**, Testing Specialist

**Teresa Santiago**, Program Assistant

**Michael Sheridan**, Learner Services Representative  
BA (West Chester University)

**Doris Simmons**, Program Advisor  
BS (Southern Illinois University/Carbondale)  
MA (Central Michigan University)

**Roberto Smart**, Academic Records and Registration Specialist  
BS (Saint Peters University)

**Craig Smith**, Director of Veterans Affairs  
AAS (Community College of the Air Force)  
BS (Southern Illinois University)  
MBA (Centenary College)

**Jennifer Stark**, Assistant Registrar  
BA (Monmouth University)

**Gregory A. Stobb**, Director of Advertising and Digital Analytics  
BS (Northeastern University)  
MA (Emerson College)

**Donald Stoltz**, Program Advisor II  
AAS (The Academy of Culinary Arts)  
BA, MA (Fairleigh Dickinson University)

**Richard F. Strauss**, Senior Evaluator  
BS (Temple University)

**Jessiah Styles**, Associate Director, Strategic Partnerships  
BS (Chestnut Hill College)

**Terri Tallon**, Director of Military Student Services  
AA (Burlington County College)  
BA (Holy Family University)  
MA (Jones International University)  
PhD (Walden University)

**Jerry Thomas**, Assistant Vice President for Student Affairs  
BS, MEd (Southern Arkansas University)  
MA (Louisiana Tech University)  
EdD (Texas A&M University)

**Jocelyn D. Tucker**, Learner Services Representative  
BA (Loyola College)

**Sarah Ukranski**, Admissions Counselor  
BS (Duquesne University)

**Robert Vance**, Student Data Assistant  
AAS (Thomas Edison State University)

**Larsicena Vance-West**, Graduation Records Specialist  
AA (Mercer County Community College)  
AA (Thomas Edison State University)

**Deborah Ware**, Learner Services Representative  
AS (Harcum Junior College)  
AA, BA (Thomas Edison State University)

**Donna Watson**, Associate Registrar and Director of Transfer Evaluations

**Andrea O. Wiederhorn**, Program Advisor  
BA (Fairleigh Dickinson University)  
MEd (University of Georgia)

**Maureen Woodruff**, Director of Test Administration  
BA (Stockton University)  
MSM (Thomas Edison State University)

**Gillian Wyckoff**, Director, Learner Support Center  
BS (Butler University)  
MS (Hood College)

**Raymond Young**, Associate Vice President and Dean of Learner Services  
BPA (National University)  
MS (University of Southern California)  
MAEd, EdD (East Carolina University)

Secretarial/Support Staff: Diana Addesa, AAS (Burlington County College); Darryl Battle; Linda Battle, AAS, BA (Thomas Edison State University); Lorraine Boyd-Thompson, ASBA (Thomas Edison State University); Charles Breining, AA (Mercer County Community College); Melissa Brown, AA (Thomas Edison State University); Carl Carter; Marietta Council; Tanisha Cox; Rose L. Dixon; Narissa V. Downey; Yesuratnam Guadarrama; Marjorie Henderson; Michele Huntley; Taniesha James; Kenya Kornegay; Steve Krecicki; Maureen Leonard; Monica Meehan, AS (Mercer County Community College); Deborah McHugh; Michael Opalski; Sandra Patterson; Ratna Parasher, BA (Thomas Edison State University); Rachael Parziale; Joan A. Pollack, BA (Fairleigh Dickinson University); Sharon Rock; Elaine Scheff, BA (Thomas Edison State University); Frenchesta Squire; Pamela Tenaglia; Denise Weber

## Division of Administration and Finance

**Christopher Stringer**, Vice President for Administration and Finance  
BS (Rutgers, The State University of New Jersey)  
MBA (Montclair State College)

**Stephen Albano**, Treasurer  
BS (Rider University)

**Seth Aronson**, Associate Director, MIS  
BS (The Pennsylvania State University)

**Rebecca Behrendt**, Fiscal Administrator  
AAS (Brandywine College)  
BS (West Chester State College)

**Heather Brooks**, Director, Human Resources  
BA (Rutgers, The State University of New Jersey)  
MSHRM (Thomas Edison State University)

**Nancy Broglie**, Associate Administrator, Title IV Disbursements and Refunds  
BS (Ramapo College of New Jersey)  
MBA (Fairleigh Dickinson University)

**Matthew Brown**, Systems Coordinator  
AA (Rollins College)  
BA (Thomas Edison State University)

**Tonia Brown**, Administrative Processing Specialist  
AA (Thomas Edison State University)

**Kathleen Capstack**, Assistant Administrator of Student Fees and Revenues  
BS (Rutgers, The State University of New Jersey)

**Tammy Conley**, Senior Human Resources Specialist

**Edward L. Davenport**, Associate Director for Network Administration  
BS (Pace University)

**Jonathan (Jack) Davis**, Systems Specialist  
BSE (Princeton University)

**Lucille Donahue**, Professional Services Specialist 4  
AAS (Thomas Edison State University)

**Nettie D. Edwards**, Assistant Controller  
BS (Troy State University)  
MBA (Philadelphia College of Textiles and Science)

**Michele Evanchik**, Controller  
BS (Villanova University)

**Helen N. Feliciano**, Professional Services Specialist 4  
BA (Rider University)

**Roldan Fernandez**, Systems Specialist  
AA (Mercer County Community College)

**Peter Gallagher**, Assistant Controller-Revenues Management  
BS (Temple University)  
MBA (DeSales University)

**Shennel Georges**, Assistant Administrator of Student Fees and Revenues  
AA, BA (Monroe College)

**Mark S. Gordon**, Deputy Director of Purchasing Services  
BA (Hobart College)  
MA (Rider University)

**Tricia Graff**, Senior Financial Specialist  
BS (East Stroudsburg University)

**Louis Green**, Systems Coordinator, MIS

**Chrystal Guadarrama**, Bursar Student Services Representative  
AA (Mercer County Community College)  
BA (Thomas Edison State University)

**Mary Hack**, Director, Facilities and Operations  
AAS (Ocean County College)  
BA (Rider University)

**Heidi Hanuschik**, Assistant Director for Accounts Payable  
AAS (Mercer County Community College)

**Jeffrey Hardifer**, Associate Director of Database Administration  
AAS (Mercer County Community College)

**Jaime Helmuth**, Program Assistant

**William Hobson Jr.**, Procedural Design Specialist  
AAS (Mercer County Community College)  
BSBA (Thomas Edison State University)

**Drew W. Hopkins**, Chief Information Officer  
BA (Trenton State College)

**Nadine Hoston**, Administrative Assistant  
BA (Marshall University)

**Charles Johnstone**, Network Specialist  
AS (Mercer County Community College)

**Michael Kennedy**, Professional Services Specialist  
AS, AA (Bucks County Community College)  
BA (Thomas Edison State University)

**Thomas Kennette**, Media Services Specialist  
AAS (Somerset County College)

**Brenda J. Law**, Personnel Assistant

**Michelle L. Leonard**, Senior Human Resources Specialist  
BS (Rider University)

**Michael Lobecker**, Systems Specialist  
BSBA (Bloomsburg University)

**Kim Lundy**, Accountant  
AAS (Mercer County Community College)

**Graham MacRitchie**, Educational Technology Specialist  
AA (Thomas Edison State University)

**Deborah McCoy**, Systems Coordinator  
BS (Rider University)

**Randi Miller**, Associate Director of Human Resources  
BA (SUNY-Stoney Brook)

**Jennifer Marie Montone**, Assistant Director of Purchasing  
AS (Burlington County College)  
BA, MSM (Thomas Edison State University)

**John Murray**, Facilities and Construction Project Manager

**Noreen O'Donnell**, Assistant Administrator of Student  
Fees and Revenues  
BSBA (The College of New Jersey)

**Wendy O'Hare**, Fiscal Administrator

**Thomas M. Phillips**, Senior Human Resources Manager  
Recruitment and Development  
BS (The Pennsylvania State University)  
MSHRM (Thomas Edison State University)

**Kejo Samuels**, Program Assistant

**Philip Sanders**, Administrator, Student Fees and Revenues  
BA (Trenton State College)

**Barbara Sandstrom**, Systems Coordinator  
AA (Mercer County Community College)  
BA (William Paterson College)

**David J. Schumaker**, Security Systems Coordinator  
BS (Westwood College)

**Randolph S. Schwartz**, Systems Coordinator  
AAS (Mercer County Community College)  
BSBA (Thomas Edison State University)

**Hope Smith**, Educational Technology Specialist  
AAS (Mercer County Community College)

**Mark Stermer**, Application Support Specialist  
BA (Rutgers, The State University of New Jersey)

**August G. Stoll**, Associate Director, Management  
Information Systems  
BS (Dickinson College)

**William Thompkins**, Imaging Specialist  
AS (Burlington County Community College)  
**Terry L. Thornton**, Supervisor of Postal Services

**Theresa Tosti**, Associate Director, Facilities and Operations  
AA (Thomas Edison State University)

**Melissa Van Aken**, Human Resources Associate  
AA (Mercer County Community College)  
BA (Thomas Edison State University)

**Betty Williams**, Fiscal Administrator  
AA (Community College of Philadelphia)

**Byron Wright**, Desktop Support Specialist

**Pamela Yarsinsky**, Fiscal Administrator  
AA (Burlington County Community College)  
BS (Rowan University)

Secretarial/Support Staff: Judy Lucas, Secretary to the Vice President; Jarad Boisseau; James A. Chianese; Jeffrey P. Clark; Jared Coleman, AA (Mercer County Community College); Thomas Gittins, AA (Thomas Edison State University), BA (Thomas Edison State University); Andrea Johnson; Saul Kremer; Olga Napoleon, AAS (Mercer County Community College); Sonya Smith; Diane M. Stratton; Ivan Thorpe; Rosalyn Williams

## Division of Planning and Research

**Dennis W. Devery**, Vice President for Institutional Planning and Research  
BS (Rutgers, The State University of New Jersey)  
MSS (U.S. Army War College)  
MSM (Thomas Edison State University)

**Deborah Duffy**, Senior Research Analyst  
BS (Lafayette College)  
PhD (The Johns Hopkins University)

**Ying Huang**, Senior Research Analyst  
BA (Guangdong University of Foreign Studies, China)  
MA, PhD (Michigan State University)

**Ying Jiang**, Senior Research Analyst  
BS, MS (Kean University)

**Maureen F. Marcus**, Confidential Assistant to the Vice President of Planning and Research  
BA (Thomas Edison State University)

**Marie R. Power-Barnes**, Director of Market Research and Assessment  
BA, MBA (Rider University)

**Ann Marie Senior**, Associate Vice President for Planning and Research  
BA (Cornell University)  
PhD (University of Michigan)

## Division of Public Affairs

**John P. Thurber**, Vice President for Public Affairs  
BA (Hampshire College)  
JD (Rutgers Law School)

**Frederick Brand**, Director of Corporate and  
Foundation Relations  
BA (College of the Holy Cross)  
MA (New York University)

**Kathleen Brommer**, Assistant Director of Digital  
Communications  
BA (Rider University)  
MA (Seton Hall University)

**Roxanne L. Globis**, Director of Alumni Affairs

**Milady Gonzalez**, Confidential Assistant to the Vice President  
for Public Affairs

**Jennifer Guerrero**, Director of the Annual Fund  
BS, MS (Drexel University)

**Joseph Guzzardo**, Associate Vice President and  
Director of Communications  
BA (Marquette University)

**Misty N. Isak**, Associate Vice President for Development  
BA, BS (College of Charleston)  
MA (Trinity International University)

**Jaclyn Joworisak**, Advancement Associate  
BA, MA (Rider University)

**Leanne Kocky**, Major Gifts Officer  
AA (Middlesex County College)

**Kristen Lacaillade**, Editorial Program Assistant  
BA (Elizabethtown College)

**Jeffrey Lushbaugh**, Director, Website and  
Multimedia Production  
BA (Virginia Polytechnic Institute)  
MS (Kean University)

**Michael Martucci**, Web Specialist  
BA (Ramapo College)

**Michelle W. Robinson**, Gift Processing and Data  
Management Associate

**Kelly Saccomanno**, Associate Director of Communications  
AS (Burlington County College)  
BSBA (Thomas Edison State University)

**Linda Soltis**, Communications and Media Outreach Specialist  
AA (Bucks County Community College)  
BA (Temple University)  
MALS (Thomas Edison State University)

**Erica Spizzirri**, Director of Advancement Services  
BA (Ohio Wesleyan University)

**Mei Yin**, Web Developer  
BS (University of Science and Technology, China)  
MS (Drexel University)

**Li-yun Young**, Program Assistant, Alumni Affairs  
BA (Rutgers, The State University of New Jersey)  
MA (Biblical Theological Seminary)



# Thomas Edison State University Mentors

**Karen S. Abate**

APRN, PhD, Simmons College

**Lydia H. Albuquerque**

RN, MSN, Rutgers, The State University of New Jersey

**Kaylen Anthony**

RN, MSN, Duke University

**Donna Bailey**

RN, PhD, University of North Carolina Chapel Hill

**James Baker**

EdD, Rutgers, The State University of New Jersey

**Peter A. Barone, Esq.**

JD, St. Thomas University School of Law

**Linda M. Battle**

APRN, DNP, Regis College

**Robert W. Bigelow**

JD, Georgetown University

**Rovina Terry Billingslea**

RN, MSN, University of South Alabama

**Jane Bliss-Holtz**

RN, DNSc, University of Pennsylvania

**Victoria Brahe**

RN, PhD, Capella University

**Linda Bucher**

RN, PhD, Widener University

**Douglas G. Buck**

DPA, Nova Southeastern University

**Patricia Camillo**

NP, PhD, University of Wisconsin in Madison

**Rod Carveth**

PhD, University of Massachusetts

**Maureen Clark-Gallagher**

RN, MS, Pace University

**Jean P. Chronis-Kuhn**

RN, DNP, Rocky Mountain University

**Keith Earnshaw**

PhD, Rensselaer Polytechnic Institute

**Diane M. Fesler-Birch**

RN, PhD, Loyola University

**Sandra Gibson**

ARNP, EdD, Nova Southeastern University

**Brandi Megan Grannett**

PhD, Aberystwyth University

**Roger Green**

FNP, DNP, Rush University

**Sandra Griswold**

PhD, Capella University

**Perry C. Haan**

DBA, University of Sarasota

**Colleen Hatman**

RN, MSN, University of Phoenix

**Nina J. Haydel**

EdD, Temple University

**Janis Waite Hayden**

RN, EdD University of Illinois

**Glennena Haynes-Smith**

APRN, DNP, Case Western Reserve University

**Teresa Heithaus**

RN, MSN, University of Phoenix

**Linda Brown Holt**

DLitt, Drew University

**Eileen M. Jackson**

RN, PhD, University of Missouri

**Gail L. Jones**

RN, DNP, University Of South Alabama

**Deovina Jordan**

RN, PhD, University of California at Los Angeles

**Patricia Kelly**

RN, MSN, University of Phoenix

**Michael C. King**

JD, George Mason University School of Law

**Susan Kohl**

RN, MS, University of Delaware

**Pam B. Koob**

APRN, PhD, Georgia State University

**James Krolik**

PhD, University of Michigan

**Diana Kyser McNeff**

MBA, New York University

**Amy Laptad**

PhD, Northcentral University

**James Leiman**

MPA, Evergreen State College

**Arlene J. Lowenstein**

RN, PhD, University of Pittsburgh

**George Maddaloni**

MBA, Hofstra University

**Anita Maradiaga**

APN, EdD, Pepperdine University

**Rosemarie Marmion**

RN, MSN, Widener University

**John Martin**

EdD, West Virginia University

**Kathleen McMullen**

RN, PhD, Temple University

**John N. Mellon**

EdD, The George Washington University

**Nancy Hanford Meyer**

RN, MS, University of Colorado

**Brenda Y. Moore**

PhD, Capella University

**Constance Morrison**

RN, DNP, JD, Rocky Mountain School of Health Professionals, New England School of Law

**Gwen Morse**

RN, PhD, University of Arizona

**Laurence Lyons Murphy**

PhD, Rutgers, The State University of New Jersey

**Gbekeloluwa Oguntimein**

PhD, Iowa State University

**Randall E. Otto**

PhD, Westminster Theological Seminary

**Elvira G. Phelps**

APRN, EdD, Enverga University Foundation

**Rebecca Pitkin**

PhD, Iowa State University

**Robert H. Price**

PhD, The Union Institute and University

**Susan J. Quinn**

RN, EdD, Teachers College, Columbia University

**Arlowen Jordan Raygor**

RN, MN, University of Washington

**William A. Reed**

PhD, The Union Institute and University

**Randolph Schild**

RN/APN, PhD, Capella University

**E'loria Simon-Campbell**

RN, PhD, University of Texas at Tyler

**Jud Simonds**

RN, MSN, California State University, Dominguez Hills

**Kimberly Starr**

RN, MS, University of Wyoming

**Karen Stefaniak**

RN, PhD, University of Kentucky

**Caroline Steward**

APN, MS, The College of New Jersey

**Charlotte Stoudmire**

RN, PhD, University of San Diego

**Mary VanNoord**

RN, PhD, Capella University

**Deborah N. VanOurkerk**

EdD, Fielding Graduate Institute

**Paulette Williams**

RN, DrPH, University of Hawaii

**Debra M. Wolf**

PhD, RN, University of Pittsburgh

**Teri Wurmser**

RN, PhD, Adelphi University

**David Weischadle**

EdD, Rutgers, The State University of New Jersey

**Thomas Vari**

EdD, Wilmington University

# Contact Information

	Telephone	FAX	Email
Office of Admissions	(888) 442-8372	(609) 984-8447	<a href="mailto:admissions@tesc.edu">admissions@tesc.edu</a>
Graduate Student Advising	(888) 442-8372	(609) 777-2956	<a href="mailto:gradadmissions@tesc.edu">gradadmissions@tesc.edu</a>
Financial Aid	(888) 442-8372	(609) 633-6489	<a href="mailto:finaid@tesc.edu">finaid@tesc.edu</a>
Registrar	(888) 442-8372	(609) 777-0477	<a href="mailto:registrar@tesc.edu">registrar@tesc.edu</a>
Course and TECEP® Registration	(609) 633-9242	(609) 292-1657	<a href="mailto:registration@tesc.edu">registration@tesc.edu</a>
ADA Coordinator	(609) 984-1141, ext. 3415	(609) 943-5232	<a href="mailto:ada@tesc.edu">ada@tesc.edu</a>
Test Registration			
> Examinations other than TECEP®	(609) 984-1181	(609) 777-2957	<a href="mailto:testing@tesc.edu">testing@tesc.edu</a>
> Course and TECEP® Examination Proctor Requests	(609) 984-1181	(609) 777-2957	<a href="mailto:testing@tesc.edu">testing@tesc.edu</a>
Learner Support Center	(888) 442-8372	(609) 984-8447	<a href="mailto:LSC@tesc.edu">LSC@tesc.edu</a>

## University Administration

Heavin School of Arts and Sciences	(609) 984-1130	(609) 984-0740	<a href="mailto:heavin@tesc.edu">heavin@tesc.edu</a>
School of Business and Management	(609) 984-1130	(609) 292-7608	<a href="mailto:schoolofbusiness@tesc.edu">schoolofbusiness@tesc.edu</a>
School of Applied Science and Technology	(609) 984-1130	(609) 292-7608	<a href="mailto:scienceandtechnology@tesc.edu">scienceandtechnology@tesc.edu</a>
W. Cary Edwards School of Nursing	(609) 633-6460	(609) 292-8279	<a href="mailto:nursing@tesc.edu">nursing@tesc.edu</a>
John S. Watson School of Public Service and Continuing Studies	(609) 777-4351	(609) 777-3207	<a href="mailto:watsonschool@tesc.edu">watsonschool@tesc.edu</a>
Alumni Affairs	(609) 633-8592	(609) 943-3023	<a href="mailto:alumni@tesc.edu">alumni@tesc.edu</a>
Bursar	(609) 984-4099	(609) 984-4066	<a href="mailto:bursar@tesc.edu">bursar@tesc.edu</a>
University Operator	(888) 442-8372	(609) 984-8447	<a href="mailto:LSC@tesc.edu">LSC@tesc.edu</a>
Office for Assessment of Professional and Workplace Learning	(609) 633-6271	(609) 984-3898	<a href="mailto:apr@tesc.edu">apr@tesc.edu</a>
Center for Learning and Technology (CLT)	(609) 292-6317	(609) 292-9892	<a href="mailto:clt@tesc.edu">clt@tesc.edu</a>
Military and Veteran Education	(609) 281-5215 (866) 446-1804	(609) 984-7143	<a href="mailto:militaryeducation@tesc.edu">militaryeducation@tesc.edu</a>

**The University closes for a winter break the last week in December and is also closed for New Jersey state holidays.**

# Directions to Thomas Edison State University

**Academic Center**  
167 W. Hanover St.  
Trenton, NJ 08608  
(609) 292-0078

**Kelsey Building and Townhouses**  
111 W. State St.  
Trenton, NJ 08608  
(609) 292-7361

**Center for Learning and Technology**  
102 W. State St.  
Trenton, NJ 08608  
(609) 292-6317

**Kuser Mansion and Nursing Simulation Lab**  
315 W. State St.  
Trenton, NJ 08608  
(609) 777-1047

**Canal Banks Building**  
221 W. Hanover St.  
Trenton, NJ 08608  
(609) 292-1611



---

## FROM THE NEW JERSEY TURNPIKE, NORTH OR SOUTH

---

- > Take the New Jersey Turnpike to exit 7A, exiting the Turnpike to take Interstate 195 West. Follow the directions "From the East" below.

---

## FROM THE EAST

---

- > Follow 195 West toward Trenton, following signs for Route 29 North-Capitol Complex/Lambertville. Stay on Route 29 North; follow through the tunnel and proceed approximately one mile to the Calhoun Street exit.

### Or

- > Take Route 80 or Route 78 East to Route 287 South.
- > Take Route 287 South to Route 202 South.
- > Take Route 202 South to Route 179 South toward Lambertville. Follow Route 179 South to Route 29 South. The Delaware River will be on your right.
- > Exit Route 29 at Calhoun Street.

---

## FROM THE CALHOUN STREET EXIT:

---

### To the ACADEMIC CENTER and CANAL BANKS BUILDING

---

- > Turn right at the second traffic light onto West Hanover Street.
- > Thomas Edison State University's Academic Center is located at 167 W. Hanover St.
- > Thomas Edison State University's Canal Banks Building is located at 221 W. Hanover St.

---

### To the KELSEY BUILDING, TOWNHOUSES and CENTER FOR LEARNING AND TECHNOLOGY

---

- > Turn right at the first traffic light onto West State Street and proceed one full block.
- > Thomas Edison State University's Kelsey Building and Townhouses are located at 111 W. State St.
- > Center for Learning and Technology is located at 102 W. State St.

---

### To the KUSER MANSION and NURSING SIMULATION LAB

---

- > Turn left at the first traffic light onto West State Street.
- > Thomas Edison State University's Kuser Mansion is located at 315 W. State St.
- > The Nursing Simulation Lab is located in the Carriage House behind Kuser Mansion.

## **FROM U.S. ROUTE 1, NORTH OR SOUTH**

---

- > Take Route 1 to Perry Street.
- > At the end of the ramp, make a left onto Perry Street.
- > Proceed to the sixth traffic light and make a left onto Willow Street (Willow Street becomes Barrack Street south of West State Street).

### **To the ACADEMIC CENTER and CANAL BANKS BUILDING**

---

- > Make a right at the first light onto West Hanover Street.
- > Thomas Edison State University's Academic Center is located at 167 W. Hanover St.
- > Thomas Edison State University's Canal Banks Building is located at 221 W. Hanover St.

### **To the KELSEY BUILDING, TOWNHOUSES and CENTER FOR LEARNING AND TECHNOLOGY**

---

- > Make a right at the second light onto West State Street.
- > Thomas Edison State University's Kelsey Building and Townhouses are located at 111 W. State St.
- > Center for Learning and Technology is located at 102 W. State St.

### **To the KUSER MANSION and NURSING SIMULATION LAB**

---

- > Make a right at the second light onto West State Street. Continue on West State Street through one traffic light (Calhoun Street).
- > Make the second left after the traffic light into the driveway of the parking lot.
- > Thomas Edison State University's Kuser Mansion is located at 315 W. State St.
- > The Nursing Simulation Lab is located in the Carriage House behind Kuser Mansion.

## **FROM PENNSYLVANIA AND DELAWARE**

---

- > If you are coming from Pennsylvania or Delaware, take Interstate 95 North over the Delaware River at the Scudders Falls Bridge.
- > Take Route 29 South to Trenton. The Delaware River will be on your right.
- > Exit Route 29 at Calhoun Street.

### **FROM THE CALHOUN STREET EXIT:**

---

### **To the ACADEMIC CENTER and CANAL BANKS BUILDING**

---

- > Turn right at the second traffic light onto West Hanover Street.
- > Thomas Edison State University's Academic Center is located at 167 W. Hanover St.
- > Thomas Edison State University's Canal Banks Building is located at 221 W. Hanover St.

### **To the KELSEY BUILDING, TOWNHOUSES and CENTER FOR LEARNING AND TECHNOLOGY**

---

- > Turn right at the first traffic light onto West State Street and proceed one full block.
- > Thomas Edison State University's Kelsey Building and Townhouses are located at 111 W. State St.
- > Center for Learning and Technology is located at 102 W. State St.

### **To the KUSER MANSION and NURSING SIMULATION LAB**

---

- > Turn left at the first traffic light onto West State Street.
- > Thomas Edison State University's Kuser Mansion is located at 315 W. State St.
- > The Nursing Simulation Lab is located in the Carriage House behind Kuser Mansion.

## **DIRECTIONS TO THOMAS EDISON STATE UNIVERSITY BY PUBLIC TRANSPORTATION**

---

- > If you wish to take public transportation to Thomas Edison State University, the Trenton train station is served by Amtrak and New Jersey Transit from locations north and south, by SEPTA from Philadelphia, and various bus routes.
- > Taxis are available at Trenton station to Thomas Edison State University, which is less than three miles away.
- > To return to the Trenton station, taxi services may be called from the University.



## PARKING

### 1. KELSEY BUILDING, TOWNHOUSES and CENTER FOR LEARNING AND TECHNOLOGY

Metered parking is usually available near these facilities.  
Handicap-accessible parking is available on West State Street.

### 2. ACADEMIC CENTER

Metered parking is usually available near the Academic Center. Handicap-accessible parking is available in front of the building.

### 3. CANAL BANKS BUILDING

Street parking is usually available near the Canal Banks Building. The building is ADA compliant. Handicap-accessible parking is available.

### 4. KUSER MANSION and NURSING SIMULATION LAB

Parking is available behind the building. Handicap-accessible parking is available next to the main entrance of Kuser Mansion.

## PARKING GARAGES

### Park America

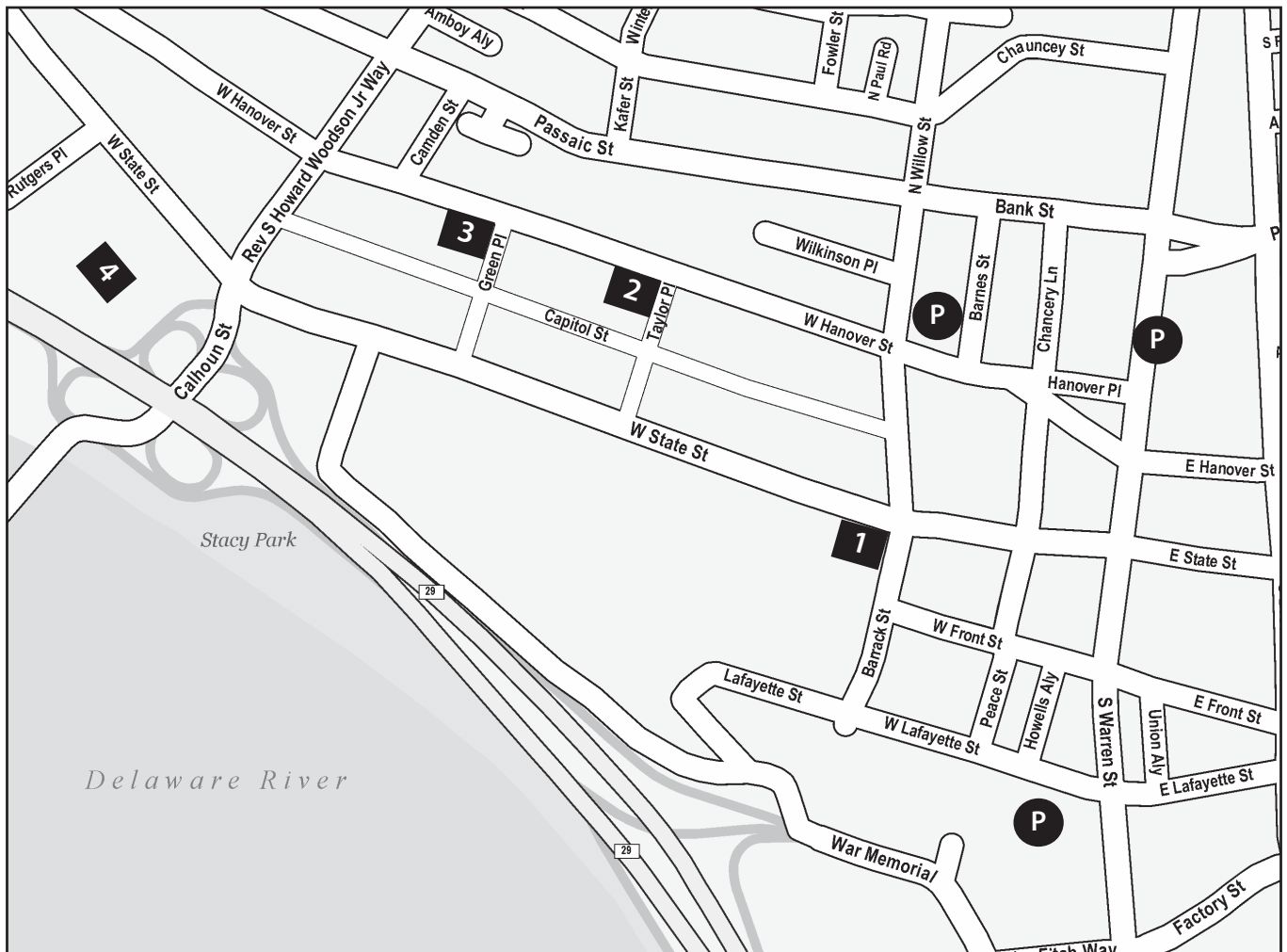
41 Chancery Lane  
Trenton, NJ 08608  
(609) 393-9822

### Trenton Parking Authority

N. Warren Street Garage  
110-116 N. Warren St.  
Trenton, NJ 08608

### Lafayette Yard Garage

Public Parking at the Lafayette Marriott



# FORMS

## THE FOLLOWING PAGES CONTAIN IMPORTANT FORMS:

---

> **Graduate Registration Form**

---

> **Textbook and Course Materials Order Form**

---

Please review each form carefully. Select the forms for the services that you need and fill them out completely. Make sure to include your ZIP code, telephone number(s), email address and payment when submitting a form. Please note: all forms are also available online at [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms).

**COPY EACH FORM AS NEEDED.**



# GRADUATE REGISTRATION FORM

**COPY THIS FORM AS NEEDED**

Submit this completed form with payment to:

**Office of the Registrar**

Thomas Edison State University  
Course Registration  
111 W. State St.  
Trenton, NJ 08608  
Phone: (888) 442-8372  
FAX: (609) 292-1657

Please check the semester you want:

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> July 2015    | <b>MBA</b>                              |
| <input type="checkbox"/> October 2015 | <input type="checkbox"/> September 2015 |
| <input type="checkbox"/> January 2016 | <input type="checkbox"/> January 2016   |
| <input type="checkbox"/> April 2016   | <input type="checkbox"/> May 2016       |

**You may register online at [www.tesu.edu](http://www.tesu.edu)**

Telephone registrations are accepted with a credit card during scheduled registration sessions.

You may register online, via fax or mail your registration 24 hours a day during scheduled registration sessions. Include your credit card number or other payment information.

## GENERAL INFORMATION

☐ Check if this is an address change.

University ID Number \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_  
( ) ( )

Daytime Telephone Number \_\_\_\_\_ Fax (if available) \_\_\_\_\_

Email Address (required) \_\_\_\_\_

Please indicate the degree program in which you are enrolled: \_\_\_\_\_

## COURSE REGISTRATION

**For complete tuition and fees information, please refer to the University website at [www.tesu.edu](http://www.tesu.edu), and click on *Tuition and Financial Aid*.** Registrations received without complete information or total payment will not be processed and will be returned. Students are responsible for payment for course materials and shipping and handling. Students may not register for more than 6 credits without approval from the dean of their program.

Complete Course Code	Course Title	Tuition

Late fee (if applicable) \$ \_\_\_\_\_

Total Tuition \$ \_\_\_\_\_

(CONTINUED ON REVERSE SIDE)

Student Name \_\_\_\_\_

University Identification Number \_\_\_\_\_

**PAYMENT INFORMATION**☐ Check/Money Order   ☐ Credit Card   ☐ Thomas Edison State University Financial Aid   ☐ Military/Corporation/Agency Assistance Plan\*\*Make check/money order payable to: **Thomas Edison State University**Cash payments must be made in person, and are accepted only at: **Office of the Bursar**, 221 W. Hanover St., Trenton, NJ 08618, *after* the registrar has processed the registration at the Academic Center.

TUITION AID or CORPORATE/AGENCY NAME: \_\_\_\_\_

If your employer is providing tuition assistance, provide your employer's address and the contact person:

Contact Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

ZIP Code \_\_\_\_\_

Employer's Telephone Number \_\_\_\_\_

Fax Number (if available) \_\_\_\_\_

Email Address (if available) \_\_\_\_\_

\*\* TUITION ASSISTANCE AUTHORIZATION/DOCUMENTATION MUST ACCOMPANY THIS REGISTRATION FORM OR REGISTRATION WILL NOT BE PROCESSED AND WILL BE RETURNED.

**STUDENT SIGNATURE**

*I hereby certify that the above statements are true and correct to the best of my knowledge and that I meet the prerequisites as listed for each course for which I have registered. I have read the current University Catalog and agree to abide by it. I authorize the release of grade information on the above course(s) to my employer, if my employer is paying for my course(s). By signing this form, I verify that I understand and agree to abide by the complete policy on academic integrity and procedures for discipline of academic integrity violations as stated in the University Catalog.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

*Thomas Edison State University is committed to providing reasonable accommodation for verified disability. If you would like information on reasonable accommodation for disability, please contact the ADA coordinator at (609) 984-1141, ext. 3415 (voice), or (609) 341-3109 (TTY).*

**CREDIT CARD AUTHORIZATION**CREDIT CARD:   ☐ AMERICAN EXPRESS   ☐ VISA   ☐ MASTERCARD   ☐ DISCOVER

ACCOUNT NUMBER: \_\_\_\_\_ Total Payment Amount From Other Side: \_\_\_\_\_

CARD EXPIRATION DATE: \_\_\_\_\_ Authorization Signature/Date (**required**): \_\_\_\_\_

BILLING ADDRESS FOR CARD: \_\_\_\_\_

# TEXTBOOK AND COURSE MATERIALS ORDER FORM



## Thomas Edison State University

### COPY THIS FORM AS NEEDED

Please check semester:

☐ July 2015

☐ August 2015

☐ September 2015

☐ October 2015

☐ November 2015

☐ December 2015

☐ January 2016

☐ February 2016

☐ March 2016

☐ April 2016

☐ May 2016

☐ June 2016

Textbooks and course materials may be purchased from MBS Direct. Students are responsible for obtaining textbooks and course materials in a timely manner. Order early to ensure that books are not returned to the publishers. Call MBS Direct for current prices or availability of used books.



**By Internet** - Safely order your books online from the Virtual Bookstore at [www.direct.mbsbooks.com/tesc.htm](http://www.direct.mbsbooks.com/tesc.htm). Follow the prompts and we do the rest. You can save 20 percent on UPS shipping by ordering through the Internet.



**By Phone** - Orders may be placed by calling (800) 325-3252, Monday-Thursday, 7 a.m.-10 p.m.; Friday, 7 a.m.-6 p.m.; Saturday, 8 a.m.-5 p.m.; and Sunday, 12 p.m.-4 p.m., CDT/CST.



**By Fax** - Complete the Textbook Order Form. Fax to (800) 499-0143. Credit card will be charged for a new book if a used copy is not available.



**By Mail** - Complete the Textbook and Course Materials Order Form. Send with your check, money order or credit card information. **Mail orders must be for the price of a new book. If you prefer a used book, and used is available, a check will be issued for the difference.** Mail your completed Textbook and Course Materials Order Form to:

MBS Direct, P.O. Box 597, Columbia, MO 65205

**Send express orders to:**

MBS Direct, 2805 Falling Leaf Lane, Columbia, MO 65201



**Shipping Internationally** - Students ordering books to be shipped internationally must call for shipping charges. International Phone: (573) 446-5299  
International Fax: (573) 446-5254

*Shipping charges valid at time of publication.*

**A \$3 per tape REFUNDABLE deposit will be charged on all media components. Look for the Refund Form in the carton containing the course materials.**

#### SHIPPING CHARGES FOR MAIL ORDER ONLY

PLEASE CONTACT MBS BY CALLING (800) 325-3252  
FOR SHIPPING METHODS AND COSTS

PLEASE PRINT OR TYPE ALL INFORMATION

#### SHIP TO

Last Name	First Name	MI
Street Address (No post office boxes for UPS shipping)	City	State ZIP Code
( )	( )	
Evening Telephone Number	Daytime Telephone Number	
( )		
Fax Number (if available)	Email Address (if available)	

#### TEXTBOOK ORDER

Complete Course or Examination Code	Indicate NEW/USED*	Start Date	Course or Examination Title	Amount

**NOTE:** Due to fluctuating demand, TECEP® textbooks may not always be available. If MBS Direct does not have the textbooks you need, you may order books directly from the publisher (refer to the TECEP® Test Description area of the University website at [www.tesu.edu](http://www.tesu.edu)) or from a bookstore.

\* USED BOOKS IF AVAILABLE.

MAIL ORDERS MUST INCLUDE PAYMENT FOR NEW BOOKS.

Subtotal \$ \_\_\_\_\_  
Missouri Residents add 2.75% tax. Washington State Residents add 8% tax. \$ \_\_\_\_\_  
Shipping \$ \_\_\_\_\_  
TOTAL PAYMENT \$ \_\_\_\_\_

#### METHOD OF PAYMENT

☐ CHECK ☐ MONEY ORDER (Make Checks and Money Orders payable to **MBS Direct**)

CHECK APPROPRIATE CARD: ☐ AMERICAN EXPRESS ☐ VISA ☐ MASTERCARD ☐ DISCOVER

CREDIT CARD ACCOUNT NUMBER: \_\_\_\_\_

CARD EXPIRATION DATE: \_\_\_\_\_ Authorization Signature/Date (required): \_\_\_\_\_