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The Thomas Edison State University Undergraduate Catalog is published annually and provides a summary of University 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 Catalog was current as of July 1, 2020. 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. 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.

For prospective students, the University publishes an Undergraduate Prospectus, Graduate Prospectus, and W. Cary Edwards School of Nursing Prospectus. These publications include admissions information that can be found online at www.tesu.edu. Enrolled students also receive Insights, an e-newsletter that contains program updates. Insights can be viewed online as well. Graduate students can learn of program changes and current news online through myEdison®, the University’s portal, and the Graduate Catalog.

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

The following are registered trademarks of Thomas Edison State University: Finish Your Degree. Change Their World®, Higher Education. For Adults with Higher Expectations®, Corporate Choice®, e-Pack®, TECEP®, myEdison®, TESU®, Operation Vet Success®, The National Institute on the Assessment of Adult Learning®, and Thomas Edison State University®. In addition, the stylized clock logo and TESU official seal design are trademarked.
Choosing to finish your education as an adult is an admirable and bold commitment.

Students like you are often faced with constant demands on your time and talent, forever competing with your desire to complete your education. Often it is hard to simply take the first step.

But, at Thomas Edison State University, our mission is at the heart of what we do – providing distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities.

Inside our Undergraduate Catalog you will find the academic policies and procedures that will guide your experience at the University, providing details and requirements for each of the undergraduate degree and certificate programs we offer. This Catalog also includes pertinent information about the learning outcomes and objectives you will achieve once you have completed your program of study as well as information about each of our Schools: the Heavin School of Arts, Sciences, and Technology; the School of Business and Management; the W. Cary Edwards School of Nursing; and the John S. Watson School of Public Service.

I am honored to welcome you to the University community and look forward to supporting you in reaching your educational goals.

To your success,

Merodie A. Hancock, PhD
President
## 2020-2021 Academic Calendar

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<td>Deadline for 75% tuition refund</td>
<td>July 12, 2020</td>
<td>Aug. 9, 2020</td>
<td>Sept. 6, 2020</td>
<td>Oct. 11, 2020</td>
<td>Nov. 8, 2020</td>
<td>Dec. 6, 2020</td>
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<th>JAN. 2021</th>
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<th>APRIL 2021</th>
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<td>Course Transfer Period</td>
<td>Jan. 8, 2021</td>
<td>Feb. 5, 2021</td>
<td>March 5, 2021</td>
<td>April 9, 2021</td>
<td>May 7, 2021</td>
<td>June 4, 2021</td>
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<td>End of 6 week lab term</td>
<td>Feb. 21, 2021</td>
<td>March 21, 2021</td>
<td>April 18, 2021</td>
<td>May 23, 2021</td>
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<td>July 18, 2021</td>
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ABOUT OUR COURSES

The course lists and descriptions contained in this Catalog cite the offerings beginning with the July 2020 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, visit www.tesu.edu/courses or call 609-777-5680.

For many courses, students have options regarding the method of learning.

Which option students choose will determine how they correspond with their mentor, how they deliver assignments, and how they receive graded assignments in return. In the case of online courses, the choice involves a commitment to an interactive, web-based format, with the opportunity to communicate with other students enrolled in the course and to take advantage of web resources pertinent to the course. In the case of e-Pack® courses, students choose to prepare independently for an examination that will assess their understanding of the course material. Guided Study and prior learning assessment (PLA) courses have been most successful with motivated, independent students.

Additionally, students may register for courses offered by other regionally accredited colleges, independent study and distance education courses, or traditional classroom courses.

UNDERGRADUATE COURSE OPTIONS

Most courses are offered every semester, but there are exceptions such as nursing courses, which are offered four times a year. For updates, please visit www.tesu.edu/courses.

Students may preview online syllabi – and get detailed information on individual TECEP® examinations – at the University website. Go to www.tesu.edu/courses and select the appropriate area. Students choose the course in which they are interested. If students do not see a specific course listed under prior learning assessment (PLA), Guided Study, TECEP®, e-Pack® or online, they will know that the course is not offered in that format.

New courses, particularly online courses, will be added to Thomas Edison State University offerings throughout the year. Visit the University website for updates. To ensure that a course satisfies the students specific degree requirements, the students should confirm with an academic advisor. PLA options that allow students to earn credit for what they already know are available for almost every course, with the exception of Capstone courses.

<table>
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<th>Method of Learning</th>
<th>Code</th>
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<td>e-Pack® (12 weeks)</td>
<td>EP</td>
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<td>Guided Study (12 weeks)</td>
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<td>Nursing (12 weeks)</td>
<td>NU</td>
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<tr>
<td>Nursing Graduate (12 weeks)</td>
<td>NG</td>
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<tr>
<td>Online (most are 12 weeks)</td>
<td>OL</td>
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<td>Portfolio Assessment (single-course, 12-week process)</td>
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<tr>
<td>Portfolio Assessment (PLA-100, 4-week process/PLA-200 8-week process)</td>
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<td>TECEP® Examination</td>
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<td>Self Directed (12 weeks)</td>
<td>SD</td>
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COURSE ENGAGEMENT

Students attending Thomas Edison State University are expected to participate and fully engage in all academically related activities. Examples of these activities include making submissions to online discussion boards, communicating within the class lounge forum, dialoguing with mentors within the private mentor forum, submitting assignments, and completing exams and quizzes when due. Students must review course calendars for the timing and types of submissions expected.

NOTE: Merely logging into or viewing courses does not constitute academic engagement.

The University will periodically review student progress and engagement during each term. Failure to sign into a course and complete scheduled course work on time may result in an adjustment or termination of federally sponsored financial support, such as Military Tuition Assistance, Veterans Education Benefits, or other Title IV Financial Aid (grants and loans). Such decertification or adjustments may lead to cancellation of benefits or recoupment by the sponsoring agency for any monies paid to students (or to the University on student’s behalf) for enrolling in these courses, including tuition, fees, housing allowance, and book stipends. Such cancellation or recoupment does not negate the student’s financial obligation to the University; they may be held responsible for all charges incurred for the courses in which they are enrolled.

System Requirement: If students plan to register for OL, EP, PA, PF, SD, NU, or NG, they should see About Online Courses for minimum system requirements.
ABOUT GUIDED STUDY COURSES

OVERVIEW
Guided Study courses allow independent learning in a structured 12-week format. In Guided Study courses, a student’s understanding of the subject matter presented in the course materials will be assessed through the assignments submitted to the mentor and through examinations or final projects. Most Guided Study courses include a midterm and a final examination or final project. The mentor will assign a grade for the course based on all assignments and the examinations, according to the formula described in the syllabus. Zero is assigned for each assignment not completed.

Guided Study (GS) courses allow independent learning in a structured format with the guidance and feedback of a mentor. Designed to be completed in a 12-week semester, each Guided Study course includes a detailed week-by-week calendar or schedule that will guide students through reading, writing, and viewing assignments.

Mentors, assigned by the University, formally assess academic progress through written assignments and proctored examinations. Mentors are available for consultation by telephone or email. Once students are registered for a Guided Study course, an online account will be set up that will enable the student to connect to myEdison®, the University’s online portal. This site may be accessed at www2.tesu.edu/myedison/. The University will email the student a log on ID and password with the registration confirmation. When students register for courses, they should provide the University with an accurate, preferred email address so that they may receive this important information in time to begin their course work.

STUDENT PROFILE
Guided Study is recommended for independent study students who enjoy reading and writing for courses in a structured environment with minimal direction from a mentor. Mentors are available to assist and provide feedback as necessary, but they do not assume a tutoring role. Flexible policies allow students who are unexpectedly challenged by schedule, personal, medical, or family constraints to extend the semester when circumstances warrant. Students enrolled in Guided Study courses must submit assignments via an assignment link in their course space. Students who have legitimate reasons for not being able to use computers or access the internet may contact the University for special consideration. Students whose circumstances may require alternative arrangements should call the Center for Disability Services at (609) 984-1141, ext. 3415, to request accommodations. The Center for Disability Services will determine if such accommodations are warranted. Please note that email will no longer be acceptable as a means of submitting assignments.

ABOUT ONLINE COURSES

OVERVIEW
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. However, courses may have as few as three long assignments or many shorter assignments. Online courses usually include graded online discussion forums. Online courses include examinations, assignments, and online discussions. Zero is assigned for each assignment and discussion not completed.

Online courses include all courses with the OL, NU, or NG suffix in the course code. Online courses put the student in contact with fellow students and mentors using the internet, allowing participation in public course discussions as well as private collegial discussions.

Once students are registered for an online course, an online account will be set up that will enable the student to connect to myEdison®, the University’s online portal. This site may be accessed at www2.tesu.edu/myedison/.

The University will email the student a log on ID and password with the registration confirmation. When students register for courses, they should provide the University with an accurate, preferred email address so that they may receive this important information in time to begin their course work. It is recommended that students verify their student records online via Online Students Services before their course begins.

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.

STUDENT PROFILE
Online courses are recommended for distance learning students who enjoy reading, writing and participating in course discussions in an asynchronous, interactive, online environment. Mentors are available to assist and provide feedback as necessary, but they do not assume a tutoring role. Flexible policies allow students who are unexpectedly challenged by schedule, personal, medical or family constraints to extend the semester when circumstances warrant. To see what courses are offered online, visit www.tesu.edu/courses.

SYSTEM REQUIREMENTS:
Internet Connection (required):
› High-speed connection is recommended. Speeds below 10 Mbps may cause slower loading times for video-heavy courses.

Operating System:
› Windows or MacOS recommended
› Linux and ChromeOS may have limited functionality for some of our technology and media tools.
require a textbook (and perhaps a published study guide) and available for consultation by email or telephone. Most courses ideas and enhance the informal aspects of learning. Mentors are with classmates, providing real opportunities to exchange discussions and examinations, and submit final grades. There is no specific time when one must be logged on for the class schedule (accessible at the online course site) that guides online course includes a detailed week-by-week assignment process. Undergraduate nursing courses require participation in the online discussions a minimum of three times a week on three different days. There are no proctored focus on a community of learners in a collaborative learning process. Undergraduate nursing courses require participation in the online discussions a minimum of three times a week on at least two different days; graduate nursing courses require participation in the online discussions a minimum of three times a week on three different days. There are no proctored examinations for the nursing courses.

In addition to the minimum system requirements for all online courses offered by the University, the NU (nursing undergraduate) and NG (nursing graduate) online courses require access to, and a familiarity with, PowerPoint software, and selected NG courses and Statistics for the Health Professions (HPS-200-OL) require access to, and a familiarity with, Excel software. Master of Science in Nursing (MSN) degree students should have access to a webcam for selected

NOTE: Operating systems, browsers, plugins, and other software should be kept up-to-date for security purposes and to ensure proper functionality.

For technical (computer) questions relating to online courses, call (609) 777-5680.

PREVIEW SITE
Students may preview any online syllabus by going to the University website at www.tesu.edu/courses. Select a course of interest to view the course description and information on the formats in which it is offered. If the course is offered in an online format, students will see a Preview the Online Syllabus link at the bottom of the webpage. A preview provides a view of the syllabus, including the course objectives and assignments — and shows 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, 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.

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 perhaps a published study guide) 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 nonproctored examinations or some other form of comprehensive assessment.

MIDTERM AND FINAL EXAMS
Most online courses have proctored exams: a midterm and final or exams 1, 2, and 3. All exams can be completed online via the Online Proctor Service (OPS), and they typically cover a section of course material that is documented in more detail in the course space. Students register through the OPS at the start of the term to secure a test appointment during the official exam weeks. Some courses have a final paper or project in lieu of a final exam. Students also have the option of completing all exams in the pen/paper format.

ABOUT NURSING ONLINE COURSES
Online courses offered by the W. Cary Edwards School of Nursing include all those listed in the nursing section with an NU (nursing undergraduate) or NG (nursing graduate) suffix as well as Women’s Health (HEA-305-OL), Men’s Health (HEA-306-OL), Statistics for the Health Professions (HPS-200-OL), and Management of Stress and Tension (SOS-320-OL).

These courses are similar to all other online courses offered by the University in that they are independent learning courses with online mentors; they include asynchronous participation in online group discussions, they require access to a computer and a familiarity with specified software, and they require current email addresses for students to be contacted and given access to courses. HEA-305-OL, HEA-306-OL, HPS-200-OL, and SOS-320-OL are offered on the University’s monthly course schedule.

Assessment of learning in the courses offered by the W. Cary Edwards School of Nursing occurs via written assignments submitted online and participation in asynchronous online group discussion. The courses are highly interactive, with the focus on a community of learners in a collaborative learning process. Undergraduate nursing courses require participation in the online discussions a minimum of three times a week on at least two different days; graduate nursing courses require participation in the online discussions a minimum of three times a week on three different days. There are no proctored examinations for the nursing courses.

In addition to the minimum system requirements for all online courses offered by the University, the NU (nursing undergraduate) and NG (nursing graduate) online courses require access to, and a familiarity with, PowerPoint software, and selected NG courses and Statistics for the Health Professions (HPS-200-OL) require access to, and a familiarity with, Excel software. Master of Science in Nursing (MSN) degree students should have access to a webcam for selected
courses. In addition to the technical support provided by the University, the nursing courses have additional technical support imbedded, and the students are further supported by the School’s distance learning specialists.

Nursing students are advised to familiarize themselves with the course information provided on the website, in the course syllabi, and in the online course platform as some policies for the online nursing courses differ from those for other online courses offered by the University.

Selected courses have prerequisites and advisories that are noted in the section on course descriptions. Students are responsible for knowing their degree requirements, the prerequisites and advisories for the courses needed, and for registering for the correct courses and meeting the prerequisites and advisories prior to registration. Students who schedule courses without having satisfied the prerequisites will be denied access to the course, possibly incurring financial withdrawal penalties. Enrolled students should refer to the specific remaining requirements for their program to ensure registering for the correct courses. The NU and NG online courses are designed for students enrolled in the Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) degree and the graduate certificate programs, and are restricted to RNs. RNs not enrolled in the W. Cary Edwards School of Nursing may take a maximum of two nursing courses, as a nonmatriculated student, prior to enrollment unless restricted by the established prerequisites.

The W. Cary Edwards School of Nursing reserves the right to reassign students to different course sections as necessary to balance class size and provide for a quality online educational experience for all students. Every effort will be made to accommodate course selections made during regular registration periods, adding sections and/or seats, if necessary. During late registration and beyond, open seats will be filled, but no additional seats or new sections will be added. Students are urged to familiarize themselves with the University’s policies on Academic Integrity and Honesty.

STUDENT PROFILE
Online courses are recommended for distance learning students who enjoy reading, writing and participating in course discussions in an asynchronous, interactive, online environment. Mentors are available to assist and provide feedback as necessary, but they do not assume a tutoring role. Flexible policies allow students who are unexpectedly challenged by schedule, personal, medical or family constraints to extend the semester when circumstances warrant. To see what courses are offered online, visit www.tesu.edu/courses.

SYSTEM REQUIREMENTS:
Internet Connection (required):

- High-speed connection is recommended. Speeds below 10 Mbps may cause slower loading times for video-heavy courses.

Operating System:
- Windows or MacOS recommended
- Linux and ChromeOS may have limited functionality for some of our technology and media tools.

Browser:
- Firefox or Chrome recommended
- Edge/Internet Explorer and Safari may have limited functionality for certain tech and media tools.

Other Software:
- All students receive a Thomas Edison State University email account that provides free access to G Suite for Education (Google).
- Some course tools may require browser plugins or other software to be installed. More information is provided in those courses.

Peripherals for Video Related Activities:
- Webcam and microphone required. This includes those built into devices. Headphones with built-in microphone recommended.
- Some courses may require additional hardware. Details on these will be included in those specific courses.

NOTE: Operating systems, browsers, plugins, and other software should be kept up-to-date for security purposes and to ensure proper functionality.

For technical (computer) questions relating to online courses, call (609) 777-5680.

ABOUT e-PACK® COURSES

NOTE: This option is not approved for Financial Aid or Veterans’ Benefits.

The University’s e-Pack® courses are delivered online for students who are interested in a completely independent mode of study. e-Pack® courses offer ungraded formative activities or quizzes throughout the course, with a summative final examination that ends the course work. Upon receiving a passing score on the final examination, credit is awarded, but no letter grade is assigned.

OVERVIEW AND STUDENT PROFILE

e-Pack® (EP) courses are designed for independent distance learners who want the structure of a semester-based course, but do not require mentor guidance and do not wish to complete written assignments. Each course is designed around a textbook or e-book and a series of ungraded formative activities or quizzes. After studying a section of the textbook or e-book, the student completes the associated quiz or activity and receives immediate feedback. This feedback will identify areas where additional study could benefit the student. The scores and results of these formative activities and quizzes do NOT count toward the course grade; they are only used to help the student prepare for the final exam. Students are encouraged to complete each activity or quiz as many times as they want until they are confident they...
have learned the material. A particularly flexible feature of e-Pack® courses is that students can study and complete their formative activities or quizzes at their own pace, within the semester framework. The course results are based on a comprehensive final exam that must be taken by the end of the semester.

In order to earn credit, the student must receive a passing score on the proctored final exam, which tests the subject material covered in all of the readings, activities, and quizzes. Another advantage of e-Pack® courses is that the final exam may be scheduled before the end of the semester, allowing students to work more rapidly and earn credits more quickly.

REGISTRATION FOR e-Pack® COURSES
To register for an e-Pack® course, complete a Course Registration Form or register via Online Student Services. Students use the EP suffix to indicate that they are registering for the e-Pack® version of the course. e-Pack® courses are designed to be completed in a 12-week semester. Within one week of registering, the student will be sent a confirmation letter and course information. Once registered for an e-Pack® course, an online account will be set up for the student to connect to myEdison®, the University's online course management system. This site may be accessed at www.2.tesu.edu/medison. To see what e-Pack® courses are offered online, visit www.tesu.edu/courses.

The University will email the student a logon ID and password with the registration confirmation. When students register for courses, they should provide the University with an accurate, preferred email address so that the student may receive this important information in time to begin course work. It is recommended that students verify their student records online via Online Student Services before their course begins.

ABOUT SELF-DIRECTED COURSES
Thomas Edison State University developed Self-Directed (SD) courses to provide incarcerated students with degree-earning options. SD courses do not require internet access or online resources and can be completed independently using texts, study guides, and other materials. Course materials include a schedule for completing assignments, proctored examinations, and/or the final project within the 12-week term. Assignments and completed exams are sent to a course mentor and feedback is provided - all via U.S. mail. Students are provided with the required materials to foster a self-reliant learning experience where the student can work through the content completely autonomously.

For a list of courses currently offered are available, please visit the Self-Directed for Incarcerated Students section of the University website.

SELF-DIRECTED COURSE REGISTRATION
A student’s speak-on-behalf-of (SOBO) may register the student for Self-Directed (SD) courses via Online Student Services (OSS), or students may register through the U.S. mail using the paper undergraduate course registration form.

SELF-DIRECTED COURSE REGISTRATION
Tuition for Self-Directed courses is the same as online (OL), Guided Study (GS) and e-Pack® (EP) courses. Please see the University’s tuition and fees for more information. Materials for SD courses are provided to students once they register. In most cases, the cost of those materials are included in the tuition. Some courses require a high volume of materials that necessitates additional printing and shipping fees.

ABOUT PRIOR LEARNING ASSESSMENT
NOTE: This option is not approved for Financial Aid or Veterans’ Benefits.

OVERVIEW
Prior learning assessment (PLA) refers to a range of methods by which students who have acquired college-level knowledge and skills outside of a college classroom can earn college credits for that knowledge.

PLA operates on the philosophy that college-level learning, no matter how it is gained, warrants consideration for credit. It doesn’t matter where students learned it, as long as students can demonstrate that they know it. Nearly any area of learning can be converted into college credit as long as it corresponds to what is taught in a course at a regionally accredited college or university.

Thomas Edison State University has already helped thousands of adults earn credits based on their college-level knowledge acquired beyond the classroom, saving them countless in-class hours that would have covered material they already know.

ABOUT TECEP® EXAMS
NOTE: This option is not approved for Financial Aid or Veterans’ Benefits.

The Thomas Edison Credit-by-Examination Program (TECEP®) offers students the opportunity to earn college credit by taking exams rather than courses. TECEP® is a credit-by-exam program specifically designed to allow students to demonstrate the college-level knowledge they have gained through job experience, personal interests and activities, or independent study.

Flexibility is the major advantage of earning credit through testing. Therefore, students can review and prepare at their own pace and register for the exam when they are ready. Another significant advantage of testing is its affordability.

OVERVIEW
Each TECEP® exam is developed by subject matter specialists who teach college courses in the exam’s subject area. Most contain multiple-choice questions; some include short-answer questions and essays, and others feature other methods of assessment such as video submissions. For each exam, the test developers create a test description, available on the University website, containing information to help students prepare for their TECEP®. All exams except one are worth 3 credits.

TECEP® exams are available to anyone who is interested, whether or not they are enrolled at Thomas Edison State
University. Enrolled students can earn credit by passing any TECEP® exam, but, as with any course, students should check to ensure that the exam will fulfill their degree requirements. Students who are enrolled elsewhere should check with their own institutions to ensure that TECEP® credits will be accepted.

For comprehensive information about TECEP® exams, their test descriptions, and testing policies see the TECEP® section of the University website.

**STUDENT PROFILE**

TECEP® exams are recommended for highly independent learners who are comfortable studying in a nonstructured environment.

**ABOUT PORTFOLIO ASSESSMENT**

One of the most popular ways to earn credit for prior learning is through portfolio assessment. Students can articulate their knowledge and demonstrate their expertise in any number of subjects through the portfolio process. Students who have a broad range of knowledge in areas not covered by TECEP® exams or documented through Program Learning Reviews can develop portfolios in an almost unlimited number of subjects.

Credit for portfolio is based on the course-equivalent knowledge one acquires as a result of learning experiences including:

- full- or part-time jobs
- prior independent research
- training programs or in-service courses
- volunteer work
- cultural and artistic pursuits
- hobbies and recreational pastimes
- community or religious activities
- study abroad

To facilitate the process, currently the University offers a pair of online courses including PLA-100: Introduction to Prior Learning Assessment (1 credit, four weeks) and PLA-200: Introduction to Portfolio Development (2 credits, eight weeks).

The PLA-100 course is intended to offer a broad perspective on the subject of prior learning assessment, covering information on the concept of lifelong learning, topics such as Bloom’s Taxonomy and the definition of “college-level learning,” and discussing the many approaches to earning credit for prior learning.

PLA-200 focuses on portfolio development and assessment, identifying potential portfolio credits, writing, uploading the portfolio to the student’s personal Google site, and registering portfolios for assessment.

Most students who intend to earn credit through the assessment of their portfolios begin by registering for PLA-200. Information on this course can be found at www.tesu.edu/degree-completion/pla-100-and-pla-200. (Note that PLA-100 is not required for the process, but provides a good deal of very beneficial information to those considering earning credit for prior learning.)

In the PLA-200 course, students learn how to:

- identify credit course descriptions that align with their prior learning. Course activities are designed to facilitate this process;
- propose courses to an advisor to determine applicability toward their degree. Early in the term the student submits a Declaration of Intent listing the proposed portfolios;
- identify learning outcomes and how best to address them;
- develop the contents of their portfolio(s). Students will learn how to progress from an outline to a completed portfolio; and
- upload and register their portfolio(s) for assessment.

Once students have taken and passed PLA-200, they will be able to register for the courses for which they intend on writing portfolios. They will upload their completed portfolios to their personal Google site (created through PLA-200).

Once the portfolio is registered, the subject matter expert (SME) will review the portfolio and determine whether or not credit is to be granted.

**PORTFOLIO ASSESSMENT POLICIES AND PROCEDURES**

1. It is recommended that students enrolled in Thomas Edison State University check with the Office of Academic Advising to be certain that all selected courses for which they intend to earn credit via PLA are applicable to their degree program before registering for them. Students enrolled in other institutions should make sure that credits earned through PLA will apply toward their degree programs before registering for PLA at Thomas Edison State University.

2. Course descriptions from colleges or universities, other than Thomas Edison State University, may not be used as a basis for a portfolio if Thomas Edison State University has an equivalent course in its PLA Course Description Database.

3. Because the portfolio narrative typically requires substantial writing, it is strongly advised that students attempt portfolios only after they have fulfilled the requirements for English Composition I and II with a grade of C or better.

4. The range of human knowledge is virtually limitless. It is important for students to remember, however, that the University can only assess knowledge based on courses taught at regionally accredited colleges and in subject areas for which subject matter experts can be located. Every effort is made to find mentors in the student’s area of expertise, but, occasionally, no such mentor can be located, so PLA may not be pursued.
5. The University reserves the right to deny credit for any PLA portfolio that does not meet the standards set by the University.

6. The University cannot award duplicate credit for both a portfolio and a course that cover essentially the same content. PLA students need to work closely with their academic advisors early in the process to avoid duplication of content when selecting their course descriptions. It is not unusual for courses from different institutions with different titles to cover the same content.

7. Physical education courses, internships, student teaching, cooperative study, Practicum courses, English Composition I and II, mathematics, stand-alone lab courses, or other courses whose subject matter may be inconsistent with demonstrating prior learning through a narrative-centered e-portfolio process are not eligible for the portfolio process.

8. Even when a PLA is completed early, the grade will not be issued until the end of the semester except for compelling reasons such as a graduation audit or to meet requirements for retaining employment.

SINGLE COURSE, 12-WEEK PORTFOLIO COURSES

For students who only need a few credits, who have limited knowledge of a subject, or who wish to have structured guidance through a process, the Single-Course, 12-Week Portfolio course may be an option. The information below is intended for those students who only intend to do one Single-Course, 12-Week PLA portfolio for 3 credits.

With Single-Course, 12-Week Portfolio courses, students work with a mentor to determine what materials are appropriate to demonstrate college-level knowledge of the course content and outcomes. These courses require that the mentor approve credit based on prearranged criteria. No letter grade is assigned when credit is earned for PLA. To earn credit through the portfolio process, students select a course in the subject in which they plan to demonstrate college-level knowledge. The student will demonstrate college-level knowledge of this subject by creating a PL A electronic portfolio. The student has one 12-week semester in which to complete the PLA portfolio. The narrative and supporting documentation compiled during the portfolio process will serve to demonstrate college-level knowledge and the value it has in the academic world. Such documentation can include evidence of learning gained from a wide variety of sources, but these are some of the most common sources used for prior learning assessment:

- full- or part-time jobs
- prior independent research
- training programs or in-service courses
- volunteer work
- cultural and artistic pursuits
- hobbies and recreational pastimes
- community or religious activities
- study abroad
- professional credentials such as licenses or industry certifications

If a student chooses to complete a Single-Course, 12-Week Portfolio course, and has made certain the course fits into his/her degree requirements, the student will need to propose the course by completing the Prior Learning Assessment Proposal Form.

The form is available at www.tesu.edu/studentforms. Students may also submit the PLA Proposal Form electronically by going to https://forms.tesu.edu/plaproposal.php. A PLA advisor will determine whether the portfolio proposed can be approved and activated. Once the proposed course has been approved, a course section will be created. The student will receive notification of the course code via email indicating that he/she is cleared to register for the portfolio section. At that point, the student can register as he/she would for any other Thomas Edison State University course.

The student will also receive confirmation of the registration from the Office of the Registrar. This communication will contain information about accessing the online portfolio course via myEdison®.

It is important for the student to start this proposal process at least two weeks prior to the end of the registration period for a given semester, so that a mentor may be identified before the registration period ends. Until the University can identify a qualified mentor to work with the student, he/she may not be able to enroll for the portfolio course during the semester desired.

Once the semester begins, the student may contact the mentor and begin to follow the timeline provided in the Assignments section of the course.

ONCE THE STUDENT IS IN THE COURSE

A. Describe What the Student Knows and How He/She Learned It.

After reviewing the course description and learning outcomes set out in the myEdison® portfolio section, the student will create a portfolio by writing a narrative that describes the college-level learning and addresses the subject area content as defined by the learning outcomes. The student will also explain how the knowledge was acquired and introduce the materials being provided as evidence. This narrative, which may vary in length and format depending on the subject area, is developed under the guidance of the mentor and is the forum for demonstrating to the mentor that the student possesses sufficient college-level knowledge to warrant credit for the subject.

B. Provide Evidence of the Student’s Knowledge.

In the portfolio, the student will assemble a compilation of material that documents the student’s knowledge of the course content and outcomes. Evidence submitted is not limited to written documents such as a resume or an annotated bibliography, but can also include video and audio clips as well as scanned documents.

Examples may include a performance evaluation, certificates, samples of the student’s work, and letters of verification from employers or others who have firsthand knowledge of...
the student’s abilities, or any other material that constitutes evidence of the student's learning.

**C. Put it All Together.**

After the student has registered for a Single-Course, 12-Week Portfolio course, interacted with the mentor to write an appropriate narrative and collected sufficient evidence to prove the student’s knowledge of the course, the PLA portfolio is complete and ready for final assessment. If a piece of evidence is not conducive to electronic transmission, the student may mail it to the mentor, but only copies should be sent, as evidence cannot be returned.

*NOTE: Upper-division or graduate nursing PLA Portfolio Proposal Forms will be reviewed by the W. Cary Edwards School of Nursing prior to approval.*

**THE ASSESSMENT OF YOUR PORTFOLIO**

Each PLA portfolio is assessed by a mentor to determine whether the student's knowledge of the subject and his/her ability to demonstrate competency for each of the course’s corresponding learning outcomes is comparable to a college-level grade of C or better.

If it is, the mentor will award a grade of credit (CR). The student will not receive a letter grade.

If the mentor decides that more information is needed to make a grade determination, the student may be asked to submit additional evidence, take an examination, or be interviewed. The latter practices are often used in cases where students have acquired knowledge of a subject that cannot readily be documented.

If the student’s knowledge is judged to be insufficient, the mentor will award a grade of no credit (NC).

At the end of the 12-week semester, the student will receive a grade report, within the same time frame as for any other course at Thomas Edison State University. If the individual is a student at another school, he/she should request in writing from the Office of the Registrar that a Thomas Edison State University transcript be sent to the home institution.

The only limit to the number of credits a student may earn through portfolio is that the Capstone course cannot be taken as portfolio course. Additionally mathematics and English Composition I and II courses cannot be taken as portfolio courses; however, there are TECEP® exams for both of these subjects. In a few cases, students have earned enough PLA credits to fulfill almost all of their degree requirements.

**EARNING CREDIT FOR MILITARY TRAINING AND EDUCATION**

The University will grant credit for those military service schools that have been evaluated by the Office on Educational Credit and Credentials of the American Council on Education (ACE) as well as select military schools that have undergone institutional reviews in order to award additional credits not recommended by ACE.

While members of the armed forces currently on active duty should have access to their Joint Services Transcript (JST), there is no need to request the initial transcript, as the University will make the first request on behalf of the service member, upon his/her application to the University. Air Force members should submit an official transcript from the Community College of the Air Force (CCAF) to receive credit.

Since 1950, a separation report has been identified as DD Form 214. Prior to 1950, Army and Air Force veterans were issued a Separation Qualification Record; Navy and Coast Guard veterans were issued a Notice of Separation; Marine Corps veterans were issued a Report of Separation. A notarized photocopy of the original separation report should be submitted to the University. Students should not submit the original. Students unable to locate the original separation report can request a copy from The National Personnel Records Center, Military Personnel Records, 9700 Page Blvd., St. Louis, MO 63132, and forward it with the cover form from the National Personnel Records Center to the University. Members of the reserves or National Guard should contact their units for any necessary documentation.

In certain circumstances Thomas Edison State University will accept the certification of a commissioned officer in the United States armed forces in lieu of a notary public’s signature. To submit documents certified by a commissioned officer, download the Commissioned Officer Notary Public form located on the Student Forms page.

**FOR STUDENTS IN THE ARMY**

Upon applying, Army personnel and veterans do not have to request an initial copy of their Joint Services Transcript (JST), as the University will make this request on their behalf. Any service member wishing to update their evaluation with subsequent training, added after the initial JST was evaluated, should submit an electronic request through https://jst.doded.mil/. The JST program will provide a transcript for any service school, Military Occupation Specialty (MOS), or CLEP®/DSST®/ECE examination listed that has been passed and carries American Council on Education (ACE) credit recommendations. The data can go back as far as 1976, but data older than 1994 may be missing or incomplete. The older the data, the greater the chance something could be missing. It is recommended that Army personnel review the JST online for accuracy prior to submission to the University for credit review.

Please visit www.tesu.edu/military/army/index for application and enrollment procedures.

**FOR STUDENTS IN THE ARMY NATIONAL GUARD**

Army National Guard personnel and veterans should request that a copy of their Joint Services Transcript (JST) be sent directly to the Office of the Registrar. Transcripts may be ordered electronically at https://jst.doded.mil/. The JST program will provide a transcript for any service school, Military Occupation Specialty (MOS), or CLEP®/DSST®/ECE examination listed that has been passed and carries American Council on Education (ACE) credit recommendations. The
data can go back as far as 1976, but data older than 1994 may be missing or incomplete. The older the data, the greater the chance something could be missing. It is recommended that Army personnel review the JST online for accuracy prior to submission to the University for credit review.

Please visit National Guard Application Guidelines for application procedures.

FOR STUDENTS IN THE NAVY
Upon applying, Navy personnel and veterans do not have to request an initial copy of their Joint Services Transcript (JST), as the University will make this request on their behalf. Any service member wishing to update their evaluation with subsequent training, added after the initial JST was evaluated, should submit an electronic request through https://jst.doded.mil/. The JST program will provide a transcript for any service school, rating, Navy Enlisted Classification (NEC), or CLEP®/DSST®/ECE examination listed that has been passed and carries American Council on Education (ACE) credit recommendations. The data can go back as far as 1976, but data older than 1994 may be missing or incomplete. The older the data, the greater the chance something could be missing. It is recommended that Navy personnel review the JST online for accuracy prior to submission to the University for credit review.

For application and enrollment procedures, please visit www.tesu.edu/military/navy/index.

FOR STUDENTS IN THE MARINES
Upon applying, Marines and veterans do not have to request an initial copy of their Joint Services Transcript (JST), as the University will make this request on their behalf. Any service member wishing to update their evaluation with subsequent training, added after the initial JST was evaluated, should submit an electronic request through https://jst.doded.mil/. The JST program will provide a transcript for any service school, rating, Navy Enlisted Classification (NEC), or CLEP®/DSST®/ECE examination listed that has been passed and carries American Council on Education (ACE) credit recommendations. The data can go back as far as 1976, but data older than 1994 may be missing or incomplete. The older the data, the greater the chance something could be missing. It is recommended that Marines review the JST online for accuracy prior to submission to the University for credit review.

For application and enrollment procedures, please visit www.tesu.edu/military/marines/index.cfm.

FOR STUDENTS IN THE COAST GUARD
Upon applying, Coast Guard personnel and veterans do not have to request an initial copy of their Joint Services Transcript (JST), as the University will make this request on their behalf. Any service member wishing to update their evaluation with subsequent training, added after the initial JST was evaluated, should submit an electronic request through https://jst.doded.mil/. The JST program will provide a transcript for any service school, rating, Navy Enlisted Classification (NEC), or CLEP®/DSST®/ECE examination listed that has been passed and carries American Council on Education (ACE) credit recommendations. The data can go back as far as 1976, but data older than 1994 may be missing or incomplete. The older the data, the greater the chance something could be missing. It is recommended that Coast Guard personnel review the JST online for accuracy prior to submission to the University for credit review.

For application and enrollment procedures, please visit www.tesu.edu/military/coast-guard/index.

FOR STUDENTS COMPLETING METC OR GWU HEALTH SCIENCES
Community College of the Air Force (CCAF) will issue and forward transcripts to colleges and universities for students receiving consolidated training at Medical Education & Training Campus (METC), including Air Force, Army, Navy, Coast Guard, and Marine Corps. All service members who complete training at the George Washington University (GWU) School of Medicine & Health Sciences should request that a copy of their transcript be forwarded to the Office of the Registrar. Transcripts may be ordered electronically at https://jst.doded.mil/.

EARNING CREDIT FOR PROFESSIONAL TRAINING
Thomas Edison State University can help students finish a degree faster by awarding college credit for professional training courses, programs, and credentials they have successfully completed outside of the traditional college setting.

Students may be able to earn credit for a number of professional credentials, courses, or training programs known as “noncollegiate learning experiences.” that have been evaluated for college credit by the University’s Office of Professional Learning Reviews or an institutional member of the Consortium for the Assessment of College Equivalence (CACE) www.cacereviews.org.

The University is also a member of the Registered Apprenticeship College Consortium (RACC) that gives an opportunity for students who have completed a registered apprenticeship from one of the member programs to transfer assessed program credits. Students can access a list of participating registered apprenticeship programs as well as learn more about the RACC at www.doleta.gov/oa/racc.cfm.

OFFICE FOR PROFESSIONAL LEARNING REVIEW
The mission of the Office of Professional Learning Review (OPLR) is to expand adult learner access to higher education by creating a pathway from workplace and other noncollegiate training to a college education.

OPLR assesses prior learning on a programmatic rather than individual basis, evaluating courses, licenses, certifications, apprenticeships, and exams offered by corporations, government agencies, labor unions, work-based courses taken through corporations, career schools, and professional associations to determine college-level learning. The University then awards credit for the college-level learning
acquired through the completion of those programs.

These evaluations are known as Professional Learning Reviews (PLRs). PLRs determine whether learning experiences offered outside of traditional academic settings provide college-level learning and can be applied as credit to an academic program at the University. Depending on the outcome of a PLR, individuals who complete an assessed learning experience can earn credit at Thomas Edison State University. Since PLRs and their parameters are continually updated, see www.tesu.edu/plr for the most up-to-date information on these reviews.

To contact OPLR, call (609) 633-6271 or plr@tesu.edu.

STUDENT PLR REQUESTS
Due to the resources OPLR devotes to each PLR, a PLR is intended to benefit a substantial population of students rather than a single or limited number of students. Therefore, PLR requests are not accepted from individual students, nor are PLRs performed for an individual. Individuals are encouraged to refer training sponsors or credential issuers to OPLR or speak with the appropriate school dean if they believe a review has the potential to benefit a large number of students. Students are also encouraged to seek alternate methods to earn credit, as appropriate, and contact their academic advisor.

STUDENT TRANSCRIPTS FOR PLRS
(“SOURCE DOCUMENTS”)
In order to be able to award appropriate PLR credits, a student’s record of the reviewed learning experience must be captured on an official document from the sponsor of the learning experience. At the University, this document is known as the “source document” for a PLR. The acceptable source document is determined during the review process and kept as part of the review record.

For professional credentials assessed by the University, this documentation is frequently a notarized copy of the license or certification and a current renewal card where appropriate. Additional documentation may be required. To ensure proper handling, complete and submit the University’s Cover Sheet for Student Submission of TESU-Assessed Credentials along with the documentation. Access this cover sheet under Student Forms at: https://www.tesu.edu/current-students/student-forms.

Those interested in utilizing PLR credit as an enrolled student should choose the link to their specific learning experience from the PLR list at www.tesu.edu/plr and follow the instructions on submitting documentation to the University.

Students who wish to create a transcript of their reviewed learning experience(s) for use with an employer or elsewhere should submit a Nondegree Services Application for Individual Learning Account or contact the Office of Admissions at 609-777-5680 or admissions@tesu.edu.

ABOUT NCPACE COURSES
Thomas Edison State University participates in the Navy College Program for Afloat College Education (NCPACE) program. The program allows students to continue their education while deployed and without reliable, consistent internet access. Courses associated with the NCPACE programs are known as NCPACE courses. Please visit www.tesu.edu/military/navy/ncpace-courses for the current list of NCPACE course offerings.

NOTE: Students who have taken a NCPACE course with Thomas Edison State University must still apply to the school to pursue a degree program.
ACC-101: PRINCIPLES OF FINANCIAL ACCOUNTING (3 credits)
Principles of Financial Accounting is designed to help students learn to record business transactions, summarize these transactions, and prepare, interpret, and use financial statements. This course begins with the accounting cycle, merchandising concerns, and financial assets, and it finishes with plant assets, liabilities, and stockholders’ equity.
Advisory: Working knowledge of Microsoft Excel is required.

ACC-102: PRINCIPLES OF MANAGERIAL ACCOUNTING (3 credits)
Principles of Managerial Accounting has as its principal focus the information that managers need to make decisions and the types of analyses appropriate to each decision. Course topics range from cash flow and financial statement analysis to long-term capital budget decisions.
Advisory: It is advisable to have knowledge in a course equivalent to ACC-101: Principles of Financial Accounting, with a grade of C or better, to succeed in this course. Students are responsible for making sure that they have the necessary knowledge. Working knowledge of Microsoft Excel is required.

ACC-201: INTERMEDIATE ACCOUNTING I (3 credits)
Intermediate Accounting I is the first of a two-course sequence in financial accounting. Topics covered include accounting theory, a review of the accounting cycle, financial statements, time value of money, current assets, and operational assets as they apply to generally accepted accounting principles (GAAP) and International Financial Reporting Standards (IFRS). This course is essential for students who wish to pursue a major in accounting.
Advisory: Working knowledge of Microsoft Excel is required.

ACC-202: INTERMEDIATE ACCOUNTING II (3 credits)
Intermediate Accounting II is the second of a two-course sequence in financial accounting. Accounting methods and procedures under generally accepted accounting principles (GAAP) and International Financial Reporting Standards (IFRS) will be covered in detail. Topics covered include investments, current liabilities and contingencies, bonds and long-term notes, leases, accounting for income taxes, pensions, shareholders’ equity, earnings per share, share-based compensation, accounting errors, and the statement of cash flows. This course is essential for students who wish to pursue a major in accounting.
Advisory: Working knowledge of Microsoft Excel is required.

ACC-303: COST ACCOUNTING (3 credits)
This course explores the world of cost accounting. It reviews the nature and calculation of costs associated with delivering products and services. Students will gain experience with the fundamental analytical tools that are utilized for cost accounting and in assessing how cost information can be used to make managerial decisions.
Advisory: It is advisable to have completed ACC-101: Principles of Financial Accounting and ACC-201: Intermediate Accounting I, with a grade of C or better, in order to succeed in this course. Students are responsible for making sure that they have the necessary knowledge. Working knowledge of Microsoft Excel is required.

System Requirement: This course requires access to a computer with Microsoft Word or a compatible word processing program and Microsoft Excel or a compatible spreadsheet program.

ACC-401: ADVANCED ACCOUNTING I (3 credits)
Advanced Accounting I is the first semester of a two-semester sequence of courses that provide a review and introduction to both the concepts and technical issues associated with more advanced accounting topics. In this course complex consolidated financial statements will be addressed in detail, along with accounting for various types of subsidiary investments. In addition, interim and segmental reporting will be discussed. International operations and foreign exchange translations will also be covered in-depth, along with derivatives. Related professional pronouncements will be introduced as well.
Advisory: It is advisable to have completed ACC-201: Intermediate Accounting I, with a grade of C or better, in order to succeed in this course. Students are responsible for making sure that they have the necessary knowledge. Working knowledge of Microsoft Excel is required.

ACC-402: ADVANCED ACCOUNTING II (3 credits)
Advanced Accounting II is the second semester of a two-semester sequence of courses that provide review and introduction to both the concepts and technical issues associated with more advanced accounting topics. Topic coverage in this course will include an in-depth discussion of partnership accounting from initial formation to liquidation. In addition, governmental and not-for-profit accounting will be covered in detail. Finally, fiduciary accounting for estates and trusts and also debt restructuring will complete the topic coverage. Related professional pronouncements will be introduced during the term as well.
Advisory: It is advisable to have knowledge in a course equivalent to ACC-201: Intermediate Accounting I, with a grade of C or better, to succeed in this course. It is also advisable to have successfully completed ACC-401: Advanced Accounting I or its equivalent. Students are responsible for making sure they have the necessary knowledge. Working knowledge of Microsoft Excel is required.

ACC-411: AUDITING (3 credits)
Auditing is designed to provide students with the foundation needed to develop the skills required of an auditor. It focuses on the tools and processes necessary to complete an audit and includes a review of references and resources available on the internet. It also emphasizes the skills necessary for auditors to make sound judgments and recommendations. Students will review the auditing process by examining internal controls.
and audit evidence that helps auditors to render an opinion on the financial statements as a whole. Furthermore, students will learn to evaluate such controls and evidence in order to make a documented conclusion on the evidence reviewed. The role of a certified public accountant (CPA) on a certified audit engagement is covered in detail.

Advisory: It is advisable to have completed ACC-401: Advanced Accounting I or ACC-201: Intermediate Accounting I with grades of C or better, in order to succeed in this course. Students are responsible for making sure that they have the necessary knowledge. Working knowledge of Microsoft Excel is required.

ACC-415: ADVANCED AUDIT (3 credits)
Advanced Audit provides an in-depth analysis of current auditing issues, especially those involved in completing the audit: auditors’ reporting responsibilities; internal control over reporting for public companies; the requirements of the Sarbanes-Oxley Act; and auditing of information technology systems. In addition, the course focuses on compliance concepts and techniques, detailed attestation and review services, and the professional judgment process model for auditing financial statements. Recognized standards, such as the International Standards of Auditing (ISA) and the generally accepted government auditing standards (GAGAS), are discussed in detail.

Advisory: It is advisable to have knowledge in a course equivalent to ACC-411: Auditing, with a grade of C or better, to succeed in this course. Students are responsible for making sure they have the necessary knowledge. Working knowledge of Microsoft Excel is required.

ACC-421: FEDERAL INCOME TAXATION (3 credits)
Federal Income Taxation is a one-semester course designed to help students learn the basics of federal income taxation of individuals. The course covers the basic tax calculations, filing status, gross income inclusions and exclusions, gain and loss recognition, business and personal deductions, tax credits, and filing requirements. It also looks briefly at the taxation of partnerships as well as that of corporations and special “S” corporations.

Advisory: It is advisable to have completed ACC-101: Principles of Financial Accounting and ACC-102: Principles of Managerial Accounting, with grades of C or better, in order to succeed in this course. Students are responsible for making sure that they have the necessary knowledge. Working knowledge of Microsoft Excel is required.

ANT-101: INTRODUCTION TO ANTHROPOLOGY (3 credits)
Introduction to Anthropology studies culture as the expression of human values, behavior, and social organization in its unique and varied forms throughout the world, past and present. This course attempts to document that diversity and demonstrate the inherent logic of each culture in the light of problems people need to solve and the environments to which they must adapt.

AOJ-101: INTRODUCTION TO LAW ENFORCEMENT (3 credits)
Introduction to Law Enforcement examines the history and heritage of law enforcement, the criminal justice system in the United States and its contemporary police system, the organization and management of police, and constitutional law and legal precedents.

AOJ-102: INTRODUCTION TO CRIMINAL JUSTICE (3 credits)
Introduction to Criminal Justice offers an overview of the entire criminal justice system. The focus is on the administration of police, court and correctional agencies, and the decision-making points from the initial investigation or arrest by police to the eventual release of the offender and his/her re-entry into society. The emphasis is on the dynamic relationships between the various elements in the system as well as special problem areas.

AOJ-111: INTRODUCTION TO CORRECTIONS (3 credits)
Students will examine historical and contemporary correctional practices in this course. Theoretical concepts of the criminal sanction will be introduced, along with institutional rehabilitation and community-based corrections. Various correctional settings and approaches are discussed including topics such as punishment, probation, the prison community, and parole. Students will also explore the role of community resources in treating the noninstitutionalized offender (i.e., through halfway houses, alternative programs, and work and study release).

AOJ-280: FORENSIC SCIENCE (3 credits)
Forensic Science presents a comprehensive introduction of the application of science concepts to criminal investigation. Key topics covered include the importance of the crime scene and the collection and analysis of both physical and biological evidence. In addition to the textbook readings and lecture notes, this course employs analysis of actual criminal cases through written assignments and discussions.

AOJ-303: WHITE-COLLAR CRIME (3 credits)
White-Collar Crime explores the nature and problems of crime committed by those in a position of trust, including its historic roots, causal factors in American life and society, white-collar criminal activities, the problems of corruption and graft, the economic impact of the criminal activities, and the development of strategies to control and prosecute those involved in this type of crime.

AOJ-310: CRIMINAL LAW (3 credits)
his course will explore criminal law from a variety of perspectives. Students will examine the basic elements of crimes, including actus reus and mens rea; general doctrines of criminal liability, such as complicity, causation, attempt, and conspiracy; and an example of substantive crime grading (homicide). Other topics covered include inchoate crime, crimes against persons, crimes against property, and defenses that the accused might raise. Finally, students will
explore current cases and jurisdictions across the country, as criminal law does not constitute a uniform body of rules across jurisdictions.

**AOJ-358: COURTS AND CRIMINAL PROCEDURES (3 credits)**

Courts and Criminal Procedures provides a thorough understanding of criminal law concepts and procedures, beginning with their historical basis in the Constitution. Students will examine the complex relationship between public order (crime control) and individual rights (due process). They will trace the flow of a criminal case from the time the crime is committed all the way to the U.S. Supreme Court, identifying key players, their roles, their interrelationships, and the critical decisions they make. Throughout, students will examine criminal procedure in relation to landmark court decisions.

**AOJ-363: AMERICAN JUVENILE JUSTICE SYSTEM (3 credits)**

American Juvenile Justice System explores the purpose, structure, and operation of the United States juvenile justice system, beginning with history, organization, and philosophies. Students will examine the amount of juvenile crime and trends in the United States and study theories of juvenile crime and delinquency. Further, they will analyze the juvenile justice process and stakeholders, including police-juvenile relationships, juvenile court proceedings, juvenile detention, and probation. They will also review current juvenile justice issues.

**AOJ-381: VICTIMOLOGY AND CRIMINAL BEHAVIOR (3 credits)**

Victimology and Criminal Behavior focuses on the criminal event from both the perspective of victims and the motives of offenders. It examines victimization patterns, typologies, lifestyles, causal factors, consequences, and the treatment of victims by the criminal justice system. Understanding the behaviors of criminals will help students identify preincident warning signs, techniques to defuse immediate danger, and strategies to prevent future harm.

*Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory Administration of Justice course.*

**AOJ-484: PUBLIC POLICY, CRIME, AND CRIMINAL JUSTICE (3 credits)**

Public Policy, Crime, and Criminal Justice provides an analysis of intergovernmental relations in the forming and implementing of criminal justice policies, laws, and procedures. Emphasis is placed on the development of quantitative and qualitative information in analyzing and formulating policy.

*Advisory: To be successful in this course, students should have earned 6 credits in Administration of Justice or have comparable knowledge and experience.*

**APS-100: MEDICAL TERMINOLOGY (1 credit)**

Medical Terminology is an introductory course intended to familiarize students with everyday medical terminology used by healthcare and medical professionals. It is structured to provide students with the entry-level knowledge needed to advance into various careers in the medical field. The courses emphasizes word parts, word structure, word analysis, and pronunciation of terms. Terms relating to diseases, disorders, diagnostic, and surgical procedures of the organ systems of the body are covered. Specific medical words and word parts will be reviewed as they pertain to the musculoskeletal, lymphatic/immune, cardiovascular, respiratory, digestive, urinary, nervous, integumentary, endocrine, vision, hearing, and reproductive systems. Students do not require a medical background prior to enrolling.

**APS-289: RADIATION SAFETY OFFICER (3 credits)**

The Radiation Safety Officer TECEP® exam assesses students’ knowledge needed for serving as a radiation safety officer (RSO) at a nonmedical radioactive material license facility. It focuses on the subjects required to meet the classroom provisions of 10 CFR 33.15. Topics include radiation fundamentals, health risks, regulations, licensing, regulatory enforcement, external and internal dosimetry, shielding, radiation protection, ALARA, instruments, use of X-ray equipment, radiation surveys, statistics, quality assurance, DOT shipment/receipt of radioactive materials, program management, record keeping, emergency response, and inspections.

**APS-295: ASSOCIATE CAPSTONE (3 credits)**

The Associate Capstone prepares and develops students’ skills for a technical work-stream leader role in their area of discipline within business and technology. This course teaches various techniques to simulate new concepts for a technology driven ideation process and the ability to assess the marketplace. Throughout this course the students will develop their ability to: understand and manage technology life cycles; recognize business and manufacturing tools and strategies to yield the greatest efficiencies through each stage of this process; and to anticipate the issues and considerations when deploying technology. This course is designed to provide knowledge in these areas for the identification, analysis, and synthesis of current trends and incremental changes in any technical area of study.

**APS-302: CUSTOMER SERVICE A PRACTICAL APPROACH (3 credits)**

Customer Service: A Practical Approach presents the principal concepts and current trends in the customer service industry. Particular areas of concentration involve defining customer service and identifying its challenges, employing the problem-solving process, formulating a customer service strategy, coping with challenging customers, retaining customers, and measuring performance. Students will analyze the significant elements of customer service and apply effective customer service principles.
ART-166: HISTORY OF WESTERN ART I (3 credits)
History of Western Art I examines the greatest works of the Western visual tradition, highlighting issues of social content, form, and iconography. The course is a survey of Western European art and architecture from antiquity to 1600 CE. The course provides an excellent introduction and general overview of the seminal works of Western art. The social, political, and philosophical influences on the art and architecture are also examined. Students will gain a knowledge and appreciation of the great works, their artists, and the cultures that produced them.

ART-167: HISTORY OF WESTERN ART II (3 credits)
History of Western Art II is a survey of Western art and architecture from the 1600s to the present day. Students will learn about the artists, architects, and social, political, and historical events and figures that formed the history of European and American art and architecture of this period. Various trends and art periods, from Baroque through Pop art, are examined and discussed. The great masterworks, from “Night Watch” to the “Guernica,” are studied and compared. This course is an excellent introduction to modern art and a good complement to History of Western Art I (ART-166).

AST-101: INTRODUCTORY ASTRONOMY (3 credits)
Introductory Astronomy explores the history and development of astronomy, including the major contributions and discoveries of the scientists who have shaped the field, the objects that can (and cannot) be seen in the nighttime sky, and the birth and fate of the universe. Students will examine how astronomers collect, interpret, and evaluate data as well as how they go on to develop laws and scientific theories to explain their observations. Human understanding of the universe is always evolving and growing; yet astronomy is one of the few areas where plenty of intriguing questions remain unanswered.

AVF-303: AVIATION SAFETY MANAGEMENT (3 credits)
Aviation Safety Management examines contemporary safety issues directly affecting the aviation industry. Primary focus is on safety developments and accident prevention strategies. Additional topics include: safety regulations; accident investigation; accident causation models and human factors; various safety developments in the air and on the ground; aviation security; and aviation safety management programs.

AVF-472: AIRPORT MANAGEMENT I (3 credits)
Airport Management I provides an introduction to airport operations and the myriad of responsibilities that airport managers face on a day-to-day basis. This course presents airport expansion in the historical context along with the impact airports have on the environment. Students are introduced to the regulatory aspect as well as the operational requirements affecting air travelers on a day-to-day basis.
**AVT-474: AIRPORT MANAGEMENT II (3 credits)**
Airport Management II examines airport planning and design, financial management, and marketing. Airports are continually evolving so airport executives must be cognizant of the needs of the public and demonstrate knowledge, skills, and expertise to properly fulfill these needs. Fiscal responsibility combined with sensible planning is the airport executive’s responsibility. Students are introduced to the financial aspect as well as the planning requirements affecting airports in the present and future.

**AVT-301: AIRLINE MANAGEMENT (3 credits)**
Airline Management provides an introduction to the various administrative aspects of airline planning and management. It examines subjects pertaining to historical developments, route network design, product offering and pricing strategy, fleet planning, scheduling, and financing operations and growth.

**AVT-305: AIRLINE MARKETING AND CUSTOMER SERVICE (3 credits)**
Airline Marketing and Customer Service provides students with an in-depth knowledge of the components of airline marketing and customer service. Areas covered include market segmentation, product planning, communications and social media, loyalty, corporate sales and distribution, and customer service strategies.

**AVT-306: CREW RESOURCE MANAGEMENT (3 credits)**
Crew Resource Management examines and develops the cognitive, organizational, management, and interpersonal skills of the student that are necessary to lead a crew and manage a flight within a complex organized aviation environment.

**BIO-101: INTRODUCTORY BIOLOGY (3 credits)**
Introductory Biology is a general biology course for nonmajors and provides an overview of the structure and function of living organisms. Topics covered in this course include essential information about characteristics of life, the scientific method, cell structure and function, genetics, microbiology, and comparative biology. Students will take from this course an understanding of the basic concepts in biology.

**BIO-211: ANATOMY AND PHYSIOLOGY I WITH LAB (4 credits)**
Anatomy and Physiology I with Lab provides a survey of the structure and function of the human body with an emphasis on normal anatomy and physiology, and physiological processes of the following systems: skeletal, muscle, nervous, and sensory. The course begins with an introduction of how molecules are organized to form cellular organelles; how the organelles function together to form the smallest living unit, the cell; and how cells are organized into tissues, which combine to form organs. Animal dissection is required.

**BIO-212: ANATOMY AND PHYSIOLOGY II WITH LAB (4 credits)**
Anatomy and Physiology II with Lab provides a survey of the structure and function of the human body with an emphasis on normal anatomy and physiology, and physiological processes of the following systems: endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive. The course includes overviews of development, genetics, and inheritance. Animal dissection is required.

**BIO-251: INTRODUCTION TO MICROBIOLOGY WITH LAB (4 credits)**
The goal of Introduction to Microbiology with Lab is to help students make the connections between microbiology and the world, whether the student is considering entering the healthcare field or not. Fundamental concepts in microbiology, as well as the relationship of microorganisms to disease and epidemiology, will be discussed. This course will also include a lab with emphasis on bacteria, including preparation, use of selective and differential media, and using aseptic techniques.

**BIO-310: MAN’S BEST FRIEND: THE BIOLOGY AND BEHAVIOR OF DOGS (3 credits)**
Dogs and humans have been working and playing together for as long as 30,000 years. This course provides a comprehensive overview of the most critical components of a successful human-animal relationship and requires students to synthesize what they learn about biology and behavior. This is accomplished by first examining the origin of the relationship between humans and dogs, and follows the development of the dog from the first stages of domestication through present day by including the dog’s physiology, structure, reproduction, and genetics. Next, developmental behavior of the dog is examined from birth to adulthood as well as breed specific behaviors. Learning process and principles of training are also investigated through several common behavior problems and their solutions. Health, disease, and nutrition are also discussed.
**BPS-495: BACHELOR OF SCIENCE IN PROFESSIONAL STUDIES CAPSTONE (3 credits)**
The Bachelor of Science in Professional Studies Capstone provides engagement in a student-centered, content-related learning experience that serves as a summary and synthesis of a student's undergraduate academic career. The student selects a professional area of interest related to her or his career and engages in an activity leading to a research project. The culminating report is reflective of comprehensive competencies gained in undergraduate studies and demonstrates a student's knowledge of the outcomes of the Bachelor of Science in Professional Studies degree.

**BUS-101: INTRODUCTION TO BUSINESS (3 credits)**
Introduction to Business outlines a concise overview of the world of business. Emphasis is placed on the following topics: economics and economic systems; ownership; risk; production; finance and the financial system; marketing; human resources; how to form a union; and the effect of government in business. The primary objective is to introduce students to the world of business and formulate an opportunity to define and apply the language of business to various endeavors in which businesses operate.

**BUS-161: BUSINESS MATHEMATICS (3 credits)**
With a growing need for record keeping, establishing budgets, and understanding finance, taxation, and investment opportunities, mathematics has become a greater part of our daily lives. Business Mathematics attempts to apply mathematics to daily business experiences. Success in business relies more than ever upon the ability of managers to keep careful records, establish budgets, and understand finance, taxation, and investment opportunities. This course will help students use mathematics to their advantage in daily business practices.

**BUS-210: QUANTITATIVE SKILLS FOR BUSINESS (3 credits)**
Quantitative Skills for Business applies a reasoning and analytic approach to the theories, tools, and models associated with numerical decision making. Applying an application-driven modality for learning, the course presents empirically-oriented, data-driven scenarios. Scrutinizing these cases assists students in honing both their professional and consumer decision-making skill sets. Topics include formulating and presenting management information, statistical analysis, quality control and quality management, decision making under uncertainty, project management, and financial decision making. This course is also designed to measure a student's competency in quantitative reasoning/literacy, one of the institutional learning outcome.

**BUS-311: BUSINESS IN SOCIETY (3 credits)**
The Business in Society TECEP® exam assesses students' ability to analyze the interrelationships and influences among business, society, and government. It takes a stakeholder approach to focus on how social and governmental forces have changed the role of business and have influenced managerial decision making. It examines the impact that external factors such as governmental regulation, legal rulings, and how the changing expectations regarding the social obligations of business have influenced consumer, employee, community, ethical, and international relationships.

**BUS-421: BUSINESS ADMINISTRATION CAPSTONE (3 credits)**
Business Administration Capstone is a senior-level Capstone course that focuses on the development and implementation of strategy as a means to success in business. This course integrates concepts and applications from various functional areas of business. Relying heavily on case studies, the focus is on how managers engage in strategic thinking, planning, analysis, and execution to gain a sustained competitive advantage in the marketplace.

**CHE-101: SURVEY OF CHEMISTRY (3 credits)**
Survey of Chemistry is designed for nonchemistry majors to provide a broad background to “the world of chemistry.” The real world of chemistry is vast and complicated, but the assignments and activities in this course help elucidate how every substance, living or inanimate, is chemical in nature. Substances are often mentioned in the news, in both political and nonpolitical discussions. Thus, the basic knowledge of chemistry that students will learn in Survey of Chemistry helps them to make intelligent and informed decisions about environmental, nutritional, and medical issues in today’s world.

**CHE-111: GENERAL CHEMISTRY I (3 credits)**
Chemistry is a science that deals with the composition, structure, and properties of substances and with the transformations that they undergo. It is the “study of change.” In this course, the first of a two-semester general chemistry sequence, students explore the structure of the atom, the molecules that form from atoms, and the basic concepts of chemical reactivity, including the relations between amounts of materials undergoing reactions and the energetics of those reactions. At the atomic and molecular
level, chemistry is a very abstract subject, but the study of atoms and molecules is fundamental to understanding life itself, since all matter is made up of atoms and molecules. Through practical examples and applications, the course aims to explain not only the abstract concepts of chemistry, but also how those concepts are understood in real-life contexts.

Advisory: This course does not contain a lab component. Students who need a chemistry I course with lab should enroll in CHE-121: General Chemistry I with Lab.

**CHE-112: GENERAL CHEMISTRY II (3 credits)**

Chemistry is a science that deals with the composition, structure, and properties of substances and with the transformations that they undergo. It is the “study of change.” In this course, the second of a two-semester general chemistry sequence, the emphasis is on chemical equilibrium, acid/base chemistry, and energy changes in chemical reactions. The course also focuses on chemical thermodynamics, kinetics, intermolecular forces and the physical properties of solutions, coordination compounds, and electrochemistry. At the atomic and molecular level, chemistry is a very abstract subject, but the study of atoms and molecules is fundamental to understanding life itself, since all matter is made up of atoms and molecules. Through practical examples and applications, the course aims to explain not only the abstract concepts of chemistry, but also how those concepts are understood in real-life contexts.

Advisory: This course does not contain a lab component. Students who need a chemistry II course with lab should enroll in CHE-122: Chemistry II with Lab. It is advisable to have knowledge in a course equivalent to CHE-121: General Chemistry I with Lab with a grade of C or better to succeed in this course.

**CHE-121: GENERAL CHEMISTRY I WITH LAB (4 credits)**

Chemistry is a science that deals with the composition, structure, and properties of substances and with the transformations that they undergo. It is the “study of change.” In this course, the first of a two-semester general chemistry sequence, students explore the structure of the atom, the molecules that form from atoms, and the basic concepts of chemical reactivity, including the relations between amounts of materials undergoing reactions and the energetics of those reactions. At the atomic and molecular level, chemistry is a very abstract subject, but the study of atoms and molecules is fundamental to understanding life itself, since all matter is made up of atoms and molecules. Through practical examples and applications, the course aims to explain not only the abstract concepts of chemistry, but also how those concepts are understood in real-life contexts.

Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.

**CHE-122: GENERAL CHEMISTRY II WITH LAB (4 credits)**

Chemistry is a science that deals with the composition, structure, and properties of substances and with the transformations that they undergo. It is the “study of change.” In this course, the second of a two-semester general chemistry sequence, the emphasis is on chemical equilibrium, acid/base chemistry, and energy changes in chemical reactions. The course also focuses on chemical thermodynamics, kinetics, intermolecular forces and the physical properties of solutions, coordination compounds, and electrochemistry. At the atomic and molecular level, chemistry is a very abstract subject, but the study of atoms and molecules is fundamental to understanding life itself, since all matter is made up of atoms and molecules. Through practical examples and applications, the course aims to explain not only the abstract concepts of chemistry, but also how those concepts are understood in real-life contexts.

Advisory: This course does not contain a lab component. Students who need a chemistry I course with lab should enroll in CHE-121: General Chemistry I with Lab.

**CHE-128: GENERAL CHEMISTRY I LAB (1 credit)**

General Chemistry I Lab is a 1-credit course that requires students to complete laboratory experiments that illustrate principles studied in General Chemistry I. It is advisable to have knowledge in a course equivalent to CHE-121: General Chemistry I with Lab.

Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.

**CHE-129: GENERAL CHEMISTRY II LAB (1 credit)**

General Chemistry II Lab is a 1-credit course that requires students to complete laboratory experiments that illustrate principles studied in General Chemistry II. It is advisable to have knowledge in a course equivalent to CHE-122: General Chemistry II with Lab.

Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.

**CIS-107: COMPUTER CONCEPTS AND APPLICATIONS (3 credits)**

This course provides an overview of computers, focusing on: historical development; hardware; application software; communications; internet use; how to purchase, install, and maintain a computer; information systems; system analysis and design; programming; careers in the computer field; security, ethics, and privacy issues; and multimedia. The “laboratory” portion of the course features the use of Microsoft Office and Windows.

**CIS-301: MANAGEMENT INFORMATION SYSTEMS (3 credits)**

Management Information Systems provides an overall picture of information systems in the conduct of business. This course covers the organization and management of a networked enterprise, the infrastructure of information technology, the necessary support systems for the digital company, and the building and managing of information systems in a global business environment.
CIS-311: DATABASE MANAGEMENT (3 credits)
This course provides students with fundamental concepts of databases and database management systems (DBMS). It offers terminology, conceptual approaches, and practical approaches when designing and implementing different database types. Students will learn design considerations and solutions with a DBMS, using various industry standards and models available. Analytical and problem-solving skills will be strengthened. The material also includes common tools and techniques utilized to optimize performance and secure the database and related resources. Other topics covered include: entity relationship diagrams (ERD); Structured Query Language (SQL); information and decision making; and data normalization.

CIS-320: SYSTEM ANALYSIS AND DESIGN I (3 credits)
Systems Analysis and Design I provides students with concepts of the analysis and design processes and allows students to use industry standard methodology and framework to develop business information systems. The course combines terminology with conceptual and practical approaches to designing and implementing business systems. Analytical and problem-solving skills are developed through a modern integrated, structured approach. Predictive and adaptive approaches to systems development life cycle (SDLC) using an iterative approach are covered. The course contains the entire analysis and design process from conception through implementation, including training and support, system documentation and maintenance, and relevant project management techniques. Tools and techniques to optimize performance and secure the system are introduced. Tools that optimize performance and secure the system include SDLC, Unified Process (UP), Extreme Programming (XP), and Scrum.

CIS-351: SOFTWARE ENGINEERING (3 credits)
Software Engineering immerses the student in the process of software engineering, which involves identifying the components of a software system, breaking complex components into smaller and more manageable abstract pieces, and modeling the entire system. These tasks help software teams better handle the design, planning, and development of software systems. In this course the student will be exposed to a variety of techniques for planning and modeling along with strategies for gathering user input and for executing software development.

Advisory: Students are strongly encouraged to have successfully completed an introductory programming course such as COS-116: C Programming or COS-213: C++ Programming before taking this course.

CMP-202: FOUNDATION OF INFORMATION TECHNOLOGY (3 credits)
This course provides an overview of the fundamental ideas and principles behind information systems. The course approaches traditional computer concepts from a managerial perspective geared to the requirements of businesses and organizations. Within this context, students use case studies to analyze and discuss design concepts and approaches to managing information and implementing technology solutions. The course introduces students to the role of information systems in business, society and private life, to the role of critical decision makers, and to important decision support tools. It further addresses core ethical issues, principles, and procedures. Students are expected to develop critical-thinking as well as analytical and problem-solving skills.

CMP-354: NETWORK TECHNOLOGY (3 credits)
This course provides students with the fundamental concepts of data communications. This course teaches practical approaches when designing and implementing a network environment of varying sizes. It includes an analysis of the physical and logical aspects of the network infrastructure and the various industry standards and models available. The material also consists of the common tools and techniques utilized to optimize the performance and secure the core network components and resources. Throughout this course, students will develop and build their analytical and problem-solving skills. Specific topics covered include: network architectures; topologies; media and devices; protocols; and servers and security.

COM-100: COMMUNICATION THEORY (3 credits)
This course surveys the current body of communication theory literature. Students examine theories applied in the study of mass media and human communication. Communication theories pertain to interpersonal, group, and mass communication and, therefore, provide a framework for analyzing media texts and the everyday experience of human communication.

COM-120: INTRODUCTION TO MASS COMMUNICATIONS I (3 credits)
This course explores the nature and history of how complex organizations produce public messages. The course examines the development of mass media after the invention of the printing press, the telegraph and telephone, and photography. It also examines the relationship between mass communication and culture as well as the historical and cultural significance and impact of the media.

COM-121: INTRODUCTION TO MASS COMMUNICATIONS II (3 credits)
This course investigates how technological advances in electronic media have changed the way complex organizations produce public messages. The course examines changes in the broadcast industry brought about by the invention of television and changes in the commercial networks brought about by the expansion of service providers. The course looks at how various media professions shape mass media messages, and it evaluates the effects of industry regulation. Finally, the course assesses the impact of mass communications on the global village and examines the media’s influence on the way people think and behave.

Advisory: It is advisable to have knowledge in a course equivalent to COM-120: Introduction to Mass Communications I with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.
COM-209: PUBLIC SPEAKING (3 credits)
This course focuses on the skills necessary for effective public speaking: organizing materials, selecting appropriate content, developing a comprehensive outline, integrating visual aids effectively, and using an appropriate style of delivery. Students learn the principles of public speaking and critical thinking including the discovery and evaluation of arguments and evidence, organization, style, audience analysis and adaptation, speech composition, and presentation skills. This course prepares students to develop professional presentations in the increasingly diverse workplace.

COM-210: PUBLIC RELATIONS THOUGHT AND PRACTICE (3 credits)
This TECEP® tests concepts taught in a one-semester course in public relations. Topics include: the foundation ideas and fundamental concepts of contemporary public relations practice; studies of public opinion formation, influence, and measurement; techniques of communication and journalism that effectively reach large audiences; and management skills required to plan and execute a successful public relations program.

COM-265: COMMUNICATION IN THE DIGITAL AGE (3 credits)
This course offers an undergraduate-level study of digital media with emphasis on the uses of textual and visual media in digital spaces, such as websites, blogs, podcasts, and wikis. The course examines how digital media is extending the capabilities of traditional media and how digital media is altering the societal landscape. It investigates how digital technologies are changing the economic realities associated with media. This course provides opportunities for students who are interested in digital publication and those interested in theories of digital composition and rhetoric.

COM-330: INTERPERSONAL COMMUNICATION (3 credits)
This course examines the process of interpersonal communication from various perspectives, including dyadic interactions, how we perceive others, listening skills, emotions, language, and nonverbal communications. Interpersonal communication investigates subjects related to daily human interaction such as intimacy, deception, conflict, and conflict resolution.

COM-335: INTERCULTURAL COMMUNICATION (3 credits)
This course presents a theoretical and practical approach to the study of intercultural communication. The course focuses on the many elements and processes involved in the sending and receiving of messages across cultures. The aim of the course is to increase sensitivity to and understanding of intercultural differences and similarities leading to more effective communication. The course covers basic concepts, principles, and practical skills for improving communication between persons from different ethnic, racial, religious, and cultural backgrounds.

COM-339: THE STORY OF HUMAN LANGUAGE (3 credits)
This course examines how language is created, acquired, and utilized. Topics examined in this course include the origin of language, differences between animal and human language, sound and word formation, language acquisition, verbal and nonverbal utilization, and its regional, social, and cultural variations. These topics are fundamental to a greater understanding of human language and its use and origins. Lastly, this course provides an essential foundation for advanced courses in linguistics.

COS-101: INTRODUCTION TO COMPUTERS (3 credits)
Introduction to Computers provides students with a broad, general introduction to hardware and software fundamentals, productivity software, graphics, digital media, multimedia, database applications, networking, the internet, and security and privacy issues. Using Visual Basic programming language, this course introduces students to object-oriented programming concepts and techniques such as variable declaration and usage, input and output, graphical user interface (GUI) design, event handling, conditional statements, loops, and sub-procedures and functions.

COS-111: INTRODUCTION TO PROGRAMMING (3 credits)
This course is an introduction to computer programming that aims to develop fundamental programming skills using Java as the teaching language. Topics include data types, control structures, arrays, object-oriented design, abstraction, encapsulation, algorithms, documentation, testing, and debugging.

COS-116: C PROGRAMMING (3 credits)
C Programming offers an introduction to programming using structured techniques that cover the C language. The course covers variable, input and output, selection, arithmetic, and repetition. Functions, arrays, pointers, strings, structures, and files are also discussed. After successfully completing this course, students will be able to write ANSI (American National Standards Institute) C computer programs that use the aforementioned techniques.

COS-205: PYTHON PROGRAMMING (3 credits)
Python Programming enables students to implement fundamental principles of modern programming using the Python programming language and problem-solving techniques related to computing.
COS-206: R PROGRAMMING (3 credits)
This course introduces essential concepts and techniques of programming in the R computer programming language. It covers R variables, data types, arithmetic and logical operations, environments, functions, and flow control and loops. The course also discusses using R to get, clean and transform data, which is a critical step in any data analysis project. Upon completion of this course, students should be able to set up an R programming environment and perform common R programming tasks.

COS-213: C++ PROGRAMMING (3 credits)
This course explores C++ programming in the context of procedure and object-oriented software development. It covers writing, compiling, and running programs in the C++ language. This course offers students a platform and direction to enhance their C++ knowledge, experience, and skills.

Advisory: It is advisable to have knowledge in a course equivalent to COS-116: C Programming with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

COS-231: ASSEMBLY LANGUAGE (3 credits)
This course provides an introduction to the study of the basic structure and language of machines. Topics include basic concepts of Boolean algebra, number systems, language, addressing techniques, data representation, file organization, symbolic coding and assembly systems, use of macros, batch operation, and job handling.

COS-240: OPERATING SYSTEMS (3 credits)
This course concentrates on the design and function of the operating systems of multiuser computers. Topics include time sharing methods of memory allocation and protection, files, CPU scheduling, input/output management, interrupt handling, process synchronization, deadlocking and recovery, and design principles.

COS-241: DATA STRUCTURES (3 credits)
This course involves an investigation of various data structures, including stacks, queues, lists and trees, and searching and sorting technique.

Advisory: Data Structures is a challenging course. No basic C++ language is taught in this course, so you must know C++ programming language before you begin.

COS-330: COMPUTER ARCHITECTURE (3 credits)
Computer Architecture covers the nature and limitations of computers. The CPU is covered in detail, including processor, control, and memory design. Data path design and the ALU – both fixed and floating-point arithmetic – are covered. The course also includes pipeline and super scalar processing. Finally the I/O system is studied in some detail.

Advisory: It is advisable to have completed two computer science courses prior to enrolling in this course. Also, it would be helpful (but it is not required) for students to take a discrete mathematics as a corequisite. However, it is expected that all students who are taking this course have the mathematical maturity gained in a year of college-level mathematics (such as calculus or discrete mathematics).

COS-451: ARTIFICIAL INTELLIGENCE (3 credits)
This course provides an introduction to how artificial intelligence (AI) methods solve problems that are difficult or impractical to solve with other methods. The focus of the course is on learning how to determine when an AI approach is appropriate for a given situation, being able to select AI method, and implementing it. AI methods will be chosen from heuristic search and planning algorithms, formalisms for knowledge representation, and reasoning techniques and methods applicable to expert systems and games.

Advisory: Students should be familiar with computer hardware and software as provided in an introductory computer science course, and they should have the sophistication of understanding material as demonstrated by successfully completing courses such as discrete mathematics, data structures, or computer architecture, or having similar practical experience. It is recommended, but not required, to have taken a course in computer programming. However, the course will not require programming.

CTR-211: ELECTRONIC INSTRUMENTATION AND CONTROL (3 credits)
Electronic Instrumentation and Control is designed to provide students with a basic understanding of the concepts related to industrial electronics and control systems. Students are exposed to industrial semiconductors, AC and DC motors, discrete and analog process control, switches and sensors, control systems, and principles of automation.

Advisory: It is advisable to have completed courses in electric circuits, electronic devices, and digital electronics.

CTR-212: PROGRAMMABLE LOGIC CONTROLLERS (3 credits)
This course studies the development of the programmable logic controllers (PLC), its components and operation, common methods of programming the PLC, and its applications in industry. The course is designed for students in a technical curriculum or occupation who have not had previous knowledge of or experience with PLCs and who need to develop the requisite background and skills in PLC programming to further their education and careers.

CYB-120: INTRODUCTION TO CYBERSECURITY (3 credits)
Introduction to Cybersecurity provides an introductory study of cybersecurity terminology, principles, and technologies. Fundamental topics covered include cyber threats and vulnerabilities, information security frameworks, network infrastructure security, wireless network security, cryptography, defense-in-depth security strategy, information security policy, and security management. The goal is to develop a foundation for further study in cybersecurity.

CYB-220: DEFENSIVE SECURITY (3 credits)
Defensive Security studies securing networks from the network administrator's perspective. Topics include network security, data and host security, compliance and operation security, access control, identity management, and cryptography. The aim is to assess cybersecurity risks to networks, evaluate, and select appropriate technologies, and apply prevention and detection strategies to defend networks.
**CYB-221: FIREWALLS AND PERIMETER SECURITY** *(3 credits)*
Firewalls and Perimeter Security studies the design and implementation of network perimeter security. Topics covered include threat vectors and vulnerability assessment, encapsulation at open system interconnection (OSI), firewall rule bases, web application and database firewalls, firewall assessment, border routers, intrusion detection and prevention, securing the operating systems and services, baseline audits, forensics, logging, encryption, authentication, wireless, network access control, and security tools.

**CYB-320: ETHICAL HACKING** *(3 credits)*
Ethical Hacking is designed to provide students with an understanding of the approach hackers take in compromising a system. This approach is the same for criminal hackers as it is for ethical hackers, also known as penetration testers. The course examines hacking tools and techniques used by security professionals and ethical hackers to protect an organization's systems and data. It includes topics such as attack vectors, honeypots, penetration testing, and security baseline analyzers.  

*Note: This course is designed to help prepare for the Certified Ethical Hacker certification exam.*

**CYB-321: DIGITAL FORENSICS TECHNIQUES AND PRACTICES** *(3 credits)*
Digital Forensics Techniques and Practices explores foundational concepts, tools, and techniques of digital forensics investigations and investigates the violations of company policies, loss of proprietary information, and cybercrimes from a forensics perspective. The goal is to employ appropriate forensic response techniques to support investigations of cyber incidents involving various digital technologies; apply forensic best practices to the collection, handling, and analysis of digital evidence; and report technical and investigative findings in an accurate and ethical manner.

**CYB-420: CRITICAL INFRASTRUCTURE SECURITY** *(3 credits)*
Critical Infrastructure Security studies important cybersecurity principles and tools related to critical infrastructure. The course investigates and applies digital security frameworks to various types of utility networks and systems such as information technology (IT), industrial control systems (ICS), supervisory control and data acquisition (SCADA) systems, grids, and distributed networks.

**CYB-421: CYBERSECURITY RISK ANALYSIS AND MANAGEMENT** *(3 credits)*
Cybersecurity Risk Analysis and Management introduces the fundamentals of cybersecurity risk analysis and management including threat and vulnerability identification/analysis, threat modeling, impact analysis, mitigation planning, and tracking as well as conceptual approaches, guidelines, standards, and security control frameworks. The course includes identification and classification of information assets, formulation of comprehensive risk assessments, development of threat models, and corresponding security plans to serve as frameworks for implementing measures aimed at protecting information assets and reducing security risks.

**CYB-422: CYBERSECURITY POLICIES, PROGRAMS, AND COMPLIANCE** *(3 credits)*
Cybersecurity Policies, Programs, and Compliance examines the application of cybersecurity frameworks, standards, and best practices to enterprise-level policies, plans, and programs. The course also explores formulating security policies and plans, assessing regulatory and ethical aspects of cybersecurity, developing performance metrics for cybersecurity programs, and planning audits of compliance practices and processes.

**CYB-440: MOBILE FORENSICS** *(3 credits)*
Mobile Forensics provides an overview of mobile forensics investigation and tools. Topics include mobile forensics procedures and principles, related legal issues, mobile platform internals, bypassing passcode, rooting or jailbreaking process, logical and physical acquisition, data recovery, and analysis and reporting. The course provides in-depth coverage of both iOS and Android platforms. Students participate in laboratory and hands-on exercises using current digital forensics tools and techniques.

*Advisory: It is recommended that students take CYB-321: Digital Forensics Techniques and Practices before taking CYB-440: Mobile Forensics. Students who already have professional experience or certifications related to digital forensics are not required to take CYB-321 before taking this course.*

**CYB-441: NETWORK FORENSICS** *(3 credits)*
Networks Forensics investigates networks from a digital forensics perspective. It explores application of techniques used in forensic investigations to collect and analyze information from computer networks in response to network intrusions. The course includes analysis of network traffic, identification of threats and vulnerabilities, and evaluation of effects on the system.

**CYB-450: CLOUD COMPUTING** *(3 credits)*
Cloud Computing examines frameworks and techniques used to design, develop, and implement cloud-computing systems. Emphasis is on applied and project-based learning approach to set up Windows-based clouds using client portals, servers, virtual machines, and the accompanying network infrastructure.

**CYB-451: CLOUD SECURITY AND PRIVACY** *(3 credits)*
Cloud Security and Privacy provides an in-depth study of the security and privacy of cloud computing systems. Topics include cloud-computing models, security risks associated with data and computation outsourcing, threat model, and cloud-based security controls and measures. The course also addresses the development of an audit to ensure operational integrity and protection of customer data in cloud-based resources and examines internet of things (IoT) in the context of cloud security and privacy.
EAS-201: THE SCIENCE OF DISASTERS (3 credits)
Designed both for professionals working in the field and for students seeking a science elective, this course focuses on developing a scientific understanding of the causes and mechanisms of common natural disasters. The perspective is global and historical while focusing on contemporary events and potential for catastrophe. The emphasis of the course is on earthquakes, volcanic activities, flooding, and severe storms, and the consequent secondary disasters they can trigger. The course also addresses some of the social, economic, and political ramifications of these events.

EAS-131: INTRODUCTION TO METEOROLOGY (3 credits)
This course introduces students to a wide variety of basic atmospheric concepts and, in the process, enables them to gain a better understanding of “how the weather works.” The course is best suited for students wishing to develop a fundamental understanding of Earth’s atmospheric systems and to gain a greater appreciation for the atmosphere. The prime objective of this science course is to familiarize students to the physical processes associated with weather and climate, including jet streams, cyclones/hurricanes/typhoons, cloud types, air masses and fronts, global warming impacts, ozone hole El Niño/La Niña, Fujita scale, and anthropogenic climate change.
EDM-300: CONCEPTS OF EMERGENCY MANAGEMENT (3 credits)

Concepts of Emergency Management addresses the historical background of emergency management in the United States including significant laws and policies such as Homeland Security Presidential Directive 5 (HSPO-5), Homeland Security Presidential Directive 8 (HSPD-8), the National Flood Insurance Act of 1968, and the Stafford Act. The course examines all phases of the emergency management cycle (preparedness, mitigation, response, and recovery) as well as various Federal Emergency Management Agency (FEMA) approaches to threats and responses, including the all-hazards approach and the Incident Command System (ICS). Other aspects of emergency response, such as emergency support functions, are also addressed.

EGM-211: STATICS (3 credits)

Statics is a branch of the science of mechanics that deals with bodies at rest. The course focuses on the following basic concepts: force and force systems; coplanar force systems; concurrent force systems; spatial force systems; and their combinations. For various force systems, two key issues will be emphasized: the resultant of a force system and the equilibrium of a force system. The concepts of moment of a force and torque will then be discussed. In addition, the concepts of centroids, centers of mass, and moments of inertia will be presented. A special type of force, frictional force, will be discussed. Application examples to engineering and technical areas will be demonstrated.

EGM-321: THERMODYNAMICS (3 credits)

This course investigates the basic properties and behavior of thermodynamic systems. Topics include temperature, pressure, work and heat, and heat transfer. The laws of thermodynamics ideal with gas equation, calorimetric, thermal processes, and entropy will be covered. Fundamental thermodynamic principles are applied to the analysis of heat engines, generation facilities, and refrigeration cycles.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

EGM-323: HEAT TRANSFER (3 credits)

This course focuses on heat transfer by modes of conduction, convection, and radiation, including the fundamental principles of heat transfer and radiation and application to the solution of industrial heat transfer problems.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

EGM-331: FLUID MECHANICS (3 credits)

This course covers fundamental fluid statics, including manometer, forces on submerged surfaces, and Archimedes’ principle. Details of the course include one-dimensional incompressible flow; conservation laws and application to flowing systems, cavitation, impulse-momentum problems, vanes; and pipe flows, laminar analyses, turbulent flows with emphasis on calculation of fluid properties. Other topics include one-dimensional compressible flow; conservation laws; specialization to isentropic situation; and nature of speed of sound. Applications including effects of area change, converging and diverging nozzles, choking phenomena’s, and normal shock waves.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

ELC-201: ELECTRONIC COMMUNICATION SYSTEMS (3 credits)

This is a comprehensive course in AM, FM, and single-sideband communication systems and an introduction to digital transmission. The course is designed to familiarize students with transmitters, receivers, modems, noise analysis, information theory, pulse modulation, sampling, coding, multiplexing, and other signal processing techniques used in commercial broadcasting and data transmission systems.

Advisory: It is advisable to have completed courses in basic algebra and trigonometry as well as basic electronics including transistors.

Note: This course requires that students use NI Circuit Design Suite software, which is a Windows-based product and will not run on Macs. Students can run this software and other Windows software on a Mac using Apple’s Boot Camp technology or third-party virtualization tools like Parallels or VMWare Fusion. These tools make it possible to run Mac OS X and a Windows operating system side by side. This solution will require a Windows license.

ELD-302: DIGITAL ELECTRONICS (3 credits)

Digital Electronics is a course of study in applied digital logic using electronic digital circuits. Students will learn about digital electronic fundamentals including number systems, logic gates, Boolean algebra, logic families circuit design, flip-flops, combinational and synchronous logic circuit design, logic minimization techniques (Karnaugh maps, Quine-McCluskey), counters, shift registers, encoders and decoders, multiplexors and demultiplexors, and interfacing, and microprocessors.

Note: This course requires that students use NI Circuit Design Suite software, which is a Windows-based product and will not run on Macs. Students can run this software and other Windows software on a Mac using Apple’s Boot Camp technology or third-party virtualization tools like Parallels or VMWare Fusion. These tools make it possible to run Mac OS X and a Windows operating system side by side. This solution will require a Windows license.

ELD-311: MICROPROCESSORS (3 credits)

This course introduces microprocessors and microcontrollers and goes on to provide in-depth, hands-on coverage of their use in automation systems. It employs the Arduino open source hardware and software for imparting instruction. A comprehensive training kit is used to interface simple digital and analog components as well as complex modules utilizing industry standard buses. The course culminates with a project demonstrating a multitasking control application on an AVR microcontroller.

Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.
**ELD-400: ADVANCED MICROPROCESSORS (3 credits)**

Advanced Microprocessors provides a working knowledge of hardware and software applications that utilize microcontroller-based systems. Course content will focus on architecture, programming, and interfacing of microcontrollers with internal and external devices. The course includes a lab providing students with actual hands-on experience building various Freescale-based systems in a PC-based development environment.

*Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.*

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**ELE-211: DC CIRCUITS (3 credits)**

This course covers the fundamental concepts of electricity, batteries, DC series, parallel and complex circuits, electrical conductors, electromagnetism and magnetic circuits, and DC electrical indicating instruments.

*Advisory: Proficiency in a course equivalent to at least MAT-121: College Algebra is needed to succeed in this course.*

*Note: This course requires that students use NI Circuit Design Suite software, which is a Windows-based product and will not run on Macs. Students can run this software and other Windows software on a Mac using Apple’s Boot Camp technology or third-party virtualization tools like Parallels or VMWare Fusion. These tools make it possible to run Mac OS X and a Windows operating system side by side. This solution will require a Windows license.*

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**ELE-212: AC CIRCUITS (3 credits)**

This course covers an introduction to alternating current, inductance, capacitance, inductive and capacitive reactance, fundamental AC circuitry, and single phase transformer.

*Advisory: Knowledge of basic DC circuits (or a course equivalent to ELE-211: DC Circuits) and an understanding of trigonometric functions (or proficiency in a course equivalent to at least MAT-121: Precalculus) is needed to succeed in this course.*

*Note: This course requires that students use NI Circuit Design Suite software, which is a Windows-based product and will not run on Macs. Students can run this software and other Windows software on a Mac using Apple’s Boot Camp technology or third-party virtualization tools like Parallels or VMWare Fusion. These tools make it possible to run Mac OS X and a Windows operating system side by side. This solution will require a Windows license.*

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**ELT-306: SOLID STATE DEVICES AND CIRCUITS (3 credits)**

Studies include analysis and design considerations for electronic amplifiers and power supplies using semiconductor devices. Class A amplifiers using bipolar transistors will be analyzed with emphasis on frequency response, power dissipation, and efficiency.

*Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.*

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**ELT-307: LINEAR AND INTEGRATED CIRCUITS (3 credits)**

This course studies operational amplifiers and their use in linear systems, such as inverting and noninverting amplifiers, comparators, comparators with hysteresis, and signal generators.

*Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.*

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**ELT-308: INDUSTRIAL ELECTRONICS (3 credits)**

Industrial Electronics is the study of devices, circuits, and systems primarily used in automated manufacturing and/or process control. Topics covered include solid state devices for industrial applications, sensors, AC and DC motors, motor control circuits, and programmable logic controllers.

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**ELT-490: ELECTRONICS ASSESSMENT/CAREER PLANNING (3 credits)**

This course is an in-depth, student-centered activity that requires electronics engineering technology self-diagnostic assessment, the integration of research in current electronics employment, the development of a comprehensive curriculum vitae, practical career planning, interviewing strategies, and the application of advanced mathematics concepts to electronics engineering technology situations. Students will participate in career-focused activities that include building a curriculum vitae or professional resume and knowing how to interview successfully. The knowledge and skills acquired in this course are directly applicable to students who are seeking a job or a promotion, or are moving to a new skill area.


*Note: Prior to registering for this course students are required to schedule an academic advising appointment. Instructions on how to schedule an appointment are located on the TESU website http://www.tesu.edu/current-students/Make-Advising-Appointment.cfm. Questions should be addressed to the Heavin School of Arts, Science, and Technology at heavin@tesu.edu or by calling 609-984-4130, ext. 3185.*

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**ELT-495: ELECTRONICS ENGINEERING TECHNOLOGY CAPSTONE (4 credits)**

The Electronics Engineering Technology (EET) Capstone is an in-depth, student-centered activity that requires the integration of theory and practical experience. Students will apply the skills and techniques they have learned to a specific project. In this Capstone course teams of students will design a project based on past academic, professional, and personal learning experiences that involves conducting research on a problem, issue, event, developing technology, or career case study in the electronics engineering technology field. On successful completion of the course, students will have met the learning outcomes of the EET degree program.

*Prerequisite: Completion of ELT-490: Electronic Assessment/Career Planning.*

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**ENC-101: ENGLISH COMPOSITION I (3 credits)**

English Composition I is an introductory course in expository writing that emphasizes the importance of purpose and audience awareness in writing. While completing the work of the course, students will practice the processes that build proficiency in academic and business writing and gain confidence and competence in writing situations.
ENC-102: ENGLISH COMPOSITION II (3 credits)

English Composition II is a course about three aspects of one process: writing an effective research paper. To successfully write such a paper, a student must know how to gather the needed information, organize the information and write in clear prose, and formally document sources in an appropriate format.

Advisory: It is advisable to have knowledge in a course equivalent to ENC-101: English Composition I with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

ENG-201: TECHNICAL WRITING (3 credits)

This course is specifically designed to recognize and address the relationship between effective communication and professional success. In particular, the course is designed to teach students how to communicate necessary information in clear and concise writing with a focus on the role of the audience. As a result, it differs sharply from typical composition courses. Technical Writing focuses on the workplace and the needs of a professional, rather than on an academic setting and the needs of a student.

Advisory: Students should have successfully completed English Composition I and II prior to enrolling. Students cannot earn credit for both ENG-201: Technical Writing and ENG-202: Technical Communication.

ENG-202: TECHNICAL COMMUNICATION (3 credits)

Technical Communication is designed for students to develop skills that will enable them to produce clear and effective technical documents within multiple media with the consideration of ethical and legal issues. In particular, this course will teach students how to successfully articulate and communicate necessary information through explicit and concise writing. While the emphasis of this course will be on writing, oral communication will form an important component of the course as well. Additionally, Technical Communication focuses on the workplace and the needs of a professional rather than an academic setting and the needs of a student.

Advisory: Students cannot earn credit for both ENG-201: Technical Writing and ENG-202: Technical Communication.

ENG-205: HISTORY OF THE ENGLISH LANGUAGE (3 credits)

History of the English Language encompasses an overview of the derivation, alterations, influences, and significance of the English language throughout the world. The course traces English language from its roots through its earliest written words up until the present day. While completing the work of the course, students will gain an understanding of the chronology of changes that have affected the English language. They will explore fundamental changes in the English language regarding morphology, phonology, syntax, semantics, and vocabulary. Additionally, students will examine changes in the grammar and sounds of Old and Middle English throughout the centuries. Students will also analyze social, cultural, and historical forces influencing the English language.

ENG-298: JANE AUSTEN: PRIDE AND PREJUDICE (1 credit)

Jane Austen: Pride and Prejudice is an upper-level course adapted from a course on the novels of Jane Austen offered by the University of South Africa (UNISA) in Pretoria, South Africa. It focuses on the novel by Jane Austen and the ways in which she expressed her concerns and preoccupations with the changes that occurred in her time. These changes included: the status of women; the interconnection between marriage, money, and love; and the relationship between social status and wealth. Students will have an opportunity to extend critical and analytical abilities by assessing those issues and their influence on Austen's central characters in her novel.

Advisory: Students should please consider carefully whether they want to register for ENG-298: Jane Austen: Pride and Prejudice, which is a 3-credit course, or ENG-298: Jane Austen: Pride and Prejudice, which is a 1-credit course that requires students to read only one of the three novels required in the former. It is not possible to earn credit for both of these courses, either by registering simultaneously or by registering for one and then for the other at a future date.

ENG-393: ONE WRITER'S VISION: JANE AUSTEN (3 credits)

One Writer's Vision: Jane Austen is an upper-level course that focuses on three novels by Jane Austen and the ways in which she expressed her concerns and preoccupations with the changes that occurred in her time. These changes included: the status of women; the interconnection between marriage, money, and love; and the relationship between social status and wealth. Students will have an opportunity to extend critical and analytical abilities by assessing those issues and their influence on Austen's central characters in each of her three novels.

Advisory: Students should please consider carefully whether they want to register for ENG-393: One Writer's Vision: Jane Austen, which is a 3-credit course, or ENG-298: Jane Austen: Pride and Prejudice, which is a 1-credit course that requires students to read only one of the three novels required in the former. It is not possible to earn credit for both of these courses, either by registering simultaneously or by registering for one and then for the other at a future date. This is an upper-level literature course. Students should be familiar with the vocabulary and conventions of literary analysis as well as the correct use of Modern Language Association (MLA) style documentation. Before enrolling in an upper-level literature course, students are strongly encouraged to complete English Composition II and one or more introductory literature courses and/or have equivalent knowledge.

ENS-314: GLOBAL ENVIRONMENTAL CHANGE (6 credits)

Global Environmental Change will enable students to develop a clear understanding of the fundamentals of global environmental science and the factors required to maintain ecological stability and preserve worldwide resources. The course materials are organized and presented from a global perspective.

Advisory: This is an upper-level course. Students should have the knowledge equivalent to one science course.
### ENS-360: ENVIRONMENTAL SUSTAINABILITY AND SOCIAL JUSTICE (6 credits)
This course is designed to enhance the student’s awareness of global sustainability and the relationship between sustainability and social justice issues. Students will analyze the principles of sustainability and relate them to their understanding of environmental science and U.S. environmental policy. Biodiversity, population growth, extinction, and resource use are just a few of the topics that students will view in a sustainable and socially equitable context. This course will provide students with the background required for developing strategies for a sustainable and just future.

### ETH-210: ENVIRONMENTAL ETHICS (3 credits)
This TECEP® explores the concept of environmental ethics, a philosophy that extends the ethical concepts traditionally applied to human behavior to address the entire natural world. Topics include: history of environmental ethics, the idea of environmental justice, and how our views about the natural world have changed over time.

### ETH-230: ETHICS IN A DIGITAL AGE (3 credits)
Ethics in a Digital Age introduces central ethical issues raised by digital technology, including privacy, freedom of expression, cybercrime, and artificial intelligence. Students will examine major ethical theories and will apply these perspectives to ethical questions related to digital technology. Students will also analyze and discuss their own assumptions and core beliefs as they explore the implications of applying different ethical perspectives to problems that society faces in a digital age.

### EUT-302: GAS COMBUSTION (3 credits)
Gas Combustion provides students with the fundamental concepts of gas combustion. Topics covered include: properties and general characteristics of gases; combustion of gas; design and operation of gas burners; burner orifices; venting; and troubleshooting burner problems.

### EUT-309: GAS DISTRIBUTION (3 credits)
Gas Distribution provides the students with the basics of the exploration, production, transmission, and delivery of natural gas. Topics include history and scope of the natural gas industry, the construction and maintenance of the delivery system, regulatory requirements and the pressure regulation for transmission, distribution, and commercial and residential systems. Safety for the customer, community, and the infrastructure is stressed.

### EUT-401: REGULATORY POLICY AND PROCEDURES (3 credits)
This course provides students with an understanding of regulatory policies and procedures in the electric and natural gas energy utilities. Electric utility operations consist of producers and delivery organizations responsible for transmission and distribution to customers. Natural gas operations include well drilling, transportation pipelines, storage, and local distribution organizations. Course topic areas will include types of utilities, natural utility monopolies versus deregulation, decisions involving socioeconomic responsibilities and profitability, and the impact of current trends on utilities.

### EUT-402: APPLIED ECONOMIC ANALYSIS (3 credits)
This course provides students with an understanding of the basics of utility regulatory economics, covering topics such as rate structuring; applications of economic principles for regulated and nonregulated utility operations; and economic analysis of financial operations.

### ETH-230: ETHICS IN A DIGITAL AGE (3 credits)
Ethics in a Digital Age introduces central ethical issues raised by digital technology, including privacy, freedom of expression, cybercrime, and artificial intelligence. Students will examine major ethical theories and will apply these perspectives to ethical questions related to digital technology. Students will also analyze and discuss their own assumptions and core beliefs as they explore the implications of applying different ethical perspectives to problems that society faces in a digital age.

### EUT-302: GAS COMBUSTION (3 credits)
Gas Combustion provides students with the fundamental concepts of gas combustion. Topics covered include: properties and general characteristics of gases; combustion of gas; design and operation of gas burners; burner orifices; venting; and troubleshooting burner problems.

### EUT-309: GAS DISTRIBUTION (3 credits)
Gas Distribution provides the students with the basics of the exploration, production, transmission, and delivery of natural gas. Topics include history and scope of the natural gas industry, the construction and maintenance of the delivery system, regulatory requirements and the pressure regulation for transmission, distribution, and commercial and residential systems. Safety for the customer, community, and the infrastructure is stressed.

### EUT-401: REGULATORY POLICY AND PROCEDURES (3 credits)
This course provides students with an understanding of regulatory policies and procedures in the electric and natural gas energy utilities. Electric utility operations consist of producers and delivery organizations responsible for transmission and distribution to customers. Natural gas operations include well drilling, transportation pipelines, storage, and local distribution organizations. Course topic areas will include types of utilities, natural utility monopolies versus deregulation, decisions involving socioeconomic responsibilities and profitability, and the impact of current trends on utilities.

### EUT-402: APPLIED ECONOMIC ANALYSIS (3 credits)
This course provides students with an understanding of the basics of utility regulatory economics, covering topics such as rate structuring; applications of economic principles for regulated and nonregulated utility operations; and economic analysis of financial operations.
and increased valuation of the firm. This course considers specific financial decisions such as selecting among alternative investments (i.e., capital budgeting), the sources of the firm’s finances (i.e., the optimal capital structure), the management of current assets and liabilities (i.e., working capital), and the tools of financial analysis. The course emphasizes analytical tools and their use in solving financial problems.

Advisory: It is advisable to have knowledge in a course equivalent to ACC-101: Principles of Financial Accounting with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**FIN-314: SMALL BUSINESS FINANCE (3 credits)**
The application of basic financial management techniques focuses on the financial aspects of starting and running a business (100 or more employees). The core financial aspects of business entrepreneurship and problems encountered by those starting and running a small business are covered through the discussion of financial topics including working capital management, time value of money, financial statements, small business administration programs, succession planning, financing options, and alternative solutions to commonly discovered problems. Case studies are used to illustrate a macro overview and micro approach in developing and meeting company objectives.

Advisory: This is an upper-level finance course. It is advisable to have knowledge in a course equivalent to FIN-301: Principles of Finance with a grade of C or better to succeed in this course. Students are responsible for making sure they have the necessary knowledge.

**FIN-321: SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT (3 credits)**
Security Analysis and Portfolio Management presents an overview of investments with a focus on asset types, financial instruments, security markets, and mutual funds. The course provides a foundation for students entering the fields of investment analysis or portfolio management. This course examines portfolio theory, debt and equity securities, and derivative markets. It provides information on sound investment management practices, emphasizing the impact of globalization, taxes, and inflation on investments. It also provides guidance in evaluating the performance of an investment portfolio.

Advisory: It is advisable to have completed FIN-301: Principles of Finance, either MAT-119: Quantitative Business Analysis or MAT-129: Precalculus, and STA-201: Principles of Statistics with grades of C or better in order to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**FIN-331: FINANCIAL INSTITUTIONS AND MARKETS (3 credits)**
This course examines financial institutions and systems as well as the relationship of U.S. capital markets to global markets. This involves the effects of interest rates and asset demand including stocks, bonds, options, and futures, and their fundamental relationships within the financial market structure. The course analyzes the efficiency of financial markets and the role of central banks (especially the Federal Reserve System); in addition, the course examines the conduct of monetary policy to determine its effect on financial markets. Emphasis is given to the bond, stock, and money markets, and their relationship to the management of financial institutions and financial regulations. The functions of the mutual fund industry, insurance companies, and pension funds are discussed and evaluated for risk and ethical considerations.

**FIN-334: INTERNATIONAL FINANCE (3 credits)**
International Finance studies the monetary and economic environments as influenced by exchange rates and foreign investment on multinational enterprise. Students will examine capital flows, trade deficits, and international investments to determine their effects on international trade. Students will also evaluate futures and options in currency swaps in order to determine their effects on purchasing power parity, the international marketplace, and multinational business enterprise.

**FIN-382: RISK MANAGEMENT (3 credits)**
Risk Management presents an overview of the measurement and management of risks in modern financial institutions. The course begins with a review of topics, such as the efficient frontier and capital asset pricing model (CAPM) that serve as a basis for understanding risk-return analysis. The course then moves on to examine various tools used in measuring and analyzing risks, placing emphasis on value at risk (VaR) approaches. This course also discusses off-balance-sheet items such as loan commitments and securitization and examines the role of regulators in controlling such risks. As a foundation for understanding financial crises, the course describes the U.S. mortgage market, asset-backed securities (ABSs), and collateralized debt obligations (CDOs). Finally, the course evaluates the benefits of scenario analysis and stress testing.

Advisory: This is an upper-level finance course. It is advisable to have knowledge in FIN-301: Principles of Finance, MAT-121: College Algebra, and STA-201: Principles of Statistics with grades of C or better in order to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**FIT-190: FIRST AID, CPR, AND SAFETY (3 credits)**
First Aid, CPR, and Safety is intended to be a primer in basic safety procedures and preventive safety in the recreation and sports industries with an emphasis on the fitness segment of the industry. The course explores the basic skills required to give emergency care in a fitness facility including basic first aid, CPR, and the use of an automatic external defibrillator (AED). The course also includes an orientation to the basics of accident prevention in fitness and related facilities.

Advisory: Students must be able to record video on a smartphone or digital camera. Access to an exercise facility is also required.

**FIT-211: KINESIOLOGY (3 credits)**
Kinesiology is the study of human movement. This course will explore the theory behind how individuals move, with an emphasis on principles related to exercise and athletics. Students will study the scientific principles of movement including anatomical and physiological principles, internal
and external forces acting on the body, kinematics, levers, linear and angular motion, movement in a fluid medium, and the use of implements in athletic and exercise situations. In addition to traditional study, students will complete a qualitative analysis of an exercise or sport-related movement using principles learned in the class.

*Advisory: Students must be able to record video on a smartphone or digital camera.*

**FIT-230: INDIVIDUAL ASSESSMENT OF FITNESS AND WELLNESS (3 credits)**

Individual Assessment in Fitness and Wellness is a comprehensive entry-level course that builds upon courses in areas such as anatomy and physiology, and fitness and wellness programming. This course allows the student in the fitness and wellness industry the opportunity to obtain skills in fitness assessment. Students will be required to interpret, describe, discuss, and justify the assessment process prior to executing exercise programs designed for particular clients. Topics covered in this course include: differentiating field testing from laboratory testing; selecting appropriate assessment protocols for the five domains of physical fitness; pretest health screening; interpreting assessment results; determining client needs and goals; and designing client-based exercise programs. Students will develop a comprehensive fitness and wellness plan based upon their assessment of themselves.

*Advisory: It is advisable to have knowledge in a course equivalent to BIO-101: Introductory Biology or BIO-211/212: Anatomy and Physiology I and II with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge. Students must be able to record video on a smartphone or digital camera. Access to an exercise facility is also required.*

**FIT-250: PRINCIPLES AND PROGRAMS OF FITNESS AND WELLNESS (3 credits)**

Principles and Programs for Fitness and Wellness introduces concepts, definitions, and theories of fitness. The course discusses the effects of exercise on humans, concepts of wellness, specific methods to improve physical fitness, and the research bases of the application of techniques. The course also reviews the variety of settings in which these programs are offered.

*Advisory: This course requires access to an exercise facility.*

**FIT-280: EXERCISE AND NUTRITION FOR SPECIAL POPULATIONS (3 credits)**

Exercise and Nutrition for Special Populations provides a framework for developing exercise programs for individuals with disease, disabilities, or special health issues. Throughout the course students adopt a problem-oriented, rather than a disease/condition-oriented, approach. That is, the course focuses on exercise prescription through the management of problems created by disease, disability, and special health conditions. It includes a review of basic principles of exercise testing and exercise prescription, and builds on that foundation. Also covered are methods for assessment of functional capacity of individuals with the most common health conditions presented to fitness leaders. Specific attention is given to the distinctiveness of each health condition that warrants adjustments in exercise program development. In each situation, the emphasis is to maximize the clients’ benefits from the exercise and minimize untoward effects.

*Advisory: This course requires access to an exercise facility.*

**GEO-151: PHYSICAL GEOLOGY (3 credits)**

This course acquaints students with how earthquakes, active volcanoes, and other geologic formations and processes relate to the theory of plate tectonics. The history of the theory of plate tectonics also illustrates how the scientific process works and how scientists propose hypotheses, gather evidence, discard ideas, and modify them to support existing knowledge. The course stresses that Earth continues to evolve and that its future depends on society’s actions today.

**GER-312: BIOLOGICAL ASPECTS OF AGING (3 credits)**

The aging process is one that we all must experience whether it is our own life or that of a loved one. This course is a comprehensive overview of the common and uncommon physical and psychosocial changes associated with aging. Factors that are believed to cause or influence the aging process, various theories of aging, common physiological changes, age-related pathologies, long-term care, death, dying, and grieving are also explored.

*Advisory: This is an upper-level course. Students should have the knowledge equivalent to one biology course.*

**GLB-301: GLOBAL ISSUES AND SOCIETY (3 credits)**

The purpose of this course is to educate and encourage the development of globally competent and culturally aware citizens. The course is designed to provide students with the knowledge, skills, and attitudes to be engaged, responsible, and active members of a globally interdependent society. Students are encouraged to go beyond the scope of their immediate surroundings and explore the world with the multiplicity of opportunities, risks, benefits, and threats. An integral component of the course is developing the feeling of belonging to a global community, which entails advancing cultural awareness and cross-cultural competence. As a part of the learning process, students will analyze the importance of cultures around the world. They will be introduced to concepts related to cultures in different regions (Africa, Asia, Europe, Latin America, and the Middle East) illustrated through case studies on how culture has impacted the world through the historical, contextual, and cultural differences.

*Advisory: This course requires one biology course.*

**GOG-230: WORLD GEOGRAPHY (3 credits)**

This course will introduce students to the 11 geographic realms of the world and provide details about the regions within each realm, including history, physical characteristics, politics, major industries and trade, environment and human activity, and role in the globalization process. Each module will cover a continental region that consists of representative countries in it, focusing on their interrelation, as well as the
region’s relationship with other regions. The course will delve deeper into the culture and human characteristics and their interactions with the rest of the world. This course will familiarize students with the geographic distribution of different regions and the general characteristics (population, dimensions, environment, politics, history, and culture) of the countries within them.

**HCM-307: PRINCIPLES OF HEALTHCARE MANAGEMENT (3 credits)**
Principles of Healthcare Management presents the foundation principles and dynamics of healthcare management, the healthcare system, and basic concepts and skills in administration. Students will analyze the institutional, social, and political forces in the field of healthcare, and topics include fundamentals of management in modern healthcare. This course is an introduction for students to the healthcare stakeholders in a variety of settings as well as key health and medical terms. Students will examine professional behaviors, such as setting goals and managing time, as well as the attitudes and motivation required for success as a healthcare manager.

**HCM-308: HEALTHCARE LEGAL AND ETHICAL CONSIDERATIONS (3 credits)**
The rapidly evolving healthcare system presents the healthcare administrator with complex challenges and risks. Healthcare administrators must be able to assess external and internal healthcare policies in order to improve organizational design and delivery of healthcare services. Healthcare Legal and Ethical Considerations focuses on the laws and regulations developed by policymakers that impact the healthcare organizations. Students review key laws that govern patient care delivery, employee relations, contracts, and fraud. Also examined are the ethical underpinnings and principles that healthcare organizations and administrators follow in the delivery of services to patients.

**HCM-353: COMPARATIVE HEALTHCARE SYSTEMS (3 credits)**
Comparative Healthcare Systems examines the structure of healthcare systems in different countries. Students will compare the global health policy, administration, and practices of different countries, including how they use these concepts to balance their economic and health goals through health system reform, improvement, and modification. The course will include an exploration of emerging events, advances, reforms, and challenges in the delivery of healthcare around the world. For 21 countries, students will explore their geography and culture, examine the history of their health systems, and evaluate their cost, quality, access, and innovation.

**HCM-404: HEALTHCARE QUALITY AND OUTCOMES: MEASUREMENT AND MANAGEMENT (3 credits)**
Healthcare Quality and Outcomes: Measurement and Management will focus on the evolving technologies and approaches used by healthcare providers to evaluate their performance and communicate their organizations’ clinical, safety, and patient satisfaction outcomes to their stakeholders. The course will explore the key principles of quality management (measurement, assessment, and improvement) and will examine the evolution of quality management and the different ways that this process has evolved over recent decades. Topics will include new quality management regulations and standards, healthcare application of improvement models adopted from other industries, and different ways to manage the quality of population health improvement initiatives. By the end of the course, students will have developed a thorough appreciation of the current methods used by policymakers, researchers, payers, and healthcare providers to evaluate outcomes as well as those used by consumers to choose who and where they get medical care.

**HCM-405: THE FINANCING AND ECONOMICS OF HEALTHCARE DELIVERY (3 credits)**
In this course, students gain knowledge of economics principles such as cost, quality, and access as it relates to the healthcare environment. The principles of healthcare financial management, including accounting and finance, are vitally important to the viability and ongoing operations of all healthcare businesses and organizations. This course will explore the impact of healthcare policy on the costs and consequences of healthcare delivery and finance, so that students can better understand the impact of these proposed changes within healthcare policy. Topics include the relevance of economics in health and medical care, demand-side considerations, supply-side considerations, and public policy in medical care delivery. By the end of the course, students will have developed a thorough appreciation of the impact of healthcare policy on the costs and consequences of healthcare delivery and finance and its impact on the proposed changes in healthcare policy.

**HCM-406: HUMAN RESOURCES MANAGEMENT FOR HEALTHCARE ORGANIZATIONS (3 credits)**
This course provides students with the knowledge and skills they need to understand the current issues in human resources (HR) management as it relates to healthcare. Students will be exposed to key concepts, laws, and issues relating to HR management. Healthcare organizations constantly need to improve the quality of operations, streamline clinical delivery and support systems, and transform their HR management to achieve these ends. This course serves as a foundation for all aspects of HR planning and development in hospitals, long-term care centers, and outpatient settings. Students will explore the basic functions of HR; the cost of hiring, training, turnover, and credentialing; cultural competence and diversity; as well as the role of outside factors, such as state regulatory bodies, unions, and other stakeholders.

**HEA-305: WOMEN’S HEALTH (3 credits)**
This course explores what women and men need to know about women’s bodies and women’s health. Personal, family,
cultural, community, and societal influences are analyzed for their impact on the physical and emotional health of women. Emphasis on human sexuality is addressed in discussion related to body image and intimacy. Health risk identification, health promotion, health maintenance, and treatment alternatives are examined.

HEA-306: MEN’S HEALTH (3 credits)
This course explores the societal, economic, cultural, and gender influences that shape men’s health beliefs and practices. Common health problems and strategies effective in promoting men’s health and well-being are explored. Reflection on the positive outcomes of healthy men at home, at work, and in society is threaded throughout this course.

HIS-101: WESTERN CIVILIZATION I (3 credits)
This course is the first semester of a two-semester survey of the history of Western societies, institutions, and ideas, and the impact they have had on global culture over time. Starting with the emergence of a European civilization that was distinct from the classical world on whose foundations it was partly built, this course traces the major developments in the formation of Western civilization to the final defeat of Napoleon in 1815. Western Civilization I offers a broad overview of events that played an important role in shaping the development of western thought, culture, and tradition as we know them today. The course synthesizes various approaches to the telling of history by focusing on political as well as social events. Integrating such diverse disciplines as religion, government, and economics, it aims to provide a foundation of knowledge that will allow students to better understand the origins of social, political, and religious institutions of the present day.

HIS-102: WESTERN CIVILIZATION II (3 credits)
This course is the second semester of a two-semester survey of the history of Western societies, institutions, and ideas, and the impact they have had on global culture over time. Starting with the Industrial Revolution it traces the major developments in Western civilization from emergence of an industrial society to modern times. This course offers a broad overview of events that played an important role in shaping western thought, culture, and tradition as we know them today. The course synthesizes various approaches to the telling of history by focusing on political as well as social events. Integrating such diverse disciplines as religion, government, and economics, it aims to provide a foundation of knowledge that will allow students to better understand the origins of social, political, and religious institutions of the present day.

HIS-113: AMERICAN HISTORY I (3 credits)
American History I provides a broad-based history of the origin and growth of the United States from the arrival of the first European settlers up to and including the period of the Civil War. The story of the United States is about diversified cultures and great public events, many peoples living together in a single land, and a war that is still being fought in many sections of the land.

HIS-114: AMERICAN HISTORY II (3 credits)
American History II is a continuation of American History I. It begins with the period of Reconstruction in the South immediately after the Civil War and continues into the 21st century. The course covers the social, economic, and political development of the nation. The issues center on the transformation of the United States from an agrarian nation and a lesser member of the international community to a leading industrial power of the modern world.

HIS-121: INTRODUCTION TO WORLD HISTORY I (3 credits)
In Introduction to World History I, students will explore the global structures and transnational forces that have shaped history, from prehistory, through the emergence of agriculture and urban centers, to 1492. Students in this course will examine both the distinctive characteristics of individual societies and the connections that have linked the fortunes of different societies as well as comparisons of major societies. The course will chronologically highlight the traditions of global regions and their encounters with one another, including the Middle East, Europe, South Asia, East Asia, and the Americas. The historical material will enable students to recognize the twin themes of tradition and encounters. Students will engage in comparative analysis of different societies, and their religious and cultural differences, as well as the expanding global trade and technology networks.

HIS-122: INTRODUCTION TO WORLD HISTORY II (3 credits)
In Introduction to World History II, students will explore the global structures and transnational forces that have shaped history from the time of the Columbian exchange in 1492 until the present day. Students in this course will examine both the distinctive characteristics of individual societies and the connections that have linked the fortunes of different societies as well as comparisons of major societies. The course will chronologically highlight the traditions of global regions and their encounters with one another, including the Middle East, Europe, South Asia, East Asia, and the Americas. The historical material will enable students to recognize the twin themes of tradition and encounter. Students will engage in comparative analysis of different societies, and their religious and cultural traditions, as well as the expanding global trade and technology networks.

HIS-126: WORLD HISTORY FROM 1600 TO PRESENT (3 credits)
The World History from 1600 to Present TECEP® exam assesses students’ knowledge and understanding of early modern and modern world history. It focuses on the major economic, political, social, cultural, and technological trends during this time period and their impact on world societies. Topics include: the emergence of modern nation-states; the economic/technological interactions between Western and non-Western societies; changes in social/cultural ideas about religion and state; and the growth of physical/virtual networks of information exchange.
HIS-210: AMERICAN CIVIL RIGHTS MOVEMENT  
(3 credits)
American Civil Rights Movement provides a comprehensive history of the people, stories, events, and issues behind the post-World War II struggle for justice in America. The course focuses on one of the most significant movements in American history, a movement that changed those who participated in it, made America a more democratic society, gave rise to a host of other movements that transformed the face of American culture, and influenced and created a new generation of American leadership.

Advisory: This is an upper-level course. Students should have knowledge and interpretive skill.

HIS-235: AMERICAN CIVIL WAR  
(3 credits)
This course embraces the entire sweep of the American Civil War. The course examines the complex causes and lasting effects of the war as well as the battles, the home fronts, the generals, and the ordinary soldiers.

HIS-261: INTRODUCTION TO CHINESE HISTORY AND CULTURE  
(3 credits)
Introduction to Chinese History and Culture provides an opportunity to explore the political, economic, social, and cultural organization of modern China with a focus on the changes and continuities in China over the past four hundred years and the ways in which the Chinese people have faced these challenges in their search for a Chinese pattern of modernity.

HIS-301: AFRICAN HISTORY AND CULTURE  
(3 credits)
African History and Culture is designed to provide students with a survey of the history and culture of the African continent. Obviously, the vast history of Africa cannot be studied in depth in one semester; perhaps this cannot even be accomplished in a lifetime. However, here students will find a progressive course of study that, if followed, will yield a developmental panorama of the geography and climate of the continent, an evolutionary overview of indigenous peoples and social structures, and a narrative account of the external nations and peoples who participated in or had an impact on the continent's development.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory history course.

HIS-306: AFRICAN AMERICAN HISTORY  
(3 credits)
This course will survey African American history from precolonial Africa through the present. It will introduce students to key concepts in African American history from early beginnings in indigenous Africa through the transatlantic slave trade, the Civil War, emancipation, Reconstruction, the civil rights era, and into the present. The course will highlight major social events and processes, individuals and ideas, documents and social programs to chart the social and communal outcomes, past and present positions, and future implications for African Americans.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory history course.

HIS-310: THE MIDDLE EAST  
(3 credits)
The Middle East is an upper-level, one-semester course that surveys the history and development of Islamic culture and examines why the Middle East has become such a turbulent region. Emphasis throughout the course is given to both the historical development of Islamic institutions and beliefs and how these relate to the current reassertion of Islamic values and power in the Muslim world.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory history course.

HIS-356: WAR AND AMERICAN SOCIETY  
(6 credits)
War and American Society focuses on the various ways in which America has dealt with war and the changes that have taken place in American society as a result of war. The course considers the following wars: the Revolutionary War, the War of 1812, the Mexican War, the Civil War, the Spanish-American War, World War I, World War II, the Korean War, the Vietnam War, the Persian Gulf War, the wars in Afghanistan and Iraq, and the War on Terror. A major emphasis is placed on the humanities approach, addressing war and American society from historical, literary, artistic, and philosophical perspectives.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory history course.

HIS-379: HISTORICAL METHODS  
(3 credits)
This course will provide students with an in-depth knowledge of the theory and methods of historical interpretation. Particular attention will be devoted to research strategies, writing practices, handling primary and secondary sources, and the analysis of historiography.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory history course.

HIS-425: DIALOGUES ON THE EXPERIENCE OF WAR: WAR AND REINTEGRATION  
(6 credits)
Dialogues on the Experience of War: War and Reintegration focuses on the various ways in which Americans have dealt with war and its effects on service members. A major emphasis is placed on the humanities approach, addressing war and the trauma associated with it from historical, literary, and philosophical perspectives.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory history course.

HLS-355: CRITICAL THINKING FOR HOMELAND SECURITY  
(3 credits)
This course offers an overview of critical thinking and its applications in the homeland security context. The focus is on essential elements of thought, asking the right questions, uncovering fallacies in reasoning, and statistical misrepresentations. Evidence evaluation in a homeland security setting is featured with several examples interpreting real-world information.

Advisory: This is an upper-level course. Students should have knowledge and skills in critical thinking.
HLS-390: ETHICAL MANAGEMENT IN PUBLIC SAFETY (3 credits)
This course provides a general examination of the role of public safety leaders, including those in homeland security and emergency management, in shaping standards of ethical conduct at the individual, group, and organizational levels. Students will gain an understanding of the ethical challenges faced by public safety professionals in balancing core values, responsibilities, and compliance with the policies and regulations relevant to the institution they serve. This course also includes scenarios and simulations with reflective questions to help students think critically and constructively about real-life issues in public safety.

HLS-398: INTEGRATING PUBLIC SAFETY AND HOMELAND SECURITY (3 credits)
The protection and safety of the public and property involves many and varied public and private organizations. Depending upon the government structure, operational agencies and policies may or may not be congruous and the results are illustrated in performance effectiveness of public safety agencies. This course will provide an overview of the various functions of public safety and emergency management, the relationship to homeland security, and how they work together to effectively serve the common good.

HLS-410: COUNTERTERRORISM: CONSTITUTIONAL AND LEGISLATIVE ISSUES (3 credits)
Counterterrorism: Constitutional and Legislative Issues explores the evolution of homeland security as a concept, a legal framework, and a redirection of national policies and priorities. The political, economic, and practical issues of implementation are examined. The course provides an overview of the history of the terrorist threat, United States responses, and an introduction to fundamental policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Plan, and National Incident Management System. The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attacks is also described.

Advisory: To be successful in this course, students should have earned 6 credits in homeland security or have comparable knowledge and experience.

HLS-420: HOMELAND SECURITY: PREPAREDNESS, PREVENTION, AND DETERRENCE (3 credits)
This course focuses on how strategic planning, incident control systems, and intelligence techniques combine to provide the necessary foundation for anti-terrorism and emergency preparedness. Topics covered include infrastructure protection, National Incident Management System, threat and vulnerability assessments, information sharing, resource planning, and other issues relating to terrorism prevention and deterrence.

Advisory: To be successful in this course, students should have earned 6 credits in homeland security or have comparable knowledge and experience.

HLS-429: PROTECTING THE HOMELAND: RESPONSE AND RECOVERY (3 credits)
This course focuses on processes, procedures, and available resources in responding to and guiding recovery from disaster events. Topics covered include planning, leadership, technology, information gathering, coordination, communication, and other issues relating to response and recovery from disaster and terrorism scenarios.

Advisory: To be successful in this course, students should have earned 6 credits in homeland security or have comparable knowledge and experience.

HLS-450: IMMIGRATION AND WORLDWIDE BORDER SECURITY (3 credits)
Immigration and Worldwide Border Security examines the complexities and intersectionality of geographic, political, social, economic, and cultural borders between nations and explores how changes with one affects others. The course focuses on national sovereignty and attempts to secure national borders through the enactment of laws and resource allocations, together with the conflicts that can emerge between nations as people attempt to move across borders. It analyzes current and historical political, economic, and policy issues between nations, using the United States, Mexico, and European refugee movements, as case studies. The course will also explore the various policy and operational strategies used for border security, and their impact both economically and culturally. Topics will cover threats to national security, migration issues, transnational crime, the use of technology in securing borders, and border protection from a historical and current perspective.

HLS-498: HOMELAND SECURITY CAPSTONE (3 credits)
Homeland Security Capstone provides engagement in a student-centered, content-related learning experience that serves as a summary and synthesis of courses in a student’s undergraduate academic career. Students select an area of interest related to their academic studies and engage in an activity leading to a research project or applied project reflective of comprehensive knowledge gained in undergraduate studies and demonstrate their knowledge of the outcomes of the Bachelor of Arts degree. The course culminates with a Capstone paper.

Advisory: This is an upper-level course to be taken upon completion of all other Bachelor of Science degree in Homeland Security and Emergency Management requirements.

HPS-200: STATISTICS FOR THE HEALTH PROFESSIONS (3 credits)
The focus of this course is on exploring the statistical methods used in health professions. Students review parametric and nonparametric techniques and explore the purpose, assumptions, selection, and interpretation of descriptive and inferential statistics. As part of the course, students use Microsoft Excel to organize and analyze data sets.

Notes: Open to all undergraduate University students, this course meets the Quantitative Literacy requirement for Bachelor of Science in Nursing.
students and satisfies the statistics prerequisite for NUR-418: Research in Nursing and NUR-530: Evidence-Based Nursing Practice in the Master of Science in Nursing degree program at Thomas Edison State University. This course cannot be used as a graduate nursing elective.

System Requirement: Specialized software is required for this course. Please see syllabus for more information.

**HUM-101: INTRODUCTION TO THE HUMANITIES I: PHILOSOPHICAL THOUGHT (3 credits)**

This course examines the question: How do we live a meaningful life? Drawing from a range of Western philosophers, the course examines the basic tension between the Greco-Roman tradition of secular humanism and the traditions of theistic religion (Judaism, Christianity, and Islam). Students will absorb and digest philosophical ideas from Plato, sacred texts (the Bible and the Quran), Karl Marx, Friedrich Nietzsche, Jean-Paul Sartre, Viktor E. Frankl, and Simone Weil, among others. Course content consists of a series of half-hour video lectures along with text readings. Throughout, the course challenges students to consider and reconsider what constitutes a meaningful life. This course is based on the course “Philosophy, Religion, and the Meaning of Life” from the Teaching Company.

**HUM-102: INTRODUCTION TO THE HUMANITIES II: DRAMA, POETRY, AND NARRATIVE (3 credits)**

This course surveys classics of Western literature in their cultural context. The course is divided into three parts, each focused on one of the genres featured in the course title. The first section of the course considers the sweep of drama from its earliest religious and ritual context (Oedipus the King) to works that reflect a culture adrift from its moorings (Waiting for Godot). The second section presents poetry as a “rediscovering of common experience,” beginning with William Shakespeare's sonnets and moving through William Blake, Walt Whitman, Emily Dickinson, Robert Frost, and Adrienne Rich. In the third part of the course, a survey of narrative literature, students read and discuss authors such as Charles Dickens, Emily Brontë, Herman Melville, Franz Kafka, and Alice Walker. Course content consists of a series of half-hour video lectures that discuss authors and works. Works of literature will be sampled or read in entirety from both online sources and hard-copy texts. This course is based on the course “Understanding Literature and Life” from the Teaching Company.

**HUM-103: INTRODUCTION TO THE HUMANITIES III: MUSIC (3 credits)**

This course discusses and helps students appreciate representative works of Western music in relation to their historical contexts. The course takes a three pronged approach. First, it examines the historical, social, political, and religious environments that shaped the composers under study and their musical styles. Second, it focuses on certain representative works as examples of their times and as objects of art unto themselves. Finally, it develops listening skills and a musical vocabulary that allows students to isolate and identify certain types of musical phenomena. Students will emerge from the course with an expanded appreciation of the language of music. Course content is drawn from the Teaching Company’s “How to Listen to and Understand Great Music” by Dr. Robert Greenberg.

**HUM-104: INTRODUCTION TO THE HUMANITIES IV: FINE ARTS AND ARCHITECTURE (3 credits)**

This course surveys the great works of Western painting, sculpture, and architecture from 800 A.D. to the mid-20th century. These works are examined within the political, religious, and social context of their time, allowing students to understand both why the artwork was created by the artist and how it was at the same time a response to a particular set of historical circumstances. Students will emerge from the course with a better grasp of how to view art with both understanding and enjoyment. Course content is drawn from the Teaching Company’s “A History of European Art” by Professor William Kloss.

**HUS-101: INTRODUCTION TO HUMAN SERVICES (3 credits)**

This course provides a broad overview of the human services field. Students will be introduced to the social problems addressed by human service workers as well as to typical practice settings and techniques. Introduction to Human Services will help students understand the qualities and skills required of workers in this field while encouraging students to look at their own characteristics to help determine their ideal role. Students will gain a perspective on the history of the field as well as the issues that typically arise in the areas of law, ethics, values, and human diversity. The course also discusses group work, program planning, and tips for recognizing burnout and managing stress.

**HUS-295: ASSOCIATE-LEVEL HUMAN SERVICES CAPSTONE (3 credits)**

The 3-credit Associate-Level Human Services Capstone is an in-depth, student-centered experience that requires the integration of theory and practical experience. In this course students apply the skills and techniques they have learned as well as their knowledge of agencies and culturally diverse client populations to a specific project. The project will identify an issue, problem, information gap, or creative endeavor in which the student will explore, research, evaluate, and theorize in a final paper. On successful completion of the course, students will have met the learning outcomes of the Associate in Arts in Human Services degree program. 

Advisory: Only students matriculated in the Associate in Arts in Human Services degree program may enroll in this course. Students must also have completed all required courses before enrolling in the Capstone course.

**HUS-495: BACHELOR-LEVEL HUMAN SERVICES CAPSTONE (6 credits)**

The 6-credit Bachelor-Level Human Services Capstone is an in-depth, student-centered experience that requires the integration of theory and practical experience. Students will apply the skills and techniques they have learned as well as their knowledge of agencies and culturally diverse client populations to a specific project. The project will identify
an issue, problem, information gap, or creative endeavor in which the student will explore, research, evaluate, and theorize in a final paper. On successful completion of the course, students will have met the learning outcomes of the Bachelor of Science in Human Services degree program.

Advisory: Only students matriculated in the Bachelor of Science in Human Services degree program may enroll in this course. Students must also have completed all required and professional track courses before enrolling in the Capstone course.

ITS-130: DATABASE FUNDAMENTALS (3 credits)
Database Fundamentals examines the fundamental concepts and applications of database systems. Topics include relational database components, database queries, structured query language (SQL), the database life cycle, logical database design using normalization, physical database design, data and process modeling, online transaction processing (OLTP), online analytical processing (OLAP), and extensible markup language (XML). The course explores security concepts and controls to protect databases against cyberattacks.

ITS-140: INTRODUCTION TO NETWORKING (3 credits)
Introduction to Networking provides essential knowledge and techniques for securely installing, configuring, maintaining, and troubleshooting a computer network. Students first become familiar with the basics of networking. With the fundamentals in place, the course covers installing interface cards, managing static and dynamic IP addressing, setting up a wired or wireless network, configuring network security, managing network traffic, and configuring remote access to a network. Students learn how to maintain network security throughout these processes.

Advisory: Students will be required to purchase online materials available via a link in the syllabus.

Note: The course is designed to help prepare for the Cisco Certified Entry Networking Technician certification exam.

ITS-150: COMPUTER PROGRAMMING I (3 credits)
Computer Programming I focuses on fundamental concepts terminology and developing simple computer programs. Topics include programming nomenclature, program specification, algorithm development, analysis, problem solving, and implementation of computer programs. The course also explores application of best practices to develop secure programs. The course will use Python as a base language.

ITS-160: FUNDAMENTALS OF MODERN OPERATING SYSTEMS (3 credits)
Fundamentals of Modern Operating Systems introduces core concepts of modern operating systems. Topics include operating systems (OS) nomenclature, OS types, kernels, program execution, memory management, multitasking, device management, virtualization, scheduling, and interaction between computers and the services provided by operating systems hardware. The course also examines key cybersecurity concepts and techniques as applied to modern operating systems.

ITS-231: DATABASE PROGRAMMING (3 credits)
Database Programming is a database technology course focused on database programming. Topics include the relational data model, structured query language (SQL), event triggers, stored procedures, database security, security patterns and best practices, proper use of indexes, database currency, and reporting design and methodologies.

ITS-240: ROUTING AND SWITCHING FUNDAMENTALS (3 credits)
Routing and Switching Fundamentals explores basic network operations as they pertain to routing and switching technologies. The course and labs explore the fundamentals of networking, LAN switching technologies, IPv4 and IPv6 routing technologies, WAN technologies, infrastructure services, infrastructure security, and infrastructure management.

ITS-261: LINUX (3 credits)
Linux addresses the fundamentals of the Linux operating system. Topics covered in the course include system architecture and history, system installation and configuration, the command line interface and shell commands, basic system administration, system updates, file systems, access controls, network services configuration, printer configuration, system services, security models, and scripting.

Note: The course is designed to help prepare for the CompTIA Linux+ certification exam.

ITS-340: WIRELESS AND MOBILE NETWORKING (3 credits)
Wireless and Mobile Networking provides an in-depth study of technologies used to implement wireless and mobile networks in a secure manner. Topics covered include wireless network components; types of wireless networks; network protocols; network performance and management; mobile systems and devices; nomenclature and implementation of mobile computing; mobile operating systems; cellular 3G, 4G, LTE (Long-Term Evolution), and 5G networks; and mobile device management. The course also assesses security risks to mobile and wireless technologies and explores the application of appropriate security controls.

ITS-363: WINDOWS SERVER CONFIGURATION (3 credits)
Windows Server Configuration provides the core knowledge and skills necessary to design, implement, configure, and manage a Windows network that incorporates Windows Server infrastructure. This course offers in-depth coverage of installation, networking configuration, Active Directory domain services, server virtualization, virtual machines, Windows firewall configuration, and security policies.

JOU-110: INTRODUCTION TO NEWS REPORTING (3 credits)
The Introduction to News Reporting TECEP® exam assesses students’ knowledge and ability to write a story, apply
of different races and ethnicities; and persons of different
group of historical leaders: both men and women; leaders
spectrum of world history. The course introduces a diverse
leadership practices and leadership concepts across a broad
students with the opportunity to reflect on links between
elements of the course will reinforce each other and provide
understanding leaders acting in history. Together, these two
about leadership and whose writings provide a means of
demonstrated leadership within multiple contexts (including
church, sports, and art); second, on writers/scholars/leaders
politics, reform movements, diplomacy, military, business,
discussed, in addition to potential tort liability arising from criminal acts. Strict liability and product liability will be explored.
Business Law introduces the concepts and applications of
laws that affect the business enterprise. Identification of the
sources of law, including the courts, administrative agency
rules and regulations, executive orders, and judicial decisions
will be addressed. The law of contract, sales, and agency will
be covered in detail while a distinction is drawn between
traditional and online versions of each. Additionally, remedies
for breach of these agreements will be covered. Business
crimes will also be discussed, in addition to potential tort
liability arising from criminal acts. Strict liability and product
liability will be explored.

LDR-305: FOUNDATIONS OF LEADERSHIP (3 credits)
Foundations of Leadership provides students with an
academic, personal, and practical understanding of
leadership. Students analyze their own personalities to
discover the best avenues for developing their leadership
abilities and style. This process requires examining,
modeling, and adapting their own personal style and ethics
for real-world practical applications. Students assess their
leadership skills in order to put into practice what they learn
during the course.

LDR-324: LEADERS IN HISTORY (3 credits)
This course focuses on historical perspectives on
leadership: first, on real leaders over thousands of years who
demonstrated leadership within multiple contexts (including
politics, reform movements, diplomacy, military, business,
church, sports, and art); second, on writers/scholars/leaders
from different historical eras and contexts who wrote
about leadership and whose writings provide a means of
understanding leaders acting in history. Together, these two
elements of the course will reinforce each other and provide
students with the opportunity to reflect on links between
leadership practices and leadership concepts across a broad
spectrum of world history. The course introduces a diverse
group of historical leaders: both men and women; leaders
different races and ethnicities; and persons of different
national/cultural backgrounds.

LDR-345: LEADING ORGANIZATIONAL CHANGE
(3 credits)
This course builds on the ideas introduced in LDR-305:
Foundations of Leadership, strengthening the framework of
the practice of leadership. Leading Organizational Change
provides an in-depth exploration of the leader’s primary
role in organizational change and develops skills and tools
that can be put to use in real leadership practice. Each
student will have the opportunity to examine and discuss the
leader’s role, to consider how the leader can inform real or
simulated change practice, and to reflect on how the leader
plays a role in the success of any change initiative regardless
of complexity. During this course the student engages in
linking leadership theory used in Foundations of Leadership
with the challenge of successfully navigating the process of
implementing change initiatives.

LDR-305: FOUNDATIONS OF LEADERSHIP (3 credits)
Foundations of Leadership provides students with an
academic, personal, and practical understanding of
leadership. Students analyze their own personalities to
discover the best avenues for developing their leadership
abilities and style. This process requires examining,
modeling, and adapting their own personal style and ethics
for real-world practical applications. Students assess their
leadership skills in order to put into practice what they learn
during the course.

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about leadership and whose writings provide a means of
understanding leaders acting in history. Together, these two
elements of the course will reinforce each other and provide
students with the opportunity to reflect on links between
leadership practices and leadership concepts across a broad
spectrum of world history. The course introduces a diverse
group of historical leaders: both men and women; leaders
different races and ethnicities; and persons of different
national/cultural backgrounds.

LDR-345: LEADING ORGANIZATIONAL CHANGE
(3 credits)
This course builds on the ideas introduced in LDR-305:
Foundations of Leadership, strengthening the framework of
the practice of leadership. Leading Organizational Change
provides an in-depth exploration of the leader’s primary
role in organizational change and develops skills and tools
that can be put to use in real leadership practice. Each
student will have the opportunity to examine and discuss the
leader’s role, to consider how the leader can inform real or
simulated change practice, and to reflect on how the leader
plays a role in the success of any change initiative regardless
of complexity. During this course the student engages in
linking leadership theory used in Foundations of Leadership
with the challenge of successfully navigating the process of
implementing change initiatives.

LDR-305: FOUNDATIONS OF LEADERSHIP (3 credits)
Foundations of Leadership provides students with an
academic, personal, and practical understanding of
leadership. Students analyze their own personalities to
discover the best avenues for developing their leadership
abilities and style. This process requires examining,
modeling, and adapting their own personal style and ethics
for real-world practical applications. Students assess their
leadership skills in order to put into practice what they learn
during the course.

LDR-324: LEADERS IN HISTORY (3 credits)
This course focuses on historical perspectives on
leadership: first, on real leaders over thousands of years who
demonstrated leadership within multiple contexts (including
politics, reform movements, diplomacy, military, business,
church, sports, and art); second, on writers/scholars/leaders
from different historical eras and contexts who wrote
about leadership and whose writings provide a means of
understanding leaders acting in history. Together, these two
elements of the course will reinforce each other and provide
students with the opportunity to reflect on links between
leadership practices and leadership concepts across a broad
spectrum of world history. The course introduces a diverse
group of historical leaders: both men and women; leaders
different races and ethnicities; and persons of different
national/cultural backgrounds.

LDR-345: LEADING ORGANIZATIONAL CHANGE
(3 credits)
**LIB-312: FROM HANSEL AND GRETEL TO THE HUNGER GAMES: AN EVOLUTION OF CHILDREN’S AND YOUNG ADULT LITERATURE (3 credits)**

This course provides a history of the portrayal of violence and more in juvenile entertainment, including literature and movies. How did utopia become dystopia? How did juvenile literature evolve from myths, fairy tales, and books such as Alice in Wonderland to graphic novels and young adult fiction such as The Hunger Games? This course examines a collection of representative texts from the earliest example to contemporary works of fiction for young readers in order to study the impact it has on children and societal cultural values.

**LIB-320: THE MUSIC OF WAR AND PEACE (3 credits)**

The Music of War and Peace examines music through the lens of war. From the patriotic songs written during the Civil War to songs of remembrance performed in the aftermath of Sept. 11, music has always been greatly affected by conflict. This course connects compositions and songs to their societal functions, unearths their cultural genealogies, and looks at how music has been used throughout history. The music analyzed in this class inspired soldiers, started riots, calmed angry nations, served as propaganda, sent secret messages, and forced governments to censor and imprison their composers. From this course, students will learn how to analyze, reveal, and explain the societal function of different music either inspired by or used during war.

*Note: This course is an interdisciplinary general education offering and does not require prior knowledge of music.*

**LIB-342: ONLINE OBSESSIONS: DETERMINING AND DEALING WITH DIGITAL DEPENDENCY (3 credits)**

This course will study online obsessions including electronic addictions such as internet addiction, mobile phone addiction, and video game addiction. The emphasis will be placed on a comprehensive biopsychosocial framework. Throughout, attention will be given to the impact of age and cultural factors and the idea that usage is a matter of choice. Intervention strategies will be included to obtain therapeutic information, support recovery, and prevent relapse. Students will develop theoretical understanding, self-awareness, and strategies for treatment. Other factors that contribute to electronic addiction will also be examined.

**LIB-360: THE ETHICS AND POLITICS OF WAR (3 credits)**

The Ethics and Politics of War provides students with a historical perspective on the involvement of world powers, including the United States, in various global and local conflicts. Both the political underpinnings and the social effects of this involvement are examined from the vantage point of philosophical and political theories of war, ethics, and social justice in the Western intellectual tradition. Students will assess these theories and examine their application in a variety of settings, analyzing their ethical consequences, and their effect on history.

**LIB-495: LIBERAL ARTS CAPSTONE (3 credits)**

Liberal Arts Capstone provides students with the opportunity to summarize, synthesize, and build upon course work in their undergraduate major area, resulting in a substantial research project and oral presentation. Students in this course will demonstrate their achievement of learning outcomes associated with their major area of study as well as the general outcomes of the Bachelor of Arts degree.

*Advisory: Students should have completed or be near to completing all of their degree requirements before enrolling in this course.*

**LIT-202: LITERARY ROOTS OF WESTERN CULTURE (3 credits)**

The literature of the Western Hemisphere has influenced and shaped its culture, from history and art to philosophy and religion. Literary Roots of Western Culture introduces and explores those literary works that have arguably had the greatest influence. From the “In the beginning. . .” of the Bible’s Book of Genesis to Franz Kafka’s 20th-century hallucinatory story of a dung beetle, Western literature has grappled with serious questions about our identity as human beings, about how we determine what is right and wrong, about how we can know or approach God, about how we can distinguish reality from illusion, about how we can know true beauty as well as other questions we grapple with in our lives. This course explores the answers that the West’s best writers and thinkers have provided as well as the issues and questions they have raised. Names such as Homer, Sophocles, William Shakespeare, and Leo Tolstoy are familiar to most people, yet relatively few have experienced these works personally. Students will be introduced to a selection of the “great books” of Western literature and encouraged to enter into a dialogue with them through use of a personal journal.

*Advisory: Students should have successfully completed English Composition I and II prior to enrolling.*

**LIT-205: AMERICAN LITERATURE I (3 credits)**

American literature blossomed in the early 19th century into what historians have called “the Romantic Period of American Literature.” With the United States firmly established as a nation by 1800, this proliferation of literature caused the young country to be recognized internationally as a literary force. American Literature I offers an introduction to the major works of key writers of the early 19th century from the following points of view: their cultural context; their historical context; and their literary characteristics.

*Advisory: Students should have successfully completed English Composition I and II prior to enrolling.*

**LIT-206: AMERICAN LITERATURE II (3 credits)**

This course introduces the major works of American writers of the United States from the late 19th century to the mid-20th century. The emphasis is on the literary movement called Realism and the societal factors that contributed to the movement, such as the Civil War and the Reconstruction period, increased industrialization, and the influences of Sigmund Freud and Charles Darwin. In addition, there will
be a discussion of the literary techniques that writers employ and the reading strategies necessary to understand and enjoy literature.

Advisory: Students should have successfully completed English Composition I and II prior to enrolling.

**LIT-221: INTRODUCTION TO CHILDREN’S LITERATURE (3 credits)**

Introduction to Children’s Literature is a course designed for adults who care deeply about children and children’s books. Recognizing the crucial role adults play in introducing children to the joys of literature, the course encourages and promotes sharing books with children, including infants.

Advisory: Students should have successfully completed English Composition I and II prior to enrolling.

**LIT-291: ANALYSIS AND INTERPRETATION OF LITERATURE (3 credits)**

Ezra Pound once observed that “Great literature is simply language charged with meaning to the utmost possible degree.” This course explores the major terms and concepts useful in finding and sharing this richer meaning. Traditional and contemporary works will be explored and discussed with an emphasis on analyzing, discussing, and writing about literature in both historical and critical contexts.

Advisory: This is an upper-level literature course. Incoming students are expected to be familiar with the vocabulary and conventions of literary analysis as well as the correct use of Modern Language Association (MLA) style documentation. Before enrolling in an upper-level literature course, students are strongly encouraged to complete ENC-102: English Composition II and one or more introductory literature courses and/or have equivalent knowledge.

**LIT-301: ADVANCED AMERICAN LITERATURE I (3 credits)**

This upper-level course is an in-depth study of early American literature beginning with the study of Native American trickster tales and the literature of the early explorers and settlers and ending with works that explore issues of race and freedom at the time of the American Civil War. Well-known writers are included as well as significant writers who are less often studied. The course involves analysis of texts and synthesis of readings as well as a significant amount of writing. Students write a documented research paper as a Capstone project.

Advisory: This is an upper-level literature class. Students should be familiar with the vocabulary and conventions of literary analysis as well as the correct use of Modern Language Association (MLA) style documentation. Before enrolling in an upper-level literature course, students are strongly encouraged to complete ENC-102: English Composition II and one or more introductory literature courses and/or have equivalent knowledge.

**LIT-302: ADVANCED AMERICAN LITERATURE II (3 credits)**

This upper-level course is an in-depth study of American literature beginning with the regional realism of the late 19th century and ending with the literature of the 60s counterculture and the continuing search for identity in literature today. Well-known writers are included as well as significant writers who are less often studied. The course involves analysis of texts and synthesis of readings as well as a significant amount of writing. Students write a documented research paper as a Capstone project.

Advisory: This is an upper-level literature class. Students should be familiar with the vocabulary and conventions of literary analysis as well as the correct use of Modern Language Association (MLA) style documentation. Before enrolling in an upper-level literature course, students are strongly encouraged to complete ENC-102: English Composition II and one or more introductory literature courses and/or have equivalent knowledge.

**LIT-331: AFRICAN ENCOUNTERS (3 credits)**

This upper-level course is based on the African Encounters course developed by Khombe Mangwanda, Michael Titlestad, and David Levey of the University of South Africa (UNISA) in Pretoria, South Africa. It examines several autobiographies written by authors from South Africa, Zimbabwe, and Nigeria. It studies how these African and South African writers use autobiography to explore and define their individual life experiences as well as the collective life experiences of a community. Students are expected to use their critical-thinking and analytical skills as they examine the components of autobiography, the internal and external encounters of each author, and the political and social dimensions of the authors’ experiences.

Advisory: This is an upper-level literature class. Students should be familiar with the vocabulary and conventions of literary analysis as well as the correct use of Modern Language Association (MLA) style documentation. Before enrolling in an upper-level literature course, students are strongly encouraged to complete ENC-102: English Composition II and one or more introductory literature courses and/or have equivalent knowledge.

**LIT-450: NON-WESTERN LITERATURE (3 credits)**

This course is designed to help students gain familiarity with values and issues from non-Western cultures. The term non-Western literature generally refers to writings by people in any culture or country except those of Western Europe, Ancient Greece, and the United States. Literature can immerse a reader in another’s mind, allowing the reader to live a different life through the writer’s imagination. The unfamiliar context of the non-Western writer may challenge a Western reader in this regard. The course will cover both postcolonialism and feminist thought, examining each through non-Western eyes. At least one Western work will be introduced in each case, allowing students to contrast a typical Western point of view with the views and issues of non-Western cultures.

A third major course topic is literature in translation. We are fortunate to be able to read works of literature that date back thousands of years, but few of us can read them in their original languages. This part of the course will look at issues concerning the translation of thoughts and ideas (specifically religious experiences) from one culture to another.

Advisory: This is an upper-level literature class. Students should be familiar with the vocabulary and conventions of literary analysis as well as the correct use of Modern Language Association (MLA) style documentation. Before enrolling in an upper-level literature course, students are strongly encouraged to complete ENC-102: English Composition II and one or more introductory literature courses and/or have equivalent knowledge.

**MAN-210: PRINCIPLES OF MANAGEMENT (3 credits)**

Principles of Management is structured on the managerial functions of planning, organizing, leading, and controlling
within the framework of a rapidly changing and increasingly diverse global community. Emphasis is on managing resources in an effective and efficient manner to meet an organization’s objectives. Specific attention is given to transforming management principles into management practices.

**MAN-230: INTRODUCTION TO ENTREPRENEURSHIP** (3 credits)
Entrepreneurship is the process by which individuals pursue opportunities without regard to resources they currently control. The essence of entrepreneurial behavior is identifying opportunities and putting useful ideas into practice. The tasks called for by this behavior can be accomplished by either individuals or a group and typically require creativity, drive, and a willingness to take risks. Introduction to Entrepreneurship explains the entrepreneurial process and the way it typically unfolds. This process consists of four steps: deciding to become an entrepreneur; developing successful business ideas; moving from an idea to an entrepreneurial firm; and managing and growing the entrepreneurial firm. The course integrates readings and cases with online discussions, activities, and a unifying project to encourage students to demonstrate how the process can be used by them to help launch a successful new venture.

**MAN-311: ORGANIZATIONAL BEHAVIOR** (3 credits)
Organizational Behavior provides a framework for understanding and successfully managing the interactions between individuals, groups, and organizations. Topics include the roles of individuals within organizations, group processes and leadership styles, organizational communication, and the impact on society of organizational culture. A continuing emphasis on ethical behavior connects the course with contemporary concerns.

Advisory: This subject may be classified as either social sciences (PSY-361) or business (MAN-311) depending on the degree program.

**MAN-331: HUMAN RESOURCES MANAGEMENT** (3 credits)
Human Resources Management is a 3-credit, upper-level undergraduate course that focuses on human resources as the dynamic foundation for organizational competitiveness in a change-driven environment. It examines processes for planning, developing, and managing human resources within the context of a partnership relationship among leaders, managers, and employees. The course is structured around three fundamental beliefs: human resources represent a critical organizational asset; human resources are the linchpin for organizational change; and human resources are a source of competitive advantage.

Advisory: It is advisable to have knowledge in a course equivalent to MAN-230: Principles of Management with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**MAN-372: INTERNATIONAL MANAGEMENT** (3 credits)
This course provides the student with knowledge of the complexities and opportunities of conducting business across national boundaries. Topics include international trade theory, foreign direct investment, and foreign exchange rates. Students will study the functions of management including diplomacy and the unique cultural customs and traditions that impact the business environment. International management topics such as various forms of business practices, business ethics, leadership, and human resource management will also be covered.

Advisory: It is advisable to have knowledge in a course equivalent to MAN-230: Principles of Management with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**MAN-373: MANAGERIAL COMMUNICATIONS** (3 credits)
Managerial Communications is an upper-level undergraduate course that explores key theories and strategies of contemporary organizational communications. It recognizes that challenges exist for creating and implementing effective communication both inside organizations – between individuals and groups, and outside organizations – with markets, partners, and influential third parties.

**MAN-415: CHANGE MANAGEMENT** (3 credits)
This course provides students with an introduction to principles of managing change in organizations including different thinking styles regarding change management, and the basic principles that apply to any complex change process, and practical application on how to work with individuals, teams, and organizations to master change. The course provides students with knowledge of change and the change process, an understanding of the challenges to change, models to follow to manage change, and communication strategies regarding change and consolidating change into the organization.

**MAN-425: ADVANCED ORGANIZATIONAL MANAGEMENT** (3 credits)
Advanced Organizational Management addresses the role of organizational culture in enabling the successful leader to be the architect of organizational change. From a leader’s perspective, the course examines organizational culture including creation of organizational values, alignment of vision and goals, creating an ethical organizational
culture, and succession planning. It also discusses the role of culture in introduction of new strategies, how to enable open communication for empowerment, and the role of organizational culture in implementing change.

**MAN-432: SMALL BUSINESS MANAGEMENT (3 credits)**
Small Business Management is a course about planning, marketing, and managing a small business. It analyzes various theories and applications of management and addresses the current issues, ethical concerns, and legal regulations that have an impact on small business. The course also reviews the critical role that entrepreneurs play in our economy.

**MAN-435: PROJECT MANAGEMENT (3 credits)**
Project Management provides the foundation and framework for managing projects to assure completion within budget, schedule, and performance specifications. The course begins by introducing the role of project management and elements of effective project leadership. Within the modules, students are introduced to principles and tools for managing project scope, risk, and cost. The course also introduces project evaluation and control methods, and keys to future project success.

**MAR-201: INTRODUCTION TO MARKETING (3 credits)**
Introduction to Marketing explores key marketing concepts and shows you how they apply to today's business practices. The course covers the essential knowledge and techniques managers need to compete successfully, whether in large companies or small businesses, profit-oriented firms or not-for-profit organizations. Topics include customer-oriented marketing strategies, buyers and markets, target market selection, and the marketing variables of products (and services), price, promotion, and distribution.

Advisory: Students who completed MAR-303: Introduction to Marketing at Thomas Edison State University before August of 2018 should not take this course, as credit will not be awarded for both courses.

**MAR-306: CREATING AND IMPLEMENTING THE ELECTRONIC ENTERPRISE (3 credits)**
This course explores how businesses use information technology to conduct commercial and private transactions as they manage their enterprises over computer networks. The evolution of business technology has far-reaching implications for a variety of markets – corporate, nonprofit, and the individual consumer. E-commerce coordinates a spectrum of managerial concerns. E-commerce activity focuses on information technologies and systems and has, in turn, created new technologies and platforms that impact traditional business practices and expanded business models. The course examines the nature of economic transactions and business management concerns within this evolving business environment.

Advisory: This may be classified as either a marketing or a management course, depending on how it best fits the student's program.

**MAR-310: PRINCIPLES OF SALES (3 credits)**
Principles of Sales is a comprehensive introduction to the principles of selling and the role of the professional salesperson in the marketing process. The course covers the characteristics and skills necessary for success in sales; techniques for identifying sales prospects and qualifying buyers; the importance of relationship building, product knowledge, and post sales service in long-term, consultative-style selling; territory and sales management; and selling in the global market.

**MAR-321: MARKETING COMMUNICATIONS (3 credits)**
This Marketing Communications TECEP® exam assesses students’ knowledge and application of marketing communications topics such as the marketing environments, integrated marketing communications, promotion venues including personal selling, sales promotion, point-of-purchase sales promotion, internet and social media promotion, along with the marketing concepts that shape these topics. Subjects include: evaluation of the marketing environments; finding, penetrating, and managing markets; utilization and application of marketing mix components and identification of societal and relationship strategies; and communications, concepts, strategies, and variables of promotion venues such as internet marketing communications, sponsorship, product differentiation, and product positioning.

**MAR-322: SALES MANAGEMENT (3 credits)**
The Sales Management TECEP® exam assesses students’ knowledge of the role of sales management in marketing; principles and practices in planning, organizing, and controlling the sales force; and selection, training, compensating, supervising, and motivating salespeople.

**MAR-323: ADVERTISING (3 credits)**
This TECEP® focuses on the role, importance, and applications for advertising as an element in the marketing communications (marcom) mix of the larger product-price-place promotion marketing mix. Consisting of advertising, sales promotion, packaging, branding, point-of-purchase, public relations, word-of-mouth, and event- and cause-oriented communications, marcom mix elements combine to enhance brand equity and implement social, legal, ethical, economic, creative, and media aspects of integrated marketing communications (IMC) programs.

**MAR-335: NEW PRODUCT DEVELOPMENT AND MARKETING (3 credits)**
The development of new product, especially when that new product is part of an existing product line, is a multidimensional process. It involves branding and promotional strategies, product assessment and redesign, and other key product decisions that support corporate revenue strategies. The focus of this course is the development of new products and the launch of these products as part of an overall product portfolio. The critical themes of this course are the new product development...
process and the application of theory to practical business situations. The course offers students a variety of learning exercises and activities to enhance and reinforce their understanding of new product development and product management.

**MAR-411: MARKETING RESEARCH (3 credits)**

This course provides a comprehensive and practical overview of fundamental marketing research methods emphasizing an applied application approach, providing an understanding of hypothesis statements, the survey process, data analysis, conclusions, and presentation of research results relevant to management decision making.

**MAR-441: MARKETING WITH DIGITAL AND SOCIAL MEDIA (3 credits)**

Technology has transformed the ways that marketers must approach operations, channels, and customers. Marketing professionals must look beyond current e-business fads to understand the fundamentals that will distinguish marketing leaders in the future. The focus will be on using the internet for marketing, including how to drive new sales and how to dovetail customer support and service activities. Marketing with Digital and Social Media will examine the history of the internet, the basic technology involved in the architecture, the impact of technology on marketing, how to use the web as a marketing tool, how to determine and segment markets, how the internet fits into an integrated marketing strategy, and how to apply these concepts to the student’s present work, small business, or future occupational needs. This course also explores the contribution of social media marketing and social media websites as they relate to the marketing efforts of businesses.

*Advisory: It is advisable to have completed MAR-306: Creating and Implementing the Electronic Enterprise or MAR-201: Introduction to Marketing or a course in marketing management.*

**MAR-479: APPLIED MARKETING PRACTICES (3 credits)**

This course is designed to bring together both the marketing theory students have encountered and practical experience students have from their own work-related experiences. Students will learn to apply knowledge and experience they already have to “real-world” situations. During this course students will have the opportunity to develop a complete marketing plan for a new business (Marketing Plan) and students can then use this work as a portfolio of their work for current and prospective employers. The critical themes presented in this course are centered on the development of a strategic approach to planning, the utilization of knowledge acquired from previous business courses, and the application of theory to practical business situations.

**MAT-105: APPLIED LIBERAL ARTS MATHEMATICS (3 credits)**

Applied Liberal Arts Mathematics offers a broad overview of mathematics for non-majors. It emphasizes real-world problems that span many disciplines, supporting the theme that mathematics is a fundamental part of everyday life.

**MAT-115: INTERMEDIATE ALGEBRA (3 credits)**

The course is designed for students who have studied elementary algebra and who need additional knowledge and skills for success in college algebra, precalculus, and other college courses that require mathematics. The course affords a transition between elementary algebra and college algebra and provides a solid foundation in the basic algebraic concepts of algebra. The emphasis throughout the course is on skill development and problem solving through the use of applications. Topics include linear equations and inequalities, quadratic equations, graphing, rational expressions, functions, exponents, radicals, parabolas, and systems of linear equations.

*Advisory: It is advisable to have completed elementary algebra.*

**MAT-119: QUANTITATIVE BUSINESS ANALYSIS (3 credits)**

This is an applications-based course that continues with the mathematical inquiry that began in high school and intermediate algebra. The course prepares students for further study in business, finance, and management science. The underlying teaching philosophy is that students who study mathematics should develop alternate means of critical thinking and apply those means to the applications in the everyday business world. To this end, active participation is fostered by means of a variety of assignments. This course provides the student with sophisticated computational skills while stressing the ability to think critically and objectively. These computational and thinking skills will be applied to a wide variety of business applications. Students are encouraged to explore and solve realistic applications in business, finance, and management science.

*Advisory: It is advisable to have knowledge in a course equivalent to MAT-115: Intermediate Algebra with a grade of C or better to succeed in this course. Students are responsible for ensuring that they have the required knowledge. Bachelor of Science in Business Administration and Associate in Science in Business Administration students are recommended to take MAT-119: Quantitative Business Analysis or MAT-121: College Algebra.*

**MAT-121: COLLEGE ALGEBRA (3 credits)**

This college-level algebra course provides an understanding of algebraic concepts, processes, and practical applications. Topics include linear equations and inequalities, quadratic equations, and systems of equations and inequalities, complex numbers, and exponential and logarithmic expressions and functions. These topics are fundamental to the study of advanced courses in mathematics, statistics, engineering, and computer technology as well as in the sciences. Various applications in other fields such as finance, medicine, and environmental studies also require an understanding of algebraic concepts.

*Advisory: It is advisable to have knowledge in a course equivalent to MAT-115: Intermediate Algebra with a grade of C or better to succeed in this course. Students are responsible for ensuring that they have the required knowledge. Bachelor of Science in Business Administration and Associate in Science in Business Administration students are recommended to take MAT-119: Quantitative Business Analysis or MAT-121: College Algebra.*
MAT-129: PRECALCULUS (3 credits)
Precalculus is a broad-based course that follows on courses in college algebra. It prepares students for courses in calculus and higher mathematics and for courses in technology where knowledge of precalculus is a prerequisite. The course is especially appropriate for students taking courses in aviation, electronics, nuclear studies, computer science, and so on. The underlying teaching philosophy is that students who study mathematics should develop skills of active enquiry and independent thought. To this end, active participation is fostered by means of a variety of activities. Providing a solid foundation for the study of calculus and advanced mathematics, the course emphasizes skills development and critical thinking. Students are encouraged to explore and solve realistic and relevant applications in the areas of science and technology. Topics include exponential and logarithmic functions, trigonometric functions, trigonometric identities and equations, applications of trigonometry, systems of equations and inequalities, sequences and series, and analytic geometry.

Advisory: It is advisable to have knowledge in a course equivalent to MAT-121: College Algebra with a grade of C or better to succeed in this course. Students are responsible for ensuring that they have the required knowledge.

MAT-231: CALCULUS I (4 credits)
Calculus I is an intensive, higher-level course in mathematics that builds on courses like precalculus. The course aims at serving the needs of a wide student audience, including students in engineering, mathematics, the physical and life sciences, and economics. It is constructed around multiple focal points with the intention of helping students become creative and efficient problem solvers. The course uses technology as a means of discovery for numerical, graphical, and analytical solutions to problems. It also emphasizes communication skills and requires students to interpret, describe, discuss, justify, and conjecture as they search for solutions to problems. Real-life applications provide links with students’ everyday life. Topics covered include applications of the definite integral and inverse function (exponential, logarithmic, and inverse trigonometric functions); techniques of integration; parametric equations and polar coordinates; and sequences and infinite series.

Advisory: It is advisable to have knowledge in a course equivalent to MAT-231: Calculus I with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

MAT-232: CALCULUS II (4 credits)
Calculus II is an intensive, higher-level course in mathematics that builds on MAT-231: Calculus I. The course aims at serving the needs of a wide student audience, including students in engineering, mathematics, the physical and life sciences, and economics. It is constructed around multiple focal points with the intention of helping students become creative and efficient problem solvers. The course uses technology as a means of discovery for numerical, graphical, and analytical solutions to problems. It also emphasizes communication skills and requires students to interpret, describe, discuss, justify, and conjecture as they search for solutions to problems. Real-life applications provide links with students’ everyday life. Topics covered include applications of the definite integral and inverse function (exponential, logarithmic, and inverse trigonometric functions); techniques of integration; parametric equations and polar coordinates; and sequences and infinite series.

Advisory: It is advisable to have knowledge in a course equivalent to MAT-231: Calculus I with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

MAT-270: DISCRETE MATHEMATICS (3 credits)
Discrete Mathematics is designed to meet the needs not only of students majoring in computer science but of a wider audience, especially students in mathematics and science. The course provides tools for formal reasoning. Topics include counting rules, propositional and first-order logic, set theory, functions (with an emphasis on recursive functions), partial order and equivalence relations, Boolean algebra, and switching circuits. Graphs and trees are also introduced. With an emphasis on communication skills, students are required to interpret, describe, discuss, and justify conclusions based on logical reasoning. While the particular focus of the course is on reasoning related to computer programs, no knowledge of programming is required.

Advisory: It is advisable to have knowledge in a course equivalent to MAT-121: College Algebra with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

MAT-301: HISTORY OF MATHEMATICS (3 credits)
This course surveys the historical development of mathematics. Mathematical pedagogy, concepts, critical thinking, and problem solving are studied from a historical perspective. The course aims at serving the needs of a wide student audience as well as connecting the history of mathematics to other fields such as the sciences, engineering, economics, and social sciences. The course explores the major themes in mathematics history: arithmetic, algebra, geometry, trigonometry, calculus, probability, statistics, and advanced mathematics. The historical development of these themes is studied in the context of various civilizations ranging from Babylonia and Egypt through Greece, the Far and Middle East, and on to modern Europe. Topics covered include ancient mathematics, medieval mathematics, early modern mathematics, and modern mathematics.

Advisory: It is advisable to have knowledge equivalent to MAT-231: Calculus I in order to succeed in this course. Students are responsible for making sure they have this knowledge. This course will not fulfill the higher-level mathematics requirement with the Associate in Science and Bachelor in Science (applied science) degree programs.

MAT-321: LINEAR ALGEBRA (3 credits)
This course provides the basics and applications of matrix theory and linear algebra. Emphasis is given to topics that will be useful in other disciplines, including vector spaces, linear transformations, inner products, matrix representations, binary and quadratic forms, and eigenvectors and functions of matrices.

Advisory: It is advisable to have knowledge equivalent to MAT-231: Calculus I in order to succeed in this course. Students are responsible for making sure they have this knowledge.
MAT-331: CALCULUS III (3 credits)
Calculus III is an intensive, higher-level course in mathematics that builds on MAT-232: Calculus II. The course aims at serving the needs of a wide student audience, including students in engineering, mathematics, the physical and life sciences, and economics. It is constructed around multiple focal points with the intention of helping students become creative and efficient problem solvers. The course uses technology as a means of discovery for numerical, graphical, and analytical solutions to problems. It also emphasizes communication skills and requires students to interpret, describe, discuss, justify, and conjecture as they search for solutions to problems. Real-life applications provide links with students’ everyday life. Topics covered include indeterminate forms, vector algebra and calculus in the plane and 3-space, analytic space geometry, multivariable functions, partial derivatives, gradients, and real-world problems.

Advisory: It is advisable to have knowledge equivalent to MAT-231: Calculus I and MAT-232: Calculus II in order to succeed in this course. Students are responsible for making sure they have this knowledge.

MAT-332: CALCULUS IV (3 credits)
Calculus IV is an intensive, higher-level course in mathematics that builds on MAT-232: Calculus II and MAT-331: Calculus III. The course aims at serving the needs of a wide student audience, including students in engineering, mathematics, the physical and life sciences, and economics. It is constructed around multiple focal points with the intention of helping students become creative and efficient problem solvers. This course focuses on the calculus of real- and vector-valued functions of one and several variables. Topics covered include infinite sequences and series, convergence tests, power series, Taylor series, and polynomials and their numerical approximations. Applications of multiple integrals and integral transformations in two and three dimensions are also covered. It also discusses topics of vector integral calculus such as line and surface integrals, theorems of Green, Gauss and Strokes, and their applications to the physical sciences. This course also provides an introduction to first-order and second-order differential equations.

Advisory: This is an upper-level mathematics course. It is advisable to have knowledge equivalent to Calculus I, II and III in order to succeed in this course.

MAT-361: COLLEGE GEOMETRY (3 credits)
Geometry presents a formal and fundamental development of neutral and Euclidean geometry with an emphasis on valid arguments. Non-Euclidean geometry will also be investigated. The course begins with a thorough review of geometry, including using synthetic and algebraic approaches, and continues with a selection of more advanced topics. Topics covered include two- and three-dimensional shapes, proving triangles congruent or similar, quadrilaterals, circles, plane geometry, and non-Euclidean geometry.

Advisory: It is advisable to have knowledge equivalent to at least one college-level mathematics course in order to succeed in this course. Students are responsible for making sure they have this knowledge.

MAT-401: MATHEMATICAL LOGIC (3 credits)
Logic is often defined as the analysis of methods of reasoning. The mathematical logic is the study of mathematical reasoning and proof. This course starts off with the introduction to propositional calculus, the basics to the course; then it focuses on the first-order logic and model theory. Topics covered include the metatheorems dealing with the properties of soundness, completeness, decidability, and consistency. The final part of the course is about formal number theory.

Advisory: This is an upper-level mathematics course. It is advisable to have knowledge equivalent to 6 credits of upper-level (300/400) courses in mathematics in order to succeed in this course.

MUS-220: MUSIC HISTORY I (3 credits)
Music History I examines the history of Western music through 1750, stressing the origin and evolution of musical forms and musical styles and the important composers from each of the time periods from antiquity through the Baroque. The student will also be placing this knowledge in the broader cultural context of each period.

Advisory: An ability to read music is a requirement for this course.

MUS-221: MUSIC HISTORY II (3 credits)
Music History II examines the history of Western music from the Classical period through the present day, stressing the origin and evolution of musical forms and musical styles and the important composers since 1750. The student will also be placing this knowledge in the broader cultural context of each period.

Advisory: An ability to read music is a requirement for this course.
NEG-401: NEGOTIATIONS AND CONFLICT MANAGEMENT (3 credits)
The Negotiations and Conflict Management TECEP® assesses students’ understanding of the conceptual framework of negotiations as practiced in the public and private sectors. Topics include: concepts, processes, strategies, and ethical issues related to negotiations; the theory, processes, and practices of negotiation, conflict resolution, and relationship management in a variety of situations; effective versus ineffective strategies; and patterns of negotiation and conflict resolution in multicultural contexts.

NUC-238: RADIATION ANALYSIS LABORATORY (3 credits)
This course provides general information that a student will need to prepare for work in a radiologically controlled area. It describes radiation and contamination; their health effects; their sources; how they are monitored, controlled, and measured; personal responsibilities; and how to work safely in areas where they are found.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-303: NUCLEAR PHYSICS FOR TECHNOLOGY (3 credits)
This course provides students with fundamental concepts of atomic and nuclear physics, nuclear reactor physics, and nuclear reactor operations. It includes a background in atomic and nuclear physics, nuclear reactions and elementary particle interactions as well as considerations for nuclear reactor design, reactor control, and reactor operations.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-331: PRIMARY REACTOR SYSTEMS (3 credits)
This course examines the design, components, and operations of the nuclear reactor systems with focus on pressurized water reactor (PWR) and boiling water reactor (BWR). Topics covered include reactor coolant system; core design and control; reactor vessel and internals; reactor coolant pumps; pressurizer and relief systems; and steam generators. The course also covers chemical column control system, boron recycle system, spent fuel and cooling system, fuel handling, reactor servicing, component cooling water, liquid radwaste, and gaseous radwaste. In addition, it provides students with opportunities to use nuclear reactor plant simulator software for hands-on learning experience of nuclear power reactor operations.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-342: RADIATIONAL, REACTOR, AND ENVIRONMENTAL SAFETY (3 credits)
This course provides basic concepts and applications in health physics and environmental aspects of nuclear power generation. The topics covered include the biological effects of radiation; dose-rate evaluation; radiation monitoring; radiological safety, reactor effluents, and radioactive waste disposal; regulations governing radiation exposure and the release of radioactivity into the environment; and the environmental impact of nuclear power plants.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-351: NUCLEAR INSTRUMENTATION AND CONTROL (3 credits)
This course encompasses the principles of operation of various types of instruments in the nuclear industry to measure temperature, pressure, level, flow, position, and radiation. The student will gain a broad range of working knowledge of temperature, pressure, level and flow sensors, position indicators, radiation detectors, and control systems. Component theory and design, system hardware, and integrated operation as applied to commercial nuclear systems will be explored.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-365: REACTOR FUNDAMENTALS (3 credits)
This course is a study of fundamentals associated with neutron properties and behavior in light water reactors. Course content includes mass-energy relationships, binding energy, radioactivity, neutron reactions with matter, neutron cross sections, flux, neutron reaction rates, fissionable and fissile fuels, fission reaction, neutron production, neutron life cycle, four-factor and six-factor formula, the effect of reactivity on neutron multiplication, neutron flux and reactor power, reactivity, subcritical multiplication, prompt and delay neutron factors, and neutron sources. The course topics also include reactor period, reactivity coefficients, control rod worth, fission product poisons, and fuel burn up and decay heat removal when the reactor is shut down.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-380: NUCLEAR RULES AND REGULATIONS (3 credits)
This course examines national and international guidance organizations and the United States government rules and regulations that govern the protection of workers, the environment, and the public from both radioactive materials and machine produced radiation, throughout their life cycles.
NUC-402: NUCLEAR MATERIALS (3 credits)
Nuclear Materials is a study of materials used in nuclear engineering applications. It is designed to provide an understanding of atomic bonding; crystalline and noncrystalline structures; diffusion; failure analysis and prevention; kinetics; mechanical and thermal behavior; phase diagrams; ceramics; polymers; composites; and materials used in engineering designs. The course also includes descriptions of characteristic properties and methods conducting common tests and interpreting results.
Advisory: It is strongly recommended that students not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-412: RADIATION BIOPHYSICS (3 credits)
Radiation Biophysics is designed to give students an overview of radiation interactions with living systems. It progresses from an explanation of physical interactions to the biological effects of these interactions. Finally, it deals with the late effects of ionization radiation.
Advisory: It is advisable to have National Registry of Radiation Protection Technologists (NRRPT) Certification or courses in nuclear physics and radiation biology and a working knowledge of calculus, physics, chemistry, and biology. It is strongly recommended that students not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-413: RADIATION INTERACTIONS (3 credits)
Radiation Interactions is an advanced undergraduate course that builds on fundamental concepts in radiation physics. It is a study of the interaction of charged particles with matter. The course serves two purposes. First, it reviews the physics of the atom, radioactive decay, and the interaction of radiation with matter. Second, it describes the methods of radiation detection and radiation dosimetry and shielding.
Advisory: It is advisable to have knowledge in a course equivalent to NUC-412: Radiation Biophysics with a grade of C or better to succeed in this course. Students are responsible for ensuring they have the required knowledge. It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

NUC-490: NUCLEAR TECHNOLOGY ASSESSMENT/CAREER PLANNING (3 credits)
Nuclear Technology Assessment/Career Planning is an in-depth, student-centered activity that requires the integration of current nuclear employment, nuclear technology self-assessment resulting in the development of a comprehensive vitae, practical career planning and interviewing strategies, and applied advanced mathematics applications to nuclear engineering technology situations. Students will research real-world nuclear employment and participate in career focused activities that includes building a professional resume and knowing how to interview successfully. This includes seeking a job, a promotion, and/or moving to a new skill area.
Note: Prior to registering for this course students are required to schedule an academic advising appointment. Instructions on how to schedule an appointment are located on our website http://www.tesu.edu/current-students/Make-Advising-Appointment.cfm.

NUC-495: NUCLEAR ENERGY ENGINEERING TECHNOLOGY CAPSTONE (4 credits)
Nuclear Energy Engineering Technology Capstone is an in-depth, student-centered activity that requires the integration of theory and practical experience in the field of nuclear energy engineering technology. Students will apply the skills and techniques that they have learned and/or experienced to a specific project. In the project students will identify a real-world nuclear engineering technical problem, issue, event, developing technology, or case study. Students will conduct research by exploring, evaluating, and formulating a solution in a final paper. Upon successful completion of the course, students will demonstrate having met the learning outcomes of the Nuclear Energy Engineering Technology degree program.
Prerequisite: NUC-490: Nuclear Technology Assessment/Career Planning.

NUR-320: INTRODUCTION TO PROFESSIONAL NURSING (7 credits)
In this course, students are introduced to the profession of nursing. The theoretic constructs of the metaparadigm of nursing serve as a basis for role development and understanding the practice of nursing. Health promotion, disease prevention, safety, and quality of care provide a context for the practice of evidence-based nursing. This course is designed to be taken concurrently with NUR-328: Health Assessment and Health Promotion and NUR-342: Advanced Nursing Practice. This course is campus based with a clinical component and is only open to Accelerated 2nd Degree BSN Program students.
NUR-328: HEALTH ASSESSMENT AND HEALTH PROMOTION (3 credits)
This course introduces the student to the process of systematic and comprehensive health data collection and assessment. Emphasis is placed on strategies for interpersonal communication, skillful examination techniques, and data validation. Culturally and age appropriate health promotion and disease prevention activities are explored. This course is designed to be taken concurrently with NUR-320: Introduction to Professional Nursing and NUR-342: Advancing Nursing Practice. This course is campus based with a clinical component and is only open to Accelerated 2nd Degree BSN Program students.

NUR-342: ADVANCING NURSING PRACTICE (3 credits)
This course creates a foundation for achieving the Bachelor of Science in Nursing (BSN) educational outcomes and for transitioning to baccalaureate nursing practice. As such, it provides a broad overview of professional practice and patient outcomes issues including professional practices standards, educational requirements in nursing, evidence-based care, health information technology, and population-focused care. The course applies both ethical principles and models of cultural competence to nursing education and practice; in addition, students begin the development of a learning portfolio that will serve as a means to reflect on and validate professional and academic achievements and growth throughout the program.

NUR-400: NURSING CARE ACROSS THE LIFESPAN (8 credits)
This course prepares the student with the knowledge, skills, and attitudes required to provide safe, quality nursing care to the childbearing, childrearing, and gerontological client. Family-centered care, including health education and advocacy, are emphasized as essential to ensure high-quality health outcomes. Nursing care for clients with selected altered health states are discussed with application to client-focused clinical practice. This course is designed to be taken concurrently with NUR-418: Research in Nursing and NUR-531: Nursing Informatics: Concepts and Issues and is only open to Accelerated 2nd Degree BSN Program students.

NUR-418: RESEARCH IN NURSING (3 credits)
This course provides an introduction to evidence-based nursing practice and research. Students will focus on the critical-thinking skills required to identify and appraise the best evidence available to support nursing practice. Emphasis is placed on the components of the research process and the professional nurse’s role in application of research as well as subsequent improvement in healthcare.

NUR-420: INTEGRATING ADVANCED NURSING CONCEPTS (9 credits)
In this course, students integrate advanced nursing concepts and leadership principles to plan and implement care for clients with critical care needs. Contemporary issues related to professional nursing practice are analyzed for their impact on the client, nurse, and the healthcare system. Assimilation into the professional nursing role is initiated with a final clinical transition experience designed to promote student independence and accountability through guidance and collaboration with nurse preceptors and other healthcare team members. Regular clinical hours may vary during this rotation. The student will work the same shifts as the assigned nurse preceptor. This course is designed to be taken concurrently with NUR-428: Leadership and Management in Nursing, NUR-445: Validating Nursing Competence, and NUR-582: Financial Management in Nursing Practice and is only open to Accelerated 2nd Degree BSN Program students.

NUR-428: LEADERSHIP AND MANAGEMENT IN NURSING (3 credits)
This course focuses on the development of leadership and management skills needed by professional nurses. Theories and concepts essential to the role of the nurse as leader and manager in a variety of community and healthcare settings are explored.

NUR-443: PUBLIC HEALTH NURSING (4 credits)
The promotion of health and prevention of illness is the focus of the Public Health Nursing course. Theories from public health, nursing, and social sciences as well as knowledge gained from previous learning, set the foundation for students.
to critically analyze the health of selected populations in a community. Healthy People 2020 serves as a guide for the identification of at-risk groups throughout the lifespan.

**Prerequisites:** Permission from a nursing advisor. All other nursing courses except NUR 445: Validation Nursing Competence and 6 credits of general education must be completed. Evidence of current unencumbered RN license and malpractice insurance should be sent to American Data Bank (ADB) prior to registration at www.tesunursingbackground.com.

**Advisory:** The student needs to upload documents into American Databank/ Complio and contact a nursing adviser for prior approval before registering for the course.

**Note:** The course requires completion of 60 Practice Experience hours (90 hours for students who reside in California to meet that state’s public health certification requirements).

**NUR-445: VALIDATING NURSING COMPETENCE (3 credits)**

In this course, students synthesize prior learning experiences acquired from clinical practice and academic studies. Using standards of professional practice as guidelines for competence, students validate their clinical skills in nursing practice. With the use of reflective learning, critical thinking, knowledge of best practice, and transformative learning, students finalize their e-Portfolio, which provides evidence of their clinical competence as baccalaureate nurse generalists.

Validating Nursing Competence, a Capstone course, is the final course in the Bachelor of Science in Nursing (BSN) degree program.

**Prerequisites:** All other requirements for the BSN degree; may take one elective with this; may take NUR-443 and NUR-445 when all other nursing and non-nursing courses are complete.

**Advisory:** Clearance by a nursing advisor is needed to register for this course. Please make an appointment with nursing or email nursing@tesu.edu for clearance to register for this 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 lifespan. Emphasis is placed on advanced health assessment skills, health promotion, disease prevention, and risk assessment.

**NUR-529: HEALTH POLICY (3 credits)**

During this course, students examine a comprehensive model of policymaking. Course emphasis is on 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-531: NURSING INFORMATICS: CONCEPTS AND ISSUES (3 credits)**

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.

**NUR-582: FINANCIAL MANAGEMENT IN NURSING PRACTICE (3 credits)**

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.

**OPM-301: OPERATIONS MANAGEMENT (3 credits)**

This course is focused on the process of transforming inputs (labor, material, and capital) through a value-added process to produce goods and services. The course covers the functional aspects of operations in terms of value chains, performance measurement, process selection, design of facility layouts and work systems, forecasting, inventory and resource management, production scheduling, lean operations, quality control, and project management within a domestic and global business environment.

**Advisory:** It is advisable to have knowledge in a course equivalent to STA-201: Principles of Statistics and MAN-210: Principles of Management with a grade of C or better to succeed in this course. Students are responsible for ensuring that they have the required knowledge.

**OPM-411: TOTAL QUALITY MANAGEMENT (3 credits)**

This course explores the theories, concepts, and techniques of total quality management (TQM). The course examines the origins of TQM and how its techniques and tools can be properly integrated into both for-profit and not-for-profit organizations. Specific topics discussed in the course are the impact of quality on profitability, Lean operations, Six Sigma, global effectiveness, quality culture, and employee empowerment.

**Advisory:** It is advisable to have knowledge in a course equivalent to OPM-301: Operations Management with a grade of C or better to succeed in this course. Students are responsible for ensuring that they have the required knowledge.

**OPM-415: LOGISTICS (3 credits)**

This course focuses on the corporate functions of demand and supply management, inventory control, warehousing, and transportation and, in particular, how these functions are
changing to accommodate the integration and coordination of activities in a global supply chain.

Advisory: It is advisable to have knowledge in a course equivalent to OPM-330: Operations Management and CIS-330: Management Information Systems with a grade of C or better to succeed in this course. Students are responsible for ensuring they have the required knowledge.

**OPM-420: SUPPLY CHAIN MANAGEMENT (3 credits)**

This course discusses the seamless flow of information and goods from the suppliers' suppliers to the customers' customers in the context of profits based on common goals, shared resources, and mutually beneficial relationships. Course stresses the ways that corporate and national boundaries become transparent to the movement of goods and services.

Advisory: It is advisable to have knowledge in a course equivalent to OPM-411: Total Quality Management and OPM-445: Logistics with a grade of C or better to succeed in this course. Students are responsible for ensuring they have the required knowledge.

**PHI-130: INTRODUCTION TO CRITICAL REASONING (3 credits)**

The aim of this course is to give students the opportunity to acquire critical-thinking tools to analyze and evaluate knowledge claims. Students will acquire the skills to develop a critical attitude to cultural stereotypes and biases through readings, web resources journal assignments, and self-check assessments. Critical-reasoning tools are crucial to making informed decisions so that when students are faced with difficult situations in their professional or private lives, they will be able to make appropriate reasoning choices. The skills and knowledge students obtain in the course can also assist them with studies of other disciplines, such as psychology, history, English, political science, communication science, healthcare, development studies, sociology, and public administration.

**PHI-286: CONTEMPORARY ETHICS (3 credits)**

Contemporary Ethics is a broad introduction to the discipline of ethics, which is the study of morality and critical analysis of moral theories. Though we may not all agree on the details, for most of humanity it seems as if certain actions are right or good, while other actions are wrong or bad. It seems like some ways of living are better than other ways of living. The discipline of ethics can then be thought of as the practice of asking important philosophical questions about right and wrong, good and bad. This course explores topics in ethical theory such as relativism, egoism, and consequentialism as well as issues in applied ethics such as the moral status of abortion, poverty, and euthanasia. Emphasis is placed on learning key ideas and arguments as well as developing the ability to articulate and critically evaluate those ideas and arguments through course activities.

**PHI-370: PHILOSOPHY OF RELIGION (3 credits)**

This course explores the philosophical issues involved with religion as a universal human phenomenon. Topics include definitions of religion, proofs for the existence of God, the nature and variety of religious experience, the immortality of the soul, the problem of evil, the relation between religion and ethics, and the relation between science and religion. The course examines the philosophy of religion from a multicultural perspective. It includes readings from the most influential religious traditions.

Advisory: This is an upper-level philosophy course. Students should have knowledge equivalent to an introductory philosophy course before enrolling.

**PHI-383: ETHICAL ISSUES IN CRIMINAL JUSTICE (3 credits)**

This course will provide an in-depth analysis of the ethical principles and standards of conduct relevant for those working in law enforcement, the court system, and corrections. Through the use of published material and case studies, this course will examine traditional and nontraditional criminal justice practices such as fidelity to office, discretion, covert operations, deadly force, affirmative action, political involvement, plea bargaining, sentencing, incarceration, and the death penalty.

**PHI-384: ETHICS AND THE BUSINESS PROFESSIONAL (3 credits)**

Ethics and the Business Professional prepares students to meet the ethical demands facing employees in modern business and nonprofit organizations. Addresses ethical issues surrounding personal moral development, interpersonal communication and relationships on the job, influence, groups and teams, leaders, followers, organizational climate and culture, and the organization’s role in a global society. The course places particular emphasis on equipping participants with the concepts, strategies, and skills needed to improve individual and collective ethical performance. Students will assess and develop their abilities as ethical decision makers and actors.

Advisory: This is an upper-level philosophy course. Students should have knowledge equivalent to an introductory philosophy course before enrolling.

**PHI-475: BIOMEDICAL ETHICS (3 credits)**

Biomedical Ethics is an exploration of complex contemporary ethical problems from the fields of biomedicine, healthcare, and environmental studies. Students will apply classical and contemporary ethical and moral theories, along with the principles of scientific integrity, to a range of problems such as human experimentation and informed consent, end-of-life issues, reproductive technology, genetic privacy, abortion, resource allocation, and the responsibilities of humans toward their environment. Case studies will play an integral role in the evaluation of these topics. Students will be asked to think critically about these issues, and they will be required to make and defend principled moral judgments in their written assignments.

**PHO-101: INTRODUCTION TO PHOTOGRAPHY (3 credits)**

Introduction to Photography is an online course designed to help students discover and develop the skills required to use photography confidently and effectively. The course
introduces students to basic photographic and artistic principles and concepts. A major emphasis is placed on improving visual awareness and producing artistically engaging and technically competent images. Examining the work of professional photographers, using the internet to create and share photos, and interacting frequently with other participants are all major elements of this course.

**PHY-111: PHYSICS I (3 credits)**

Physics I is a first-semester introductory course in physics that focuses on mechanics and the properties of matter and includes study of motion and energy.

Advisory: This course does not contain a lab component. Students who need a Physics I course with lab should enroll in PHY-115: Physics I with Lab. It is advisable to have knowledge in a course equivalent to MAT-121: College Algebra with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**PHY-112: PHYSICS II (3 credits)**

Physics II is a second-semester introductory course in physics that emphasizes the comprehension of topics such as electricity, magnetism, electromagnetism, light, and optics.

Advisory: This course does not contain a lab component. Students who need a Physics II course with lab should enroll in PHY-116: Physics II with Lab. It is advisable to have knowledge in a course equivalent to PHY-111: Physics I and MAT-121: College Algebra with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**PHY-115: PHYSICS I WITH LAB (4 credits)**

Physics I with Lab is a first-semester introductory course in physics that focuses on mechanics and the properties of matter and includes study of motion and energy. This course includes a laboratory.

Advisory: It is advisable to have knowledge in a course equivalent to MAT-121: College Algebra with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge. This course meets the area of study Physics I with Lab requirement.

**PHY-116: PHYSICS II WITH LAB (4 credits)**

Physics II with Lab is a second-semester introductory course in physics that emphasizes the comprehension of topics such as electricity, magnetism, electromagnetism, light, and optics. This course includes a laboratory.

Advisory: It is advisable to have knowledge in a course equivalent to PHY-111: Physics I and MAT-121: College Algebra with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge. This course meets the area of study Physics II with lab requirement.

**PHY-128: PHYSICS I LAB (1 credit)**

Physics I Lab is a 1-credit course that requires students to complete laboratory experiments that illustrate the principles studied in Physics I.

Advisory: This is a six-week lab course. It should be taken by students who already have the knowledge equivalent to a 3-credit general physics I course. This course cannot be taken concurrently with PHY-111: Physics I. Students who need a physics I course with lab should enroll in PHY-115: Physics I with Lab.

Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.

**PHY-129: PHYSICS LAB II (1 credit)**

Physics II Lab is a 1-credit course that requires students to complete laboratory experiments that illustrate the principles studied in Physics II.

Advisory: This is a six-week lab course. This should be taken by students who already have the knowledge equivalent to a 3-credit general physics II course. This course cannot be taken concurrently with PHY-112: Physics II. Students who need a physics II course with a lab should enroll in PHY-116: Physics II with Lab.

Note: This course has a lab kit requirement. Please check the syllabus for ordering instructions.

**PLA-100: INTRODUCTION TO PRIOR LEARNING ASSESSMENT (1 credit)**

Introduction to Prior Learning Assessment explains how to earn college credit for what one already knows and can validly document. In this course, students discover how learning gained from work and life experiences could potentially earn college credit. The course covers the background of prior learning assessment (PLA), learning styles, PLA options, and factors leading to program success. Students analyze their own background and experience to determine whether pursuing the PLA option might fit their goals. By successfully completing this course, students will have a better idea of the next steps to take and the ways PLA can expedite their degree.

Advisory: It is recommended that all students who are interested in pursuing portfolio development and prior learning assessment take this course, unless they have already successfully completed a PLA course. Success in this course will depend partly on how well the student expresses him/herself. Therefore, students are strongly advised to have taken ENC-101: English Composition I and ENC-102: English Composition II (or their equivalents) before taking this introduction to prior learning assessment.

**PLA-200: INTRODUCTION TO PORTFOLIO DEVELOPMENT (2 credits)**

This course builds upon the knowledge and reflection acquired in PLA-100: Introduction to Prior Learning Assessment. This course will help students identify courses and subject areas that best match their selected college-level knowledge base. Students will plan each segment of their portfolio and will use course objectives to create a detailed outline. This outline will delineate topics for development based upon the knowledge, theoretical understanding, and applied learning gained from work, community, and personal experiences. As a result of this course, students will be prepared to complete their written portfolio. It is important to understand that this course prepares students for portfolio development, even though only
the outline will be complete at the end of these eight weeks. Keep in mind that it prepares students for any future portfolio development as well. If, later on, the student wishes to create a new portfolio, he/she will not have to take this course again. What students learn in this course will apply to any portfolio they wish to complete in the future.

Advisory: This course is required for students who are hoping to earn credit through the portfolio process. Success in this course will depend partly on how well the student expresses him/herself. Therefore, students are strongly advised to have taken ENC-101: English Composition I and ENC-102: English Composition II (or their equivalents) before taking this introduction to prior learning assessment.

POS-101: INTRODUCTION TO POLITICAL SCIENCE (3 credits)
The Introduction to Political Science TECEP® assessed students' knowledge and understanding of concepts in political science. Topics include political and governmental structures, functions, and processes; political behavior; public law and public policy; and political values or philosophies.

POS-110: AMERICAN GOVERNMENT (3 credits)
American Government provides students with a broad introduction to the American political system and political society, including the participation of the citizens. This course examines how the American political process operates. As students progress through the course they will gain a greater understanding of American government and politics as well as how a citizen can contribute to the process in a positive manner.

POS-102: INSTRUMENTATION THEORY (3 credits)
This course provides an overview of the basic electrical principles involved in polysomnographic (PSG) recording. The course covers fundamental concepts of the PSG discipline: roles, ethics, and professional behavior of the PSG technologist; basic sleep physiology and cardiopulmonary physiology; basic concepts of PSG recording and testing preparation; and basic therapeutic interventions for sleep-related breathing disorders and other sleep disorders.

POS-103: POLYSOMNOGRAPHY SCORING (3 credits)
This course provides a solid foundation in the principles, techniques, and concepts related to polysomnographic scoring. The course covers the fundamental concepts of sleep staging; arousal recognition and scoring, and event scoring for respiratory, limb, and cardiac events. The course outlines the standard scoring practices currently in use. Clinical judgment is always necessary, both when scoring and interpreting polysomnograms. Therefore, students are encouraged to stay abreast of changes in the field, including updated practice parameters and newly published standards.

POS-315: INTERNATIONAL RELATIONS I (3 credits)
This course reviews paramount events and processes that have shaped global international relations in the modern era. Since the complex practice of international politics is studied through an extensive variety of methods, principles, and conceptual approaches, the course is designed to familiarize students with the most common ones in the field. The purpose of this intellectual pursuit is to enhance students’ capacity to analytically and systematically explore relevant domestic and international developments.

POS-420: CONFLICT IN INTERNATIONAL RELATIONS (3 credits)
Conflict in International Relations explores the causes and effects of international strife. Students will examine the structure of the international system as well as the dynamics of conflict and aggression among individuals, groups, and states. By examining the work of current and past theorists and practitioners, students will gain insight into the causes of war and peace, the politics of revolution and insurgency, the logic of terrorism, the importance of human rights, and the nuclear predicament. Finally, students will analyze potential mechanisms for managing international conflicts and implementing policies of peace at a global level.

Advisory: To be successful in this course, students should have earned 6 credits in political science or have comparable knowledge and experience.

PSG-101: THEORETICAL FUNDAMENTALS OF POLYSOMNOGRAPHY (3 credits)
This course provides students an overview and history of the field of sleep disorders medicine and the role of the polysomnographic (PSG) technologist. The course covers the fundamental concepts of the PSG discipline: roles, ethics, and professional behavior of the PSG technologist; basic sleep physiology and cardiopulmonary physiology; basic concepts of PSG recording and testing preparation; and basic therapeutic interventions for sleep-related breathing disorders and other sleep disorders.

PSG-102: INSTRUMENTATION THEORY (3 credits)
This course provides an overview of the basic electrical principles involved in polysomnographic (PSG) recording. The course covers, in detail, issues related to patient safety, operation of PSG equipment, recording specifications involved in data acquisition, troubleshooting of recording equipment, and patient documentation.

PSG-103: POLYSOMNOGRAPHY SCORING (3 credits)
This course provides a solid foundation in the principles, techniques, and concepts related to polysomnographic scoring. The course covers the fundamental concepts of sleep staging; arousal recognition and scoring, and event scoring for respiratory, limb, and cardiac events. The course outlines the standard scoring practices currently in use. Clinical judgment is always necessary, both when scoring and interpreting polysomnograms. Therefore, students are encouraged to stay abreast of changes in the field, including updated practice parameters and newly published standards.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory political science.
and guidelines. The quality of the interpretation of the polysomnogram students record has much to do with their ability to understand and accurately score the recording.

Advisory: It is strongly recommended that students successfully complete PSG-200: Clinical Fundamentals of Polysomnography and PSG-105: Clinical Patient Management or have prior polysomnographic clinical experience before registering for this course.

**PSG-104: SLEEP DISORDERS (3 credits)**
Sleep Disorders provides students a solid foundation in the classification, evaluation, and differential diagnosis of sleep and arousal disorders. The course covers the classification of sleep disorders into appropriate categories, diagnostic criteria, essential and associated features, and polysomnographic evaluation of sleep disorders. It also reviews the most common sleep and arousal disorders in adults and children, focusing on those disorders evaluated using polysomnography or other objective clinical measures.

Advisory: It is recommended that students successfully complete PSG-102: Theoretical Fundamentals of Polysomnography before taking this class.

**PSG-105: THERAPEUTIC INTERVENTIONS AND CLINICAL PATIENT MANAGEMENT (4 credits)**
Therapeutic Interventions and Clinical Patient Management is the second clinical component of the polysomnography program. It is designed to prepare students for an entry-level role as a polysomnographic (PSG) technologist. The course provides training in the fundamental concepts of clinical patient management, including identification of respiratory events and initiation and management of therapeutic interventions for sleep-related breathing disorders including positive airway pressure (PAP), oxygen, servoventilation, and noninvasive positive pressure ventilation. The course focuses on patient treatment and development of the skills required to identify and manage patient safety and medical emergencies in the sleep center, the delivery of patient education, and the management and optimization of therapeutic interventions. Under the supervision of a Registered Polysomnographic Technologist (preceptor), students will participate in polysomnographic recording procedures that include therapeutic intervention procedures. The purpose of the course is to provide the student with the necessary skills to implement treatment for sleep-disordered breathing, monitor compliance with PAP therapy, manage patient safety issues and emergency situations, and educate patients and their family members with regards to sleep disorders.

Prerequisite: PSG-200: Clinical Fundamentals of Polysomnography must be successfully completed before taking this course.

**PSG-200: CLINICAL FUNDAMENTALS OF POLYSOMNOGRAPHY (6 credits)**
Clinical Fundamentals of Polysomnography provides the student with the online component for preparing them for their role as an entry-level polysomnographic (PSG) technologist. The course covers the fundamental concepts of the PSG discipline: roles, ethics, and professional behavior of the PSG technologist; basic sleep physiology and cardiopulmonary physiology; basic concepts of PSG recording and testing preparation; and management of clinical and technical events.

Prerequisite: PSG-101: Theoretical Fundamentals of Polysomnography must be successfully completed before taking this course. Prior to beginning this course, students must pass a drug screen, a criminal background check, and a required health screen.

**PSG-295: POLYSOMNOGRAPHY CAPSTONE (3 credits)**
The Polysomnography Capstone prepares and develops students’ skills for a career as a polysomnographic technologist. The course teaches techniques to implement various concepts in the related technological field and to expand one’s understanding of the field by providing evidence of written communication skills that are necessary for clinical practice in the professional healthcare setting. The course is designed to provide knowledge in area of identification, in-depth analysis and synthesis of current technology, and application of knowledge to the clinical domain. The course is designed to synthesize and expand on concepts and techniques already learned in the PSG program and to include the most current advances in the field.

**PSY-101: INTRODUCTION TO PSYCHOLOGY (3 credits)**
Introduction to Psychology surveys basic theories, principles, and current research within the field of psychology. This course serves as a foundation for all behavioral science courses and provides an understanding of how psychologists view the world and its phenomena. Critical thinking is encouraged in examining course topics, which include research methods, biology, consciousness, learning and memory functions, human development, stress, motivation, emotion, and personality. Students are also encouraged to apply psychological concepts to their lives and work.

**PSY-211: DEVELOPMENTAL PSYCHOLOGY (3 credits)**
The study of the life span, the subject of Developmental Psychology, intrigues us all. Each of us, and everyone we care about, is constantly developing. We see development in childhood more readily because rapid changes take place in physical size, knowledge, and social interactions. Heightened public awareness of the problems of aging in our contemporary society has led to new information on the processes of growth and change taking place in middle and late adulthood as well. This course includes both scientific discoveries and personal insights.

**PSY-270: PSYCHOLOGY OF WOMEN (3 credits)**
The Psychology of Women TECEP® exam assesses students’ understanding and knowledge of concepts in the developmental and topical approaches to important facets of women’s lives. Topics include general concepts and research methods, stereotypes, the life cycle, gender, work, love relationships, health, and aging.
**PSY-300: THANATOLOGY: AN UNDERSTANDING OF DEATH AND DYING (3 credits)**

Thanatology: An Understanding of Death and Dying provides students with a broad and general introduction to the study of death and dying. It is designed to help students understand the nature, course, and process of the experience of dying and death in our present-day society.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory psychology course.

**PSY-302: BRAIN AND MIND (3 credits)**

This is an interdisciplinary course in which students will examine how scientists and researchers study the brain and mind. The process begins with molecules and cells, builds up to brains and nervous systems, and encompasses neural signaling, sensory perception, memory, language, and emotion. It culminates with the great mystery of how brain processes relate to mental experience, the biology of conscious thought and awareness, and, ultimately, the nature of the mind and consciousness.

**PSY-317: WORLDS OF CHILDHOOD (3 credits)**

This course looks at child development in context, showing that the intersecting worlds of family, neighborhood, school, and culture are no less important than biology in understanding the growth of children.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory psychology course.

**PSY-322: RESEARCH IN EXPERIMENTAL PSYCHOLOGY (3 credits)**

Research in Experimental Psychology provides an introduction to the research methods used by experimental psychologists as they attempt to understand human behavior. Examples of research studies, chosen from a variety of areas of experimental psychology, demonstrate these methods and provide students with an understanding of the knowledge these studies have produced.

Advisory: It is advisable to have knowledge in a course equivalent to PSY-101: Introduction to Psychology with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**PSY-331: INTRODUCTION TO COUNSELING (3 credits)**

This course introduces counseling theory and practice. Various aspects of the counseling profession are explored including: the foundations of counseling; psychological theories; techniques and processes relevant to counseling; professional, ethical, and legal issues; and counseling practice. The purpose of this course is to provide students with the opportunity to examine these areas of counseling and to introduce students to this profession. This course should serve as a foundation for other counseling courses.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory psychology course.

**PSY-347: FORENSIC PSYCHOLOGY (3 credits)**

Forensic Psychology covers the five major topics in forensic psychology as well as their integration into the criminal justice system: police psychology, criminal psychology, investigative psychology, correctional psychology, and legal (courtroom) psychology. The primary focus is on criminal and investigative psychology, examining theories of criminal behavior, and types of offenders. The juvenile justice system is also examined. Forensic Psychology illuminates the role of psychology from the identification and apprehension of suspects through the court system and the process of rehabilitating inmates and reintegrating them into society. Along the way, the course calls attention to the complex ethical issues relative to this field.

**PSY-350: ABNORMAL PSYCHOLOGY (3 credits)**

Abnormal Psychology provides a unique opportunity to see how real people with particular psychological disorders actually behave. The primary purpose of this course is to observe a variety of human behaviors classified as abnormal. The course focuses on the causes of abnormality, the prevalence of different forms of abnormal behavior, various theories that have been put forth to explain abnormal behavior, and common forms of treatment.

Advisory: It is advisable to have knowledge in a course equivalent to PSY-101: Introduction to Psychology with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.

**PSY-352: PSYCHOLOGY OF PERSONALITY (3 credits)**

Although each of us has one, there is no clear definition of personality. Psychology of Personality surveys major theoretical approaches to the study of personality. Students explore concepts regarding the basic components of personality, processes underlying behavior, and methods of research. Both scientific discoveries and personal insights are explored.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory psychology course.

**PSY-360: ORGANIZATIONAL THEORY (3 credits)**

Organizational Theory explores organizational structures, processes, and outcomes. The approach to these issues is primarily analytical and theoretical. Specific concerns are presented within the context of the nature and types of organizations, organizational processes and environments, and organizational effectiveness. Students will also examine the history of organizational theory through the words and ideas of master theorists.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory psychology course.

**PSY-363: INDUSTRIAL PSYCHOLOGY (3 credits)**

Industrial Psychology emphasizes the application of psychological theories and research to staffing and development functions.

Advisory: It is advisable to have knowledge in a course equivalent to PSY-101: Introduction to Psychology or SOC-101: Introduction to Sociology with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.
**PSY-370: SOCIAL PSYCHOLOGY I (3 credits)**

This course introduces the field of social psychology, its theories, and its research methods and findings.

*Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory psychology course. Credit is not given for both PSY-370: Social Psychology I and PSY-379: Social Psychology.*

**PSY-374: PHYSIOLOGICAL PSYCHOLOGY (3 credits)**

Physiological Psychology provides an introduction into the biological basis of behavior. This course explores the structure and function of the nervous system and its relationship to behavior, emotion, and cognition. Students examine how this system regulates levels of wakefulness, sleep, and emotional expression. Topics include neural anatomy, sensory and motor systems, learning and memory, cognition, emotion, sleep, and psychological disorders. The relationship of the mind with psychological disorders such as addiction, depression, Autism, and schizophrenia are also studied.

**PSY-379: SOCIAL PSYCHOLOGY (6 credits)**

Social Psychology explores how humans think and behave in social situations. The course examines concepts such as perception, cognition, and attitudes as they relate to understanding, thinking, and evaluating the social world. The course also discusses the application of social psychology to legal and health environments and to the world of work. A primary objective of the course is to analyze interpersonal communication and examine current events in the social world.

*Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory psychology course. Credit is not given for both PSY-370: Social Psychology I and PSY-379: Social Psychology.*

**PSY-400: HISTORY AND SYSTEMS OF PSYCHOLOGY (3 credits)**

History and Systems of Psychology provides an overview of the prominent figures, developments, and ideas that shaped the history of psychology as an academic discipline. Theoretical viewpoints such as psychodynamic, Gestalt, behavioral, and cognitive psychology are examined in terms of their scientific antecedents, philosophical foundations, and sociocultural determinants.

**REL-275: AN INTRODUCTION TO ISLAM (3 credits)**

An Introduction to Islam is a comprehensive interdisciplinary introduction to Islam. In this course the word Islam is used in its broadest sense designating a religion, a civilization, a world culture, a human community, and a political entity. While the emphasis of this course is on the formative and classical phase of Islamic history, the course will move on a very wide canvas, covering the entire period from the rise of Islam in the 7th century down to the present day. The tools of analysis employed will be drawn from a multiplicity of disciplines: particularly from history, sociology, religious studies, and philosophy.

**REL-405: WORLD RELIGIONS: EXPLORING DIVERSITY (3 credits)**

This course examines the complexity of religion as a multidimensional phenomenon characterized by heightened experience, ritual practice, powerful myths, ethical teaching, social organization, and theological doctrine. The course explores religious traditions that are alive today and that involve the lives of the majority of people worldwide from the indigenous religions of Africa and North America to the major world religions of the East such as Hinduism, Buddhism, Confucianism, Taoism, and Shinto as well as the western religions of the Book: Judaism, Christianity, and Islam. The course is interdisciplinary in that it includes material from historical and social studies, literary and artistic expressions, and philosophical and theological insights into the world’s religions. In a world increasingly aware of its cultural diversity and richness, exploring the religious life and consciousness of a people is one way of gaining access to that diversity.

*Advisory: This is an upper-level religious studies course. Students should have knowledge equivalent to an introductory course in religious studies.*

**REL-406: EASTERN RELIGIONS (3 credits)**

Eastern Religions is an introductory course, offering a foundation in religious literacy. The religious traditions encountered in this course are those that are alive today and involve the lives of a significant number of people worldwide – Hinduism, Jainism, Sikhism, Buddhism, Daoism, Confucianism, and Shinto. The course is interdisciplinary in that it includes historical and social materials, literary and artistic expressions, and philosophical and theological insights of world religions. In a world that has become increasingly aware of its cultural diversity and richness, it is clear that one way to gain access to that diversity and richness is by exploring the religious consciousness and practice of a people.

*Advisory: This is an upper-level religious studies course. Students should have knowledge equivalent to an introductory course in religious studies.*

**REL-407: WESTERN RELIGIONS (3 credits)**

Western Religions is an introductory course, offering a foundation in religious literacy. The religious traditions encountered in this course are those that are alive today and involve the lives of a significant number of people worldwide – Judaism, Christianity, Islam, and new emerging religions. The course is interdisciplinary in that it includes historical and social materials, literary and artistic expressions, and philosophical and theological insights of world religions. In a world that has become increasingly aware of its cultural diversity and richness, it is clear that one way to gain access to that diversity and richness is by exploring the religious consciousness and practice of a people.

*Advisory: This is an upper-level religious studies course. Students should have knowledge equivalent to an introductory course in religious studies.*
RPT-260: RADIATION DETECTION AND INSTRUMENTATION (3 credits)
This course analyzes the multidimensional aspects of choosing, utilizing, and maintaining a radiation protection instrument program. Students will explore the basic theories associated with the instrumentation, and the need to programatically care and control for the equipment. Students evaluate the foundational tenets of the legal aspects of these devices and their role in nuclear, personnel, and public safety.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

RPT-270: INTRODUCTION TO NUCLEAR ENGINEERING TECHNOLOGY AND RADIATION HEALTH PHYSICS (3 credits)
This course provides a comprehensive introduction to radiation health physics and the role of physics professionals in the field of radiation protection/health. Radiation protection applications in connection with nuclear power generation as well as the nuclear fuel cycle, research, government, industry, medicine, emergency preparedness, and the environment are covered. Students will learn the fundamental tenets of radiation health physics that they can apply when advancing their education and pursuing a potential career in this broad field.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

RPT-271: RADIATION BIOLOGY (3 credits)
This course analyzes the multidimensional aspects of understanding and minimizing the effects of radiation on humans. Students will explore the basic theories associated with radiation exposure and the need to programatically assess and minimize the potential biological insult. Students evaluate the foundational tenets of the legal aspects of radiation exposure and the role it plays in personnel and public safety.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

RPT-272: RADIATION ECOLOGY (3 credits)
Radiation Ecology examines the major sources of radioactivity together with the pathways that expose people and the environment to radioactive material.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

RPT-275: INTRODUCTION TO RADIATION GENERATING DEVICES (3 credits)
This course will study the safe use of radiation generating devices. The focus is on how to operate these devices in a safe manner and in compliance with the state and federal regulations and the guidelines promulgated by recognized governing agencies and committees. Course topics covered include radiation generation, emission, and the devices that produce radiation, including units of measure, dosage levels, exposure levels, background levels, ALARA (as low as reasonably achievable), and protection methods.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

RPT-280: RADIOACTIVE SHIPPING, PACKAGING, AND TRANSPORTING (3 credits)
This course is designed to enable workers to meet the training requirements of the U.S. Department of Transportation (DOT) as specified by 49 CFR 172 Subpart H; the Nuclear Regulatory Commission (NRC) as specified by 10 CFR 71.5; and the International Air Transport Association (IATA). Additional state and local regulations may apply to the transportation of radioactive material/hazardous waste. This course will not focus on those requirements because they may differ from state to state and from city to city; however, guidance will be provided to students in terms of how to investigate the regulations that are specific to their needs in this area. This course focuses on the specific regulations that need to be followed when shipping, packaging, and transporting radioactive materials.

Prerequisite: RPT-270: Introduction to Nuclear Engineering Technology and Radiation Health Phys.

Advisory: It is strongly recommended that students do not take any of the Nuclear Engineering Technology and Radiation Protection area of study courses unless their math skills, up to and including derivatives and integrals, are current. Students are responsible for making sure that they have the necessary knowledge.

RPT-302: RADIATION SHIELDING AND EXTERNAL DOSIMETRY (3 credits)
This course is an introduction to theory, calculation, and application of radiation shielding and its associated external radiation dosimetry. The course begins with a review of fundamental radiological terms, nuclear structure, and decay mechanisms leading to the study of interactions of ionizing radiations and matter. The focus of the course will be on beta, gamma, and neutron radiations. Each will be examined on the basis of the mechanisms by which they deliver dose to matter, and the means by which such exposures can be minimized or precluded, including the part that exposure geometry, radiation energy, and quantity of activity play in the final determination of dose.
RPT-490: RADIATION PROTECTION/HEALTH PHYSICS ASSESSMENT/CAREER PLANNING (3 credits)
Radiation Protection/Health Physics Assessment/Career Planning is an in-depth, student-centered course that requires the integration of research in current radiation protection/health physics employment. It includes: a radiation protection/health physics technology self-assessment; practical career planning; development of a comprehensive curriculum vitae (CV); interviewing strategies; and application of advanced mathematics applications to radiation protection/health physics technology situations. Students will participate in career-focused activities that include building a professional CV and demonstration of successful interviewing techniques. The knowledge and skills acquired in this course are directly applicable to students who are seeking a job, a promotion, or movement to a new skill area.

RPT-495: RADIATION PROTECTION/HEALTH PHYSICS CAPSTONE (4 credits)
Radiation Protection/Health Physics Capstone is an in-depth, student-centered activity that requires the integration of theory and practical experience in the field of radiation protection/health physics technology. Students will apply the skills and techniques they have learned to a specific project. The project will identify a real-world radiation protection/health physics technical problem, issue, event, developing technology, or case study. Students will conduct research by exploring, evaluating, and formulating a solution in a final paper. On successful completion of the course, students will demonstrate having met the learning outcomes of the Bachelor of Science degree program in Nuclear Engineering Technology/Radiation Protection.

Prerequisite: RPT-490: Radiation Protection/Health Physics Assessment/Career Planning.

SOC-101: INTRODUCTION TO SOCIOLOGY (3 credits)
This course introduces students to the academic discipline and principles of sociology. The systematic investigation of this course takes an in-depth look at culture, socialization, social institutions, social inequality, and social change. Specific topics include the current status of minorities, the role of religion in American society, comparisons of violent crime rates worldwide, and the global impact of the rise in immigration. The major goal of this course is to provide students with new lenses through which to view both society and one’s self. To accomplish this, students must develop an understanding of the meaning of culture, social systems, social stratifications, social institutions, and societal change.

SOC-210: MARRIAGE AND THE FAMILY (3 credits)
Marriage and the Family is an introductory course in the sociology of the family. The course takes an in-depth look at the history of the family, mate selection, love, social class characteristics and marriage, marital crises, alternative marriage forms, and human sexuality. An important thread throughout the course is the diversity expressed in modern marriage and family experiences. From this smorgasbord of possibilities students may choose or reject components with respect to their own relationships. Keep in mind, however, that these alternatives are working satisfactorily for various groups of people around the world.

SOC-242: JUVENILE DELINQUENCY (3 credits)
This course provides an analysis of the environmental and internal factors that influence or determine delinquent behavior. Various biosocial, psychological, and sociological theories are presented to help explain the actions of individual juvenile offenders. The prevention and treatment of delinquent behavior is examined by focusing on the roles of parents/guardians, school, church, police, business community, community agencies, and the juvenile justice and correctional system.

SOC-291: CRIMINOLOGY (3 credits)
This course focuses on the sociological analysis of criminal behavior and the criminalization process and provides a systematic study of criminal and delinquent behavior in the U.S. including variations, ramifications, explanations, measures of control, prevention, and treatment. Topics include the field of criminology; crime in the modern world, basic locations of crime; major deviations, violence and vocational patterns; juvenile delinquency; addiction; crimes of violence; criminal careers and organized crime; white-collar crime; critical issues in crime causation; nature of punishment and trends in punishment; and law enforcement: police, courts, and the penal code.

SOC-315: SOCIAL GERONTOLOGY (3 credits)
Social Gerontology provides an understanding of the processes of aging. It discusses the concept of old age as a stage of life, covering issues such as optimal quality of life, cross-cultural considerations, and access to resources. The course also deals with the impact of aging on society.

SOC-322: CULTURAL DIVERSITY IN THE UNITED STATES (3 credits)
Cultural Diversity in the United States investigates and explains the cultural, racial, and ethnic diversities in the United States through the lens of sociological investigation. Using fundamental tools of sociological inquiry and cultural learning, students engage in a sociohistorical discovery of various waves of immigration, amalgamation, and assimilation to the United States. Political and policy initiatives that have affected diversity movements and the development of civil society in the United States are also examined.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory sociology course.

SOC-361: COMPLEX ORGANIZATIONS (3 credits)
This course introduces students to the foundations of complex organizations and the challenges of organizational life in modern society. The course will examine several important topics including, but not limited to, the history and
function of complex organizations, institutional power and culture, and issues of communication and diversity. Complex Organizations will help students to apply organizational concepts to the workplace and in their everyday lives.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory sociology course.

**SOC-362: SOCIOLOGY OF WORK (3 credits)**

Sociology of Work examines the workplace from a sociological viewpoint to analyze the historical and modern-day workplace. A sociohistorical view toward the world of work is studied; this includes foundational scholarship as well as the way modern work has evolved over the years. Technological and social organizational changes that gave rise to modern forms of manufacturing, wage labor, and labor unions are explored. The role of key social variables of race, class, and gender play in the modern-day workplace is also examined. Finally, this course addresses contemporary debates regarding the amount of time people spend at work, including the struggle for a balance between work and family obligations.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory sociology course.

**SOC-376: WOMEN AND SOCIAL ACTION (3 credits)**

Women and Social Action provides a cross-sectional analysis of women’s lives through a social science perspective. Crucial to this course is the extent to which economic, cultural, and political platforms differentiate between men and women and perpetuate systems of inequity. To this end, this course will focus on several themes that are important for the understanding of women’s past and current roles in modern society. Three of the themes that are indispensable include the changing role of women in the economy, both domestically and globally; the representation of women and women’s interest in politics; and the extent to which young girls and women are influenced by media portrayals through various forms of popular culture.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory sociology course.

**SOC-384: GANGS (3 credits)**

This course examines the most salient and contemporary issues in the study of gangs in American society that include the prevalence, structures, norms, and behaviors exhibited by gang members. It explores why and how gangs form, conditions of membership, and effects on members and society. Gang proliferation, race and gender issues, and the relationship between gangs and violence and drugs are also examined. The design and effectiveness of prevention, intervention, and suppression policies and programs developed in response to this phenomenon are assessed.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory sociology course.

**SOC-387: MODERN SOCIOLOGICAL FOUNDATIONS (3 credits)**

This course provides a foundation for an in-depth analysis of social structures. Using the enduring constants of sociological theory such as macro versus micro analysis, agency versus structure, consensus versus conflict, and cultural versus economic factors, the course guides students through the study of the classical formulations of modern sociological theory by examining the works of Karl Marx, Max Weber, Emile Durkheim, and Talcott Parsons.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory sociology course.

**SOC-417: CONTEMPORARY SOCIOLOGICAL THEORY (3 credits)**

This course explores recent and contemporary sociological theories in an effort to help students understand how society functions. It examines the theories of George Simmel, George Herbert Mead, Anthony Giddens, Jürgen Habermas, and Pierre Bourdieu, providing students with the opportunity to explore and compare the sociological ideas of these theorists. The course will also consider the concept of a shift from modernity to postmodernity in sociological theory in order to provide students with the opportunity to critically examine the thrust of sociological theory in the present day. Students will be expected to critically examine whether/how the theories relate to real-world situations and events.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory sociology course.

**SOS-110: CRITICAL INFORMATION LITERACY (3 credits)**

Critical Information Literacy provides a foundation for achieving one’s academic goals, even if students are reentering academic study after an interruption in their formal schooling. Through interactive instructional software programs students evaluate and strengthen their skills in critical thinking, writing, and information literacy. At the same time, students receive a hands-on introduction to the Thomas Edison State University learning environment as they build skills in both baccalaureate-level research and professional communication.

Note: There are no textbooks required for this course. Students will be required to purchase access to MyFoundationsLab. A link will be available in the course at the start of the semester.

**SOS-150: SELF-ASSESSMENT AND CAREER EXPLORATION (3 credits)**

This course is designed to help students gain the self-knowledge they need to discover new career options and develop a plan to build and maintain a successful, rewarding career. Based on the National Occupational Information Coordination Committee (NOICC) guidelines for adult competencies, this course is designed to help students meet the suggested competencies for self-knowledge, educational and occupational exploration, and career planning.

**SOS-204: ACADEMIC COMMUNITY IMPACT - THEORY, METHODS, AND PRACTICE (3 credits)**

This course provides a foundation in the history, theory, values, and practice of civic and community engagement in contemporary American society in general and in
American higher education in particular. It examines how civic and community engagement are defined in the context of the United States and are integral to higher education. Students will examine the values, skills, and knowledge needed to effectively and responsibly do civic and community engagement while they are students. During this course, students will complete a final project that aligns and integrates their personal, professional, and social priorities through academic work.

Note: This course is open to all students and satisfies the civic engagement and social science requirement in the general education program. This course is the first course in a two-course sequence and should be taken by any students who plan to enroll in LIB-495CE-CU, a Capstone option for students who wish to engage in a community-based service project for the Capstone course. For more information regarding the Academic Community Impact Program, please visit https://www.tesu.edu/aci.

SOS-304: DRUGS AND SOCIETY (3 credits)
Drugs and Society examines the impact of substance use and abuse on the individual and on society. The course provides a balanced account of the physiological, psychological, and sociological aspects of this subject, interpreting its complex nature. Among the areas covered are current and historical approaches to treatment and prevention of substance abuse as well as the legal and ethical issues surrounding the topics.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory course in social sciences.

SOS-320: THE MANAGEMENT OF STRESS AND TENSION (3 credits)
The Management of Stress and Tension explores a holistic (body, mind, emotions, and spirit) approach to the management of stress and tension. From a theoretical perspective, students will analyze stressors, the stress response, resiliency, coping, lifestyle, and relaxation techniques as they apply to their own lives. The work in this course will culminate in a stress management plan.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory course in social sciences.

SOS-360: GAMES PEOPLE PLAY: GAME THEORY IN LIFE, BUSINESS, AND BEYOND (3 credits)
Games People Play: Game Theory in Life, Business, and Beyond presents the fundamentals of game theory and applies the principles of this field of study to daily life. Game theory is defined as the scientific study of strategic, interactive decision making among rational individuals. Understanding game theory can help people make better decisions in their own lives and better understand the behavior and decisions of others. This course shows game theory at work in daily life, business, and world affairs. Along the way, students are introduced to some of game theory’s greatest minds, including John von Neumann, John Nash, and Kenneth Arrow.

SOS-370: CHALLENGES IN U.S. AND GLOBAL PUBLIC HEALTH (3 credits)
This course introduces students to domestic and international health policy. The course explores public and private forums in which health policy is formulated and within which the politics of healthcare operate. It examines a range of contemporary issues in U.S. healthcare and the legislative and political mechanisms that shape those issues and focuses on how health issues relate to globalization, immigration, and migration and how health policy and foreign policy decisions in the developed world influence health policy and healthcare delivery in the developing world.

SOS-425: DELIBERATIVE DEMOCRACY AND SOCIAL ACTION (6 credits)
Deliberative Democracy and Social Action offers students a comprehensive inquiry into the process of deliberative democracy and the practice of civic action. It provides a critical overview of the theoretical basis for democracy as well as a historical-evolutionary perspective on the topic. Students gain insight into how democratic theories withstand contemporary institutional challenges as they apply governance theory to current events and seek viable solutions. Students also investigate how deliberative democracy and civic action work at the local, state, national, and international levels, examining the challenges that emanate from a rapidly globalizing international environment. Deliberative Democracy and Social Action also encourages students to apply their knowledge in order to become more responsible citizens of their nation and their world.

SOS-440: TERRORISM (3 credits)
The phenomenon of terrorism is explored along thematic and chronological lines that focus mainly on the American experience and perspective. The course delves into the evolution of terrorism, its impact on U.S. domestic and foreign policies, some pertinent international dimensions, and the prospects for nonconventional terrorism in the future.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory course in social sciences.

SOS-450: ETHICS IN THE SOCIAL SCIENCES (3 credits)
Ethics in the Social Sciences begins with an introduction to moral theory, then surveys research regulation and research ethics, uses of authorship, plagiarism, peer review, data ownership, and stewardship. Also examined is human subjects research and informed consent; research using live animals; and the clinician-patient relationship. Case studies are derived from anthropology, sociology, and psychology.

SOS-492: RESEARCH METHODS IN SOCIAL SCIENCES (3 credits)
Research Methods in the Social Sciences is designed to give students a thorough grounding in the different methodologies associated with research, principally qualitative and quantitative analysis. The biggest benefit that different research methodologies bring to a social scientist is the ability to develop firm correlations between the causes of observed phenomena and their consequences (an integral part of quantitative analysis) and to draw reliable causal explanations beyond mere correlations (the central focus of qualitative analysis). Students will also learn the
practical knowledge and skills necessary for preparing robust social science research projects that can be applied in a variety of different settings. In particular, students will learn to create viable research designs, develop a research agenda, and match that agenda with the correct research tools and methodologies.

Advisory: This is an upper-level course. Students should have knowledge equivalent to an introductory course in social sciences.

**SPA-101: ELEMENTARY SPANISH I (3 credits)**
This course is designed for students with little or no instruction in the Spanish language. The course focuses on developing skills in the four basic modes of communication: speaking (both interpersonal and presentational), listening, reading, and writing. It also emphasizes the importance of understanding Hispanic cultures and civilizations.

**SPA-102: ELEMENTARY SPANISH II (3 credits)**
Elementary Spanish II is designed for students who have completed SPA-101: Elementary Spanish I or its equivalent. Throughout this course, students will continue developing proficiency in the four basic communication skills: writing, reading, speaking, and listening. They will also gain knowledge of various aspects of Spanish and Latin American cultures. Students will make comparisons across languages and cultures and will recognize the ways in which Spanish extends beyond the classroom and into the global community. The main goal of this course is to prepare students for “real-life” communication in Spanish. Although this goal does not imply that by the end of the course students are expected to speak like native speakers, it does assume that students will develop their communicative competence in Spanish to reach the level of novice-high or intermediate-low in speaking and writing. Thus, the course serves as a step toward the understanding and production of an increasingly advanced level of Spanish.

**STA-201: PRINCIPLES OF STATISTICS (3 credits)**
Principles of Statistics is designed to meet the needs of students across multiple disciplines and professions. As data becomes more prevalent in our world through advances in technology, there is a growing need to understand, analyze, and utilize these data effectively to make decisions. This course provides students with techniques needed to scientifically analyze data for statistical interpretation. Topics include types of statistics, data representations (tables, graphs, and charts), measures of location and variation, probability concepts, continuous and discrete distributions, confidence intervals, hypothesis tests, distribution-free tests, and regression and correlation analysis. The emphasis of the course is on the application of these statistical methods to solve real-world problems regardless of academic or professional disciplines.

Advisory: It is advisable to have knowledge in a course equivalent to MAT-121: College Algebra with a grade of C or better to succeed in this course. Students are responsible for making sure that they have the necessary knowledge.
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ABOUT TECEP® EXAMS

Note: This option is not approved for Financial Aid or Veterans’ Benefits.

The Thomas Edison Credit-by-Examination Program (TECEP®) offers students the opportunity to earn college credit by taking exams rather than courses. TECEP® is a credit-by-exam program specifically designed to allow students to demonstrate the college-level knowledge they have gained through job experience, personal interests and activities, or independent study.

Flexibility is the major advantage of earning credit through testing. The University recognizes that students who choose this method begin with different levels of knowledge of the test subject and take different amounts of time to prepare. Therefore, students can study at their own pace and register for the exam when they are ready. Another significant advantage of testing is its cost; testing is less expensive than a course.

OVERVIEW

Each TECEP® exam is developed by subject matter specialists who teach college courses in the exam’s subject area. Most contain multiple-choice questions; some include short-answer questions and essays, and a few feature other methods of assessment, such as video submissions. For each exam, the test developers create a test description, available on the University website, containing information to help students prepare for their TECEP®. While most TECEP® exams are worth 3 credits, some are less than 3 credits. See each exam’s test description for credit-hour equivalence.

TECEP® exams are available to anyone who is interested, whether or not they are enrolled at Thomas Edison State University. Enrolled students can earn credit by passing any TECEP® exam, but should check to ensure that the exam will fulfill their degree requirements.

Students who are enrolled elsewhere should check with their own institutions to ensure that TECEP® credits will be accepted.

For comprehensive information about TECEP® exams, test descriptions, and testing policies, see the TECEP® section of the University website at www.tesu.edu/TECEP.

TECEP® exams are recommended for highly independent learners who are comfortable studying in a nonstructured environment.
LISTING OF TECEP® EXAMS

English Composition
   English Composition I (ENC-101-TE)
   English Composition II (ENC-102-TE)

Humanities
   Public Relations Thought and Practice (COM-210-TE)
   Technical Writing (ENG-201-TE)
   Technical Communication (ENG-202-TE)
      (only available through online testing)
   Environmental Ethics (ETH-210-TE)
   Introduction to News Reporting (JOU-110-TE)
   Music History II (MUS-221-TE)
      (only available through online testing)
   Introduction to Critical Reasoning (PHI-130-TE)
   Public Speaking (COM-209-TE)
      (only available through online testing)
   Learning in the Digital Age (DGL-101-TE)
      (only available through online testing)

Social Sciences
   Microeconomics (ECO-112-TE)
   World History from 1600 to Present (HIS-126-TE)
   Introduction to Political Science (POS-101-TE)
   Introduction to Comparative Politics (POS-282-TE)
   Psychology of Women (PSY-270-TE)
   Abnormal Psychology (PSY-350-TE)
   Introduction to Sociology (SOC-101-TE)
   Marriage and the Family (SOC-210-TE)

Natural Sciences/ Mathematics
   The Science of Nutrition (BIO-208-TE)
   Applied Liberal Arts Mathematics (MAT-105-TE)
   College Algebra (MAT-121-TE)
   Principles of Statistics (STA-201-TE)
   Introduction to Biology (BIO-101-TE)

Business and Management
   Principles of Financial Accounting (ACC-101-TE)
   Principles of Managerial Accounting (ACC-102-TE)
   Federal Income Taxation (ACC-421-TE)
   Introduction to Business (BUS-101-TE)
   Business in Society (BUS-311-TE)
   Computer Concepts and Applications (CIS-107-TE)
   Security Analysis and Portfolio Management (FIN-321-TE)
   Financial Institutions and Markets (FIN-331-TE)
   Introduction to Entrepreneurship (MAN-230-TE)
   Managerial Communications (MAN-373-TE)
   Introduction to Marketing (MAR-201-TE)
   Marketing Communications (MAR-321-TE)
   Sales Management (MAR-322-TE)
   Negotiations and Conflict Management (NEG-401-TE)
   Operations Management (OPM-301-TE)
   Advertising (MAR-323-TE)

Computer Science Technology
   Network Technology (CMP-354-TE)

Applied Science and Technology
   Medical Terminology (APS-100-TE)
   Radiation Safety Officer (APS-289-TE)

COLLEGE BOARD ADVANCED PLACEMENT PROGRAM (AP)
The College Entrance Examination Board administers the Advanced Placement Program (AP), a series of college-level examinations, to high school juniors and seniors. Thomas Edison State University will grant up to 6 credits per exam for AP examinations for which a score of 3 or better has been awarded. Students should request that official score reports for these examinations be sent to the Office of the Registrar by contacting AP at:

   Advanced Placement (AP) Services
   P.O. Box 6671
   Princeton, NJ 08541-6671
   (888) 225-5427
   Email: apstudents@info.collegeboard.org
   apstudents.collegeboard.org/sending-scores

CLEP - COLLEGE-LEVEL EXAMINATION PROGRAM
Thomas Edison State University awards credit for CLEP® examinations, which have been reviewed and recommended for college credit by the American Council on Education (ACE) for specific date ranges.

Prior to registering for an examination, students are urged to refer to the current CLEP® website to confirm that the examination they are interested in taking is still active and the number of credits being recommended for successful completion: clep.collegeboard.org

Students can find a CLEP® test center along with more detailed information on the examinations and study materials at:

   CLEP
   P.O. Box 6600
   Princeton, NJ 08541-6600
   (800) 257-9558
   Email: clep@info.collegeboard.org
   www.collegeboard.com/clep

Students who wish to have their score reports sent to Thomas Edison State University should provide the official college code, 2748, at the time of testing.

Note: The five general examinations test what is usually taught in the first year of college and sometimes duplicate other credit students have earned. Refer to the academic policy on duplication of credit for additional explanation. The minimum score required to earn credit is equivalent to a letter grade of C, and scores resulting in credit recommendations will be posted on a TESU transcript as credit with no letter grade.
### CLEP Exam Title | TESU Equivalency | Credits
--- | --- | ---
**Intellectual and Practical Skills**

#### English Composition
- College Composition (essay required)<br>  - ENC-101 English Composition I<br>  - ENC-102 English Composition II<br>  - 6 Credits
- College Composition modular<br>  - ENC-101 English Composition I<br>  - 3 Credits

#### Quantitative Literacy
- College Mathematics<br>  - MAT-102 General Math I<br>  - MAT-103 General Math II<br>  - 6 Credits
- College Algebra<br>  - MAT-121 College Algebra<br>  - 3 Credits
- Precalculus<br>  - MAT-129 Precalculus<br>  - 3 Credits
- Calculus<br>  - MAT-231 Calculus I<br>  - 4 Credits

#### Civic and Global Leadership

#### Diversity Intercultural Literacy
- Introductory Sociology<br>  - SOC-101 Introduction to Sociology<br>  - 3 Credits

#### Civic Engagement
- American Government<br>  - POS-110 American Government<br>  - 3 Credits

#### Knowledge of Human Cultures

#### Humanities
- American Literature *<br>  - LIT-205 American Literature I<br>  - LIT-206 American Literature II<br>  - 6 Credits
- Analyzing and Interpreting Literature *<br>  - LIT-291 Analysis and Interpretation of Literature I<br>  - LIT-292 Analysis and Interpretation of Literature II<br>  - 6 Credits
- English Literature *
  - LIT-208 English Literature I<br>  - LIT-209 English Literature II<br>  - 6 Credits
- French Language
  - FRE-101 Beginning French I<br>  - FRE-102 Beginning French II<br>  - FRE-201 Intermediate French<br>  - 6/9 Credits
- German Language
  - GRM-101 Beginning German I<br>  - GRM-102 Beginning German II<br>  - GRM-201 Intermediate German<br>  - 6/9 Credits
- Humanities*<br>  - HUM-102 Introduction to Humanities II: Drama, Poetry and Narrative<br>  - HUM-103 Introduction to Humanities III: Music<br>  - 6 Credits
- Spanish Language
  - SPA-101 Beginning Spanish I<br>  - SPA-102 Beginning Spanish II<br>  - SPA-201 Intermediate Spanish<br>  - 6/9 Credits

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* CLEP subject examination update. Thomas Edison State University has conducted an academic program review on this exam. Credit awarded for this exam will be considered TESU assessment credit, not TESU-CLEP credit, and will show on the official transcript under TESU assessment credit.
<table>
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<th>CLEP EXAM TITLE</th>
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<td>American Government</td>
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<td>History of the United States II: 1865 to Present</td>
<td>HIS-114 American History II</td>
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<td>Human Growth and Development</td>
<td>PSY-211 Developmental Psychology</td>
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<td>Introduction to Educational Psychology</td>
<td>PSY-230 Introduction to Educational Psychology</td>
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<td>Introductory of Psychology</td>
<td>PSY-101 Introduction to Psychology</td>
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<td>Introductory Sociology</td>
<td>SOC-101 Introduction to Sociology</td>
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<td>Principles of Macroeconomics</td>
<td>ECO-111 Macroeconomics</td>
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<td>Principles of Microeconomics</td>
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<td>Social Sciences and History</td>
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<td>Western Civilization II: 1648 to Present</td>
<td>HIS-102 Western Civilization II</td>
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<td>Principles of Marketing</td>
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DSST EXAMS

Please note that Thomas Edison State University awards credit for DSST® examinations that have been reviewed and recommended for credit by the American Council on Education (ACE) for specific exhibit dates. Prior to registering for an examination, students are urged to refer to the current DSST® website to confirm that the examination they are interested in taking is still active and it is worth the appropriate number of credits being recommended for successful completion: www.getcollegecredit.com.

Students who want more detailed information on the DSST program, study materials, or to request score reports may contact:

Prometric
DSST Score Report Request
7941 Corporate Drive
Nottingham, MD 21236
(877) 471-9860
Email: getcollegecredit@prometric.com
www.getcollegecredit.com

Note: The minimum score required to earn credit is equivalent to a letter grade of C, and scores resulting in credit recommendations will be posted on a TESU transcript as credit with no letter grade.
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<td>Principles of Statistics</td>
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<td>Fundamentals of College Algebra</td>
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<td><strong>Diversity Intercultural Literacy</strong></td>
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<td>PHI-287  Ethics in America</td>
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<td>ETH-230  Ethics in the Digital Age</td>
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<td>PHI-287  Ethics in America</td>
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<td><strong>Social Sciences</strong></td>
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<td>General Anthropology</td>
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<td>Introduction to Law Enforcement</td>
<td>AOJ-101  Introduction to Law Enforcement</td>
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<td>Criminal Justice</td>
<td>AOJ-102  Introduction to Criminal Justice</td>
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<td>Introduction to Geography</td>
<td>GOG-120  Introduction to Human Geography</td>
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<td>Fundamentals of Counseling</td>
<td>COU-262  Fundamentals of Counseling</td>
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<td>The Civil War and Reconstruction</td>
<td>HIS-252  Civil War and Reconstruction</td>
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<td>Lifespan Development Psychology</td>
<td>PSY-211  Developmental Psychology</td>
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<td>A History of the Vietnam War</td>
<td>HIS-351  A History of the Vietnam War</td>
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<td>Substance Abuse</td>
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<td>History of the Soviet Union</td>
<td>HIS-386 Rise and Fall of the Soviet Union</td>
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**Understanding the Physical and Natural World**

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<td>Computing Information Technology</td>
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<tr>
<td>Environmental Science</td>
<td>ENS-201</td>
<td>Environment and Humanity: Race to Save the Planet</td>
<td>3</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>CIS-301</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Cybersecurity</td>
<td>CIS-344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>Physical Geology</td>
<td>GEO-101</td>
<td>Introduction to Geology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Business Administration**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Equivalency</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
<td>BUS-101</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Business Mathematics</td>
<td>BUS-161</td>
<td>Business Math</td>
<td>3</td>
</tr>
<tr>
<td>Business Ethics and Society</td>
<td>BUS-205</td>
<td>Business Ethics in Society</td>
<td>3</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>HRM-231</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>CIS-201</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>FIN-200</td>
<td>Principles of Finance</td>
<td>3</td>
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<tr>
<td>Principles of Supervision</td>
<td>MAN-200</td>
<td>Principles of Supervision</td>
<td>3</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>MAN-212</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>ECO-322</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>Computing Information Technology</td>
<td>COS-101</td>
<td>Introduction to Computers</td>
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</tbody>
</table>

**General Education Electives**

<table>
<thead>
<tr>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>Technical Writing</td>
<td>ENG-201</td>
<td>Technical Writing</td>
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</table>

**Free Electives**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Equivalency</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Education</td>
<td>EDU-102</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>Health and Human Development</td>
<td>HEA-103</td>
<td>Here's To Your Health</td>
<td>3</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>BUE-101</td>
<td>Personal Finance</td>
<td>3</td>
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</tbody>
</table>

*Note: Although some exams are listed under more than one category, the credits can only be used to satisfy one requirement.*
NEW YORK UNIVERSITY PROFICIENCY TESTING IN FOREIGN LANGUAGE

The following college-level examinations in the New York University Foreign Language Proficiency Testing program are administered at Thomas Edison State University in Trenton, N.J., on an as-requested basis. Each examination tests four basic areas: comprehension of the spoken language; the written language in composition; translation from English into the language; and translation from the language into English. Up to 16 hours of credit may be earned, depending on the level of performance. Students may request the registration form from the Office of Test Administration by emailing testing@tesu.edu ONLY if they will be taking the exam at Thomas Edison State University in Trenton, N.J.

Students may also test at New York University or make arrangements to test at other locations by calling 212-998-7030 or by emailing sps.flpe@nyu.edu.

<table>
<thead>
<tr>
<th>Afrikaans</th>
<th>Japanese</th>
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</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>Korean</td>
</tr>
<tr>
<td>Arabic</td>
<td>Mandarin</td>
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<td>Armenian</td>
<td>Norwegian</td>
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<td>Bengali</td>
<td>Persian</td>
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<td>Bosnian</td>
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<td>Bulgarian</td>
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<td>Cantonese</td>
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<td>Romanian</td>
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<td>Czech</td>
<td>Russian</td>
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<td>Danish</td>
<td>Serbian</td>
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<td>Dutch</td>
<td>Slovak</td>
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<td>Finnish</td>
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<tr>
<td>French</td>
<td>Swahili</td>
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<tr>
<td>German</td>
<td>Swedish</td>
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<tr>
<td>Greek (mod)</td>
<td>Tagalog</td>
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<tr>
<td>Gujarati</td>
<td>Thai</td>
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<tr>
<td>Haitian Creole</td>
<td>Turkish</td>
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<td>Hindi</td>
<td>Urdu</td>
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<td>Hungarian</td>
<td>Vietnamese</td>
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<td>Ibo</td>
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<td>Indonesian</td>
<td>Yoruba</td>
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<tr>
<td>Italian</td>
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</tr>
</tbody>
</table>

Some exams will be only offered online. For more information, visit www.sps.nyu.edu/professional-pathways/proficiency-testing.html or call (212) 998-7030.

DEFENSE LANGUAGE INSTITUTE (DLI) DEFENSE LANGUAGE PROFICIENCY TESTS

The Defense Language Institute (DLI) administers a series of Defense Language Proficiency Tests (DLPT), which support its extensive foreign language instruction programs for active-duty military personnel. Persons who served in the military may present records of language proficiency as assessed by DLI. The examinations, which test listening, reading, and speaking skills, are scored on the basis of the level of proficiency achieved in each of the three areas. A variable range of credits may be earned, depending on the combination of scores received. Students should request that transcripts be sent to the Office of the Registrar by contacting the DLI at:

DLIFLC
Attn: ATFL-ASD-DA (Registrar)
Bldg. 634, Room 4
Presidio of Monterey
Monterey, CA 93944
(831) 242-5825
Email: transcripts@dliflc.edu
www.dliflc.edu/resources/dlpt-guides

FOREIGN SERVICE INSTITUTE (FSI)

The Foreign Service Institute (FSI) administers a series of oral proficiency language assessment examinations to test the oral language proficiency of prospective U.S. Department of State employees who will be stationed abroad. Persons who have been employed by the U.S. government and have served in the Foreign Service often can present records of language proficiency as assessed by FSI. Although many languages are assessed by the FSI, only the Arabic, Chinese, French, Russian, and Spanish examinations have been evaluated in terms of college credit recommendations. For more information, visit www.state.gov/foreign-language-training.

TRANSFER CREDIT

Thomas Edison State University will accept credit in transfer for courses completed at colleges and universities accredited by the six regional accrediting agencies recognized by the U.S. Department of Education as providing the accreditation and pre-accreditation (“candidacy status”) to postsecondary degree-granting educational institutions.

- Middle States Commission on Higher Education
- Higher Learning Commission
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges
  - Senior College and University Commission
  - Accrediting Commission for Community and Junior Colleges
In addition, the University offers a host of ways to earn credit for knowledge obtained in noncollegiate settings.

**AMERICAN COUNCIL ON EDUCATION (ACE) AND NATIONAL COLLEGE CREDIT RECOMMENDATION SERVICE (NCCRS)**

Thomas Edison State University generally accepts the credit recommendations of the American Council on Education (ACE) CREDIT and the National College Credit Recommendation Service (NCCRS); however, the University reserves the right to determine which recommendations will be accepted. The list of programs, licenses and certifications reviewed by these services are constantly being updated.

ACE credit recommendations are published online at [www.acenet.edu/credit](http://www.acenet.edu/credit).

NCCRS credit recommendations are published online at [www.nationalccrs.org/course-credit-directory](http://www.nationalccrs.org/course-credit-directory).

Please refer to the ACE *National Guide to College Credit for Workforce Training*. 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*.

The limit of ACE and NCCRS credits from a single source is 90 credits for a bachelor's degree and 45 credits for an associate degree.

To be awarded college credit for ACE credit recommendations and create an ACE transcript to be sent to a college, students must first establish a record of their courses or exams with the American Council on Education in Washington, D.C. Students can contact ACE at:

American Council on Education
College Credit Recommendation Service (CREDIT)
1 Dupont Circle NW
Washington, DC 20036-1193
(202) 999-9434
Email: credit@acenet.edu

Students may access the ACE online Transcript System.

To use ACE credit recommendations at Thomas Edison State University for enrollment, students should have an ACE transcript sent to:

Office of the Registrar
Thomas Edison State University
111 W. State St.
Trenton, NJ 08608

Students may also use an ACE transcript to create a Thomas Edison State University transcript for use with an employer or elsewhere by submitting a Nondegree Services Application for Individual Learning Account or by contacting the Office of Admissions and Enrollment Services at 609-777-5680 or admissions@tesu.edu.

The application should then be submitted to the Office of the Registrar, at the address listed above.

Similar evaluations are conducted by the Board of Regents of the University of the State of New York under the National College Credit Recommendation Service (NCCRS). These credit recommendations and descriptions are published online at [www.nationalccrs.org](http://www.nationalccrs.org). Contact the NCCRS program office at:

New York NCCRS Education Department
Education Building Addition
89 Washington Avenue
Albany, NY 12234
518-486-2070
Email: nccrs@nysed.gov

**OTHER EXAMPLES INCLUDE:**

- Military service schools as recommended by the American Council on Education. The limit of NCCRS and ACE credits from a single source is 90 credits for a bachelor's degree and 45 credits for an associate degree.

- Licenses, certifications and programs of study approved by the Thomas Edison State University Academic Council.

- Credit recommendations from a required course-by-course international credit evaluation completed by one of the following agencies: Academic Credentials Evaluation Institute, Inc. (ACEI); Center for Applied Research, Evaluations & Education, Inc.; Educational Credential Evaluators, Inc. (ECE); World Educational Services, Inc. (WES); SDR Educational Consultants; SpanTran Evaluation Services; and Transcript Research.

- Thomas Edison State University may accept in direct transfer college-level credits earned at institutions accredited by national accreditation associations that have developed formal articulation agreements with Thomas Edison State University. Articulation agreements are posted at [www.tesu.edu/current-students/academics/catalog/Transfer-credit.cfm](http://www.tesu.edu/current-students/academics/catalog/Transfer-credit.cfm) as required by the Higher Education Opportunity Act of 2008.

- College-level skills and knowledge acquired outside the classroom or through courses from nonaccredited institutions or institutions not reviewed by one of the aforementioned organizations may be validated through a variety of methods or testing options and/or through the Office of Professional Learning Review at Thomas Edison State University.

Thomas Edison State University is covered by, and will strive to adhere to, the tenets of the Comprehensive Statewide Transfer Agreement adopted by New Jersey President's Council on Sept. 22, 2008. Students who wish more specific information concerning the transfer of credit should contact the University at registrar@tesu.edu; Attention: Director of Transfer Evaluations.

**ARTICULATION AGREEMENTS**

Thomas Edison State University has entered into articulation agreements with many colleges and universities. An articulation agreement is a formal agreement or partnership between Thomas Edison State University and another institution of higher education. These articulation agreements determine which courses will transfer for degree credit or fulfill Thomas Edison State University course equivalencies.
Details on the terms of any Thomas Edison State University's current or historical articulation agreements should be referred to the Office of the Registrar at registrar@tesu.edu.

Thomas Edison State University also participates in the New Jersey Statewide Transfer Agreement. This agreement provides a statewide transfer agreement process to determine the transferability of courses to participating New Jersey colleges and universities. Participating institutions are listed at www.njtransfer.org.

**DEGREE COMPLETION OPTIONS THROUGH OTHER INSTITUTIONS**

Several of Thomas Edison State University’s degree programs require course work that must be completed through other institutions or prior learning assessment (PLA). Students should read the specific information for earning credit in their chosen area of study to determine how to fulfill the individual degree requirements.

While most students are encouraged to utilize Thomas Edison State University methods of earning credit, they may select distance learning or classroom-based courses from a number of other institutions. Such institutions must be regionally accredited, and the courses selected must satisfy Thomas Edison State University degree requirements. It is the student’s responsibility to ensure that courses taken through other institutions meet his/her degree requirements at Thomas Edison State University.

Thomas Edison State University allows students to make use of a number of independent study and distance education courses that are offered by regionally accredited colleges and universities throughout the United States. Students may make arrangements with the University’s Office of Test Administration to have their independent study and distance education course examinations proctored by Thomas Edison State University. Students also may attend regionally accredited colleges in their own communities, transferring credits they earn to their Thomas Edison State University degree program.

**TEXTBOOKS AND COURSE MATERIALS**

Students are responsible for acquiring all the textbooks and materials required for the courses they choose. The cost for course materials is not included in tuition and registration fees. Students will arrange payment directly with the textbook provider and may select any textbook provider that offers the books and materials they need for a particular course.

Many students choose to use Barnes & Noble College (BNC Services) for their course materials. If students choose to use BNC Services, they may order textbooks (new and used) and materials by telephone, online, or by mailing the order form which is accessible via the Students Forms page on the University website.

Students may also find used textbooks through the Textbook Swap located in myEdison®, which is a forum designed to help students swap or sell textbooks for Thomas Edison State University courses and exams.

Whatever method students choose, they will need to supply the course codes of the Thomas Edison State University courses for which they have registered.

For a preview of what is required in a course, students may go to Course Offerings at www.tesu.edu/courses, select the course in which they are interested, and choose Preview the Online Syllabus option.

Another way to learn what materials are required before students order is by going to the BNC Services website. BNC Services maintains a section on its website devoted to Thomas Edison State University. Students can see at a glance what materials are required for the courses they are taking, and they can calculate the cost. This information is also available through the BNC Services call center at 800-325-3252.

**COURSE MANUALS**

In online and Guided Study courses, the syllabus, handbook, and specific course information are available when students logon to the course for which they are registered. Students will receive a password and username for courses with their registration confirmation. The e-Pack® courses do not require a course manual.

**TEXTBOOKS**

Most courses, except prior learning assessment (PLA), require some form of course materials. TESU strives to make cost effective choices for its students concerning its selection of course materials by curating the best learning materials available for each course. Course materials may take the form of traditional textbooks, articles, open educational resources, technologies, or research articles. Students should consult the course syllabus for specifics on course materials.

**MEDIA COMPONENTS**

Some of the University’s courses require the use of media in addition to other materials. Students should contact BNC Services to see which media components are necessary.

**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: www.mbsdirect.net or by visiting bookstore.mbsdirect.net/vbn/tesu.htm.

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 a student’s electronic portfolio.
OPEN EDUCATIONAL RESOURCES AND ZERO TEXTBOOK COST (ZTC) COURSES

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OER can include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Utilization of OER allows academics, experts, and content developers to create and disseminate low or no-cost educational materials to students. Thomas Edison State University actively supports the use of OER across various credit earning options, including preparation materials for many TECEP® examinations, our OER-based 30-credit First Year Foundations Certificate (which satisfies much of the general education requirements for most degree programs), and Zero Textbook Cost (ZTC) courses.

The University features numerous ZTC courses comprised entirely of expertly curated OER and other high-quality no-cost learning materials, and we are adding more every year. Please see the ZTC section on the University website for the most up-to-date information at TESU ZTC Courses.
section 2

Degree Programs and Certificates

The Degree Programs and Certificates section of this Catalog contains information on all degree programs and certificates offered by Thomas Edison State University. The section is organized into the following main categories:

UNDERGRADUATE DEGREES (ASSOCIATE AND BACHELOR’S)
Most associate degree programs are 60 credits; most bachelor’s degree programs are 120 credits.

UNDERGRADUATE CERTIFICATES
Most undergraduate certificates are 18 credits; all certificates can be leveraged into degree programs offered at the University.

WHAT YOU CAN STUDY (AREA OF STUDY INDEX)
This is an index of all degree and certificate programs offered by the University.

DIFFERENT BY DESIGN
This chart lists all undergraduate and graduate programs based on how students can complete them, including programs that can be completed using only courses and exams offered by the University and those that require students to take courses at other regionally accredited institutions.

UNDERGRADUATE DEGREES

ASSOCIATE DEGREE PROGRAMS
60 credits are needed to earn an associate degree. Most undergraduate certificates are 18 credits and those credits may be applied toward an associate degree at the University.

- Associate in Applied Science
- Associate in Arts
- Associate in Arts in Human Services
- Associate in Science
- Associate in Science in Business Administration
- Associate in Science in Natural Sciences and Mathematics

BACHELOR’S DEGREE PROGRAMS
Most bachelor degree programs require 120 credits. Most undergraduate certificates are 18 credits and those credits may be applied toward a bachelor’s degree at the University.

- Accelerated 2nd Degree BSN Program
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Business Administration
- Bachelor of Science in Cybersecurity
- Bachelor of Science in Health Information Management
- Bachelor of Science in Health Sciences
- Bachelor of Science in Human Services
- Bachelor of Science in Medical Imaging Sciences
- Bachelor of Science in Nursing (RN to BSN/MSN)
- Bachelor of Science in Organizational Leadership
- Bachelor of Science in Professional Studies
ASSOCIATE IN APPLIED SCIENCE

I. General Education Requirements

A. Intellectual and Practical Skills  12
   • Written Communication  3
   • Oral Communication  3
   • Quantitative Literacy  3
   • Information Literacy  3
   Critical Information Literacy ($OS-110)  3
B. Civic and Global Learning  3
   Diversity, Ethics, OR Civic Engagement
C. Knowledge of Human Cultures  3
D. Understanding the Physical and Natural World  3

II. Option  21

III. Electives  18

Total  60 credits

Degree Requirements

The Associate in Applied Science (AAS) degree requires 60 credits: 21 credits in the general education requirement, 21 credits in the option, and 18 credits in electives. There are few specific requirements to allow maximum flexibility.

The option includes 21 credits of courses within the option area selected. There are many career tracks available within each broad option area. New career tracks are developed as needed. Since this is usually a field in which the student is employed, students will usually come in with all or most of the credits in their option completed. Since students have a number of different subspecialties, there are no specific requirements within the option: the 21 credits must form a coherent set of courses covering the field.

The elective category can be satisfied by almost any college credits. Both liberal arts and other college credits apply. Academic policies should be reviewed for limitations on credits.

How Students Earn Credit in the Associate in Applied Science

Students usually enter with many of the credits in the career track completed, but not always, from military or civilian training. If the option has not already been completed, students may often use prior learning assessment (PLA) to gain college credit for their knowledge. While there are some examinations in computers and electronics, there are some distance learning opportunities in most of the AAS career tracks. Credits in general education and electives may be earned by a wide variety of methods.

Students may earn this degree in one of the following areas of study:

> Administrative Studies
> Applied Computer Studies
> Applied Electronic Studies
> Applied Health Studies
> Aviation Support
> Construction and Facilities Support
> Criminal Justice
> Electrical-Mechanical Systems and Maintenance
> Environmental, Safety and Security Technologies
> Mechanics and Maintenance
> Military Technology Leadership*
> Multidisciplinary Technology
> Polysomnography (CAAHEP Accredited)

*Option is only available to current military personnel and veterans of the armed forces.
Students may earn an Associate in Science degree in one of the following areas of study:

### ASSOCIATE IN APPLIED SCIENCE

#### ADMINISTRATIVE STUDIES

<table>
<thead>
<tr>
<th>I. General Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Intellectual and Practical Skills</td>
<td>12</td>
</tr>
<tr>
<td>• Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>• Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Critical Information Literacy (SOS-110)</td>
<td></td>
</tr>
<tr>
<td>B. Civic and Global Learning</td>
<td>3</td>
</tr>
<tr>
<td>Diversity, Ethics, OR Civic Engagement</td>
<td></td>
</tr>
<tr>
<td>C. Knowledge of Human Cultures</td>
<td>3</td>
</tr>
<tr>
<td>D. Understanding the Physical and Natural World</td>
<td>3</td>
</tr>
<tr>
<td>II. Option</td>
<td>21</td>
</tr>
<tr>
<td>Administrative Studies</td>
<td>18</td>
</tr>
<tr>
<td>Associate Capstone</td>
<td>3</td>
</tr>
<tr>
<td>III. Electives</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>60 credits</td>
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</tbody>
</table>

### ASSOCIATE IN APPLIED SCIENCE

#### APPLIED ELECTRONIC STUDIES

<table>
<thead>
<tr>
<th>I. General Education Requirements</th>
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</tr>
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<tbody>
<tr>
<td>A. Intellectual and Practical Skills</td>
<td>12</td>
</tr>
<tr>
<td>• Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>• Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Critical Information Literacy (SOS-110)</td>
<td></td>
</tr>
<tr>
<td>B. Civic and Global Learning</td>
<td>3</td>
</tr>
<tr>
<td>Diversity, Ethics, OR Civic Engagement</td>
<td></td>
</tr>
<tr>
<td>C. Knowledge of Human Cultures</td>
<td>3</td>
</tr>
<tr>
<td>D. Understanding the Physical and Natural World</td>
<td>3</td>
</tr>
<tr>
<td>II. Option</td>
<td>21</td>
</tr>
<tr>
<td>Applied Electronic Studies</td>
<td>18</td>
</tr>
<tr>
<td>Associate Capstone</td>
<td>3</td>
</tr>
<tr>
<td>III. Electives</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>60 credits</td>
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</table>

### ASSOCIATE IN APPLIED SCIENCE

#### APPLIED COMPUTER STUDIES

<table>
<thead>
<tr>
<th>I. General Education Requirements</th>
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<tbody>
<tr>
<td>A. Intellectual and Practical Skills</td>
<td>12</td>
</tr>
<tr>
<td>• Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>• Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Critical Information Literacy (SOS-110)</td>
<td></td>
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<tr>
<td>B. Civic and Global Learning</td>
<td>3</td>
</tr>
<tr>
<td>Diversity, Ethics, OR Civic Engagement</td>
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</tr>
<tr>
<td>C. Knowledge of Human Cultures</td>
<td>3</td>
</tr>
<tr>
<td>D. Understanding the Physical and Natural World</td>
<td>3</td>
</tr>
<tr>
<td>II. Option</td>
<td>21</td>
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<tr>
<td>Applied Computer Studies</td>
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</tr>
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<td>Associate Capstone</td>
<td>3</td>
</tr>
<tr>
<td>III. Electives</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
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### ASSOCIATE IN APPLIED SCIENCE

#### APPLIED HEALTH STUDIES

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<tr>
<th>I. General Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Intellectual and Practical Skills</td>
<td>12</td>
</tr>
<tr>
<td>• Written Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td>3</td>
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<tr>
<td>• Quantitative Literacy</td>
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<tr>
<td>• Information Literacy</td>
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<tr>
<td>Critical Information Literacy (SOS-110)</td>
<td></td>
</tr>
<tr>
<td>B. Civic and Global Learning</td>
<td>6</td>
</tr>
<tr>
<td>Diversity, Ethics, OR Civic Engagement</td>
<td></td>
</tr>
<tr>
<td>C. Knowledge of Human Cultures</td>
<td>6</td>
</tr>
<tr>
<td>D. Understanding the Physical and Natural World</td>
<td>3</td>
</tr>
<tr>
<td>II. Option</td>
<td>21</td>
</tr>
<tr>
<td>Applied Health Studies</td>
<td>18</td>
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<tr>
<td>Associate Capstone</td>
<td>3</td>
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<tr>
<td>III. Electives</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>60 credits</td>
</tr>
</tbody>
</table>
ASSOCIATE IN APPLIED SCIENCE

AVIATION SUPPORT

I. General Education Requirements
   A. Intellectual and Practical Skills  12
      • Written Communication  3
      • Oral Communication  3
      • Quantitative Literacy  3
      • Information Literacy  3
         Critical Information Literacy (SOS-101)
   B. Civic and Global Learning  3
      Diversity, Ethics, OR Civic Engagement
   C. Knowledge of Human Cultures  3
   D. Understanding the Physical and Natural World  3

II. Option
   Aviation Support  18
   Associate Capstone  3

III. Electives  18

Total  60 credits

ASSOCIATE IN APPLIED SCIENCE

CONSTRUCTION AND FACILITIES SUPPORT

I. General Education Requirements
   A. Intellectual and Practical Skills  12
      • Written Communication  3
      • Oral Communication  3
      • Quantitative Literacy  3
      • Information Literacy  3
         Critical Information Literacy (SOS-110)
   B. Civic and Global Learning  3
      Diversity, Ethics, OR Civic Engagement
   C. Knowledge of Human Cultures  3
   D. Understanding the Physical and Natural World  3

II. Option
   Construction and Facilities Support  18
   Associate Capstone  3

III. Electives  18

Total  60 credits

ASSOCIATE IN APPLIED SCIENCE

CRIMINAL JUSTICE

The Associate in Applied Science (AAS) degree program’s Criminal Justice track is designed to meet the needs of midcareer adults in a wide range of law enforcement, corrections, security, and emergency response fields.

I. General Education Requirements
   A. Intellectual and Practical Skills  15
      • Written Communication  6
      • Oral Communication  3
      • Quantitative Literacy  3
      • Information Literacy  3
         Critical Information Literacy (SOS-110)
   B. Civic and Global Learning  6
      • Diversity  3
      • Ethics  3
   C. Knowledge of Human Cultures  6
   D. Understanding the Physical and Natural World  3

II. Area of Study: Criminal Justice OR Administration of Justice Studies  21
   Introduction to Criminal Justice  3
   Introduction to Law Enforcement  3
   Introduction to Corrections  3
   Criminology  3
   Juvenile Delinquency  3
   Forensic Science  3
   Criminal Justice Elective  3

III. Electives  12

Total  60 credits

ASSOCIATE IN APPLIED SCIENCE

ELECTRICAL-MECHANICAL
SYSTEMS AND MAINTENANCE

I. General Education Requirements
   A. Intellectual and Practical Skills  12
      • Written Communication  3
      • Oral Communication  3
      • Quantitative Literacy  3
      • Information Literacy  3
         Critical Information Literacy (SOS-110)
   B. Civic and Global Learning  3
      Diversity, Ethics, OR Civic Engagement
   C. Knowledge of Human Cultures  3
   D. Understanding the Physical and Natural World  3

II. Option
   Electrical-Mechanical Systems and Maintenance  18
   Associate Capstone  3

III. Electives  18

Total  60 credits
ASSOCIATE IN APPLIED SCIENCE
ENVIRONMENTAL, SAFETY AND SECURITY TECHNOLOGIES

I. General Education Requirements
   A. Intellectual and Practical Skills 12
      • Written Communication 3
      • Oral Communication 3
      • Quantitative Literacy 3
      • Information Literacy 3
         Critical Information Literacy (SOS-110)
   B. Civic and Global Learning 3
      Diversity, Ethics, OR Civic Engagement
   C. Knowledge of Human Cultures 3
   D. Understanding the Physical and Natural World 3

II. Option 21
   Environmental, Safety, and Security Technologies 18
   Associate Capstone 3

III. Electives 18

Total 60 credits

ASSOCIATE IN APPLIED SCIENCE
MECHANICS AND MAINTENANCE

I. General Education Requirements
   A. Intellectual and Practical Skills 12
      • Written Communication 3
      • Oral Communication 3
      • Quantitative Literacy 3
      • Information Literacy 3
         Critical Information Literacy (SOS-110)
   B. Civic and Global Learning 3
      Diversity, Ethics, OR Civic Engagement
   C. Knowledge of Human Cultures 3
   D. Understanding the Physical and Natural World 3

II. Option 21
   Mechanics and Maintenance 18
   Associate Capstone 3

III. Electives 18

Total 60 credits

ASSOCIATE IN APPLIED SCIENCE
MILITARY TECHNOLOGY LEADERSHIP*

I. General Education Requirements
   A. Intellectual and Practical Skills 12
      • Written Communication 3
      • Oral Communication 3
      • Quantitative Literacy 3
      • Information Literacy 3
         Critical Information Literacy (SOS-110)
   B. Civic and Global Learning 3
      Diversity, Ethics, OR Civic Engagement
   C. Knowledge of Human Cultures 3
   D. Understanding the Physical and Natural World 3

II. Option 21
   Military Technology Leadership 18
   Associate Capstone 3

III. Electives 18

Total 60 credits

*For active-duty military and veterans only.

ASSOCIATE IN APPLIED SCIENCE
MULTIDISCIPLINARY TECHNOLOGY

I. General Education Requirements
   A. Intellectual and Practical Skills 12
      • Written Communication 3
      • Oral Communication 3
      • Quantitative Literacy 3
      • Information Literacy 3
         Critical Information Literacy (SOS-110)
   B. Civic and Global Learning 3
      Diversity, Ethics, OR Civic Engagement
   C. Knowledge of Human Cultures 3
   D. Understanding the Physical and Natural World 3

II. Option 21
   Multidisciplinary Technology 18
   Associate Capstone 3

III. Electives 18

Total 60 credits
ASSOCIATE IN APPLIED SCIENCE

POLYSOMNOGRAPHY

I. General Education Requirements

A. Intellectual and Practical Skills

• Written Communication 3
• Oral Communication 3
• Quantitative Literacy 3
• Information Literacy 3
• Critical Information Literacy (SOS-110) 3

B. Civic and Global Learning

• Diversity, Ethics, OR Civic Engagement 3

C. Knowledge of Human Cultures

3

D. Understanding the Physical and Natural World

3

II. Option

Anatomy and Physiology I with Lab (BIO-211) 4
Anatomy and Physiology II with Lab (BIO-212) 4
Theoretical Fundamentals of Polysomnography (PSG-101) 3
PSG Instrumentation Theory (PSG-102) 3
Clinical Fundamentals of PSG (PSG-200) 6
Therapeutic Interventions and Clinical Patient Management (PSG-105)* 3
PSG Scoring (PSG-103) 3
Sleep Disorders (PSG-104) 3
Medical Terminology (APS-100) 1
PSG Capstone (PSG-295) 3

III. Electives

6

Total 60 credits

Degree Requirements:

College Algebra or above 3
Introduction to Psychology OR
Introduction to Sociology 3

*Clinical courses conducted at contracted sleep centers in accordance with performance checklists and results monitored by mentors.

Candidates outside of these listed geographic areas will be required to arrange their accredited PSG clinical experience site near their home. If clinical site cannot be located learners will not be able to complete the program.

Important Course Information

Students should work closely with their academic advisor before registering for any courses.

PSG-101: Theoretical Fundamentals of Polysomnography

• No prerequisite other than interest in polysomnography
• Course could be an elective for other allied health programs

PSG-102: PSG Instrumentation Theory

• Required completion or enrolled in PSG-101

PSG-200: Clinical Fundamentals of PSG

• Required completion of PSG-101 or equivalent experience in polysomnography
• Requires prearrangement of accredited clinical site that has contracted with TESU of clinical phase prior to registering
• Additional laboratory fee charged for this course
• Required completion of background check, CPR training, and physical examination prior to registration paid by learner through University contract vendor, American DataBank

PSG-103: PSG Scoring

• Required completion of PSG-200 or experience as a Registered Polysomnography Technologist (RPSGT)

PSG-104: Sleep Disorders

• No prerequisite other than interest in polysomnography
• Course could be an elective for other allied health programs

PSG-105: Therapeutic Interventions and Clinical Patient Management

• Required completion of PSG-200
• Additional laboratory fee charged for this course
• Required completion of background check, same as PSG-105

PSG-295: Polysomnography Capstone

• Required completion of all PSG courses.

Candidates need to complete the following accredited clinical sites.

• Central New Jersey - The Center for Sleep Medicine at Capital Health, Hamilton, N.J.
• Long Island New York - St. Charles Sleep Disorders Center, Port Jefferson, N.Y.
• North Jersey - Comprehensive Sleep Center, Fair Lawn, N.J.
• Missouri - Cass Regional Medical Center Sleep Lab, Harrisonville, Mo.
• South Carolina - Carolina Lung and Sleep Center, Seneca, S.C

ASSOCIATE IN ARTS

The Associate in Arts (AA) degree is a broad degree emphasizing general education. Students may satisfy many basic requirements traditionally associated with freshman and sophomore years enabling them to make a smooth transition into a bachelor’s degree program.

### Credits

<table>
<thead>
<tr>
<th>I. General Education Requirements</th>
<th>40-42</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Intellectual and Practical Skills</td>
<td>15</td>
</tr>
<tr>
<td>• Written Communication</td>
<td>6</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>• Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Critical Information Literacy (SOS-110)</td>
<td></td>
</tr>
<tr>
<td>B. Civic and Global Learning</td>
<td>9</td>
</tr>
<tr>
<td>• Diversity</td>
<td>3</td>
</tr>
<tr>
<td>• Ethics</td>
<td>3</td>
</tr>
<tr>
<td>• Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td>C. Knowledge of Human Cultures</td>
<td>12</td>
</tr>
<tr>
<td>D. Understanding the Physical and Natural World</td>
<td>4-6</td>
</tr>
<tr>
<td>II. Electives</td>
<td>18-20</td>
</tr>
<tr>
<td>Total</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

### Degree Requirements

The Associate in Arts degree requires 60 credits: 40-42 credits in general education distribution and 18-20 credits of electives.

### How Students Earn Credit in the Associate in Arts Degree

All courses in this degree may be completed with Thomas Edison State University courses and/or courses from other colleges. Prior learning assessment (PLA) and/or examinations also may be used.

*Note: Many courses may be appropriate for this degree. Students should work closely with the Office of Academic Advising to select the appropriate courses for degree completion.*
ASSOCIATE IN ARTS IN HUMAN SERVICES

The Associate in Arts in Human Services (AAHS) degree is designed for adults working in the human services area. To be admitted to the program and to complete the Capstone course, students must have current work experience in the field of human services. Students must have a minimum of six months/800 hours of current work experience. Students must submit a current resume at the time of application. The degree is designed to provide seamless transfer to the Bachelor of Science in Human Services degree.

I. General Education Requirements

A. Intellectual and Practical Skills 15
   • Written Communication 6
   • Oral Communication 3
   • Quantitative Literacy 3
     STA-201: Principles of Statistics
   • Information Literacy 3
     Critical Information Literacy (SOS-110)

B. Civic and Global Learning 9
   • COM-335: Intercultural Communications 3
   • Ethics 3
   • Civic Engagement 3

C. Knowledge of Human Cultures 12
   • COM-330: Interpersonal Communications (suggested) 3
   • PSY-101: Introduction to Psychology 3
   • PSY-211: Developmental Psychology 3
   • SOC-210: Marriage and the Family 3

D. Understanding the Physical and Natural World 6
   CIS-107: Computer Concepts and Applications

II. Core 12
   • HUS-101: Introduction to Human Services
   • MAN-201: Principles of Management or COM-330: Interpersonal Communications* (*if not already taken)
   • SOC-101: Introduction to Sociology
   • HUS-295: Capstone Course

III. Electives 6
   • 3 credits of Independent/Field Study for career changing applicants
   • Suggested Elective:
     Students should strongly consider taking MAT-121: College Algebra to prepare for STA-201: Principles of Statistics

Total 60 credits

Degree Requirements

Cultural Diversity in the U.S. (SOC-322) 3
Introduction to Psychology (PSY-101) 3
Developmental Psychology (PSY-211) 3
Marriage and the Family (SOC-210) 3

Learning Outcomes

Graduates of the Associate in Arts in Human Services degree will have the ability to:

> define key concepts in the area of study;
> identify theories of professional practice;
> explain the specific skills, techniques, and agencies necessary to serve client populations; and
> explain cultural diversity as it relates to the field of human services.
ASSOCIATE IN SCIENCE

The Associate in Science (AS) degree is intended to meet the educational and professional needs of midcareer adults in a wide range of applied science and technology fields. The student selects the option that matches his/her expertise. For most students this reflects their occupation. It is recommended for certain health-related and aviation-related options that students acquire a professional certification, as listed under the option.

I. General Education Requirements

A. Intellectual and Practical Skills 15
   • Written Communication 6
   • Oral Communication 3
   • Quantitative Literacy 3
   • Information Literacy 3
   Critical Information Literacy (SOS-110)
B. Civic and Global Learning 9
   • Diversity 3
   • Ethics 3
   • Civic Engagement 3
C. Knowledge of Human Cultures 6
D. Understanding the Physical and Natural World 8

II. Area of Study 21
III. Electives 1

Total 60 credits

Degree Requirements

The Associate in Science degree requires 60 credits: 38 credits in general education and 22 credits in the area of study and electives.

How Students Earn Credit in the Associate in Science Degree

If the option has not already been completed by military training, professional licenses, or transferred credits, students may often use prior learning assessment (PLA) to gain college credit for their knowledge. There are some distance learning opportunities in most of the AS option areas. Credits in general education and electives may be earned by a wide variety of methods.

General Education Requirements

The 38-credit requirement in general education provides students with a broad background in humanities, social sciences, and natural sciences/mathematics, and provides students with a foundation for the applied science and technology option.

Area of Study

The area of study requirement includes courses within the subject selected. These credits will include both required courses and professional electives. Since this is usually a field in which the student is employed, it is often possible for the student to earn these credits by prior learning assessment (PLA), if he/she has not already completed appropriate course work in that area. The required courses and corollary requirements are subject to change.

Electives

The elective category can be satisfied by almost any college credits. Academic policies should be reviewed for limitations on credits.

Additional Degree Requirements

Professional Certification: It is recommended for certain health-related and aviation-related options that students acquire a professional certification, as listed under the option.

Demonstration of Currency: Because of the rapid changes occurring in technical fields today, it is important for today’s college graduates to maintain up-to-date knowledge in their field. Demonstration of Currency (DOC) is the process that enables students to show that they have remained current and thus enables them to use the older credits toward their degree options. If more than half of the credits in a student’s option are more than 10 years old at the time of application to the University, Demonstration of Currency will be required in these courses. Demonstration of Currency for these subjects may be validated through enhancement training records or an oral conference with a mentor covering contemporary developments in these subjects. These courses will not be applied toward the option until currency has been demonstrated. Students required to demonstrate currency will be informed when their transfer credits are evaluated. A complete explanation of this process will be provided at that time.
Students may earn an Associate degree in one of the following areas of study:

**ASSOCIATE IN SCIENCE**

**AIR TRAFFIC CONTROL**

<table>
<thead>
<tr>
<th>II. Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>B. Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>C. Air Traffic Control</td>
<td>3</td>
</tr>
<tr>
<td>• Airport Traffic Control</td>
<td></td>
</tr>
<tr>
<td>• Enroute Traffic Control</td>
<td></td>
</tr>
<tr>
<td>D. Air Traffic Control Electives</td>
<td>9</td>
</tr>
<tr>
<td>• Air Navigation Aids</td>
<td></td>
</tr>
<tr>
<td>• Airport Traffic Control</td>
<td></td>
</tr>
<tr>
<td>• Communication Procedures</td>
<td></td>
</tr>
<tr>
<td>• Enroute Traffic Control</td>
<td></td>
</tr>
<tr>
<td>• Facilities Operations and Maintenance</td>
<td></td>
</tr>
<tr>
<td>• Flight Assistance Service</td>
<td></td>
</tr>
<tr>
<td>• Navigation</td>
<td></td>
</tr>
<tr>
<td>• Radar Fundamentals</td>
<td></td>
</tr>
<tr>
<td>E. Associate Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**III. Electives**

<table>
<thead>
<tr>
<th>Degree Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
</tr>
<tr>
<td>Physics I with Lab</td>
</tr>
<tr>
<td>Physics II with Lab</td>
</tr>
</tbody>
</table>

> **Certification:** FAA Control Tower Operator (CTO) or FAA Credential with Tower rating

> **How Students Earn Credit in the Option:** Students’ options are completed by the FAA license.

**AVIATION FLIGHT TECHNOLOGY**

<table>
<thead>
<tr>
<th>II. Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Private Pilot Ground</td>
<td>3</td>
</tr>
<tr>
<td>B. Commercial Pilot</td>
<td>12</td>
</tr>
<tr>
<td>C. Aviation Flight Technology Electives</td>
<td>3</td>
</tr>
<tr>
<td>• Private Pilot Flight</td>
<td></td>
</tr>
<tr>
<td>• Instrument Pilot Ground</td>
<td></td>
</tr>
<tr>
<td>• Aviation Meteorology</td>
<td></td>
</tr>
<tr>
<td>• Aircraft Components</td>
<td></td>
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<tr>
<td>• Avionics</td>
<td></td>
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<tr>
<td>• Navigation</td>
<td></td>
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<tr>
<td>• Airplane Transport Pilot</td>
<td></td>
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<tr>
<td>• Multi-engine Rating</td>
<td></td>
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<tr>
<td>• Flight Instructor</td>
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<tr>
<td>• Flight Instrument Instructor</td>
<td></td>
</tr>
<tr>
<td>• Multi-engine Instrument Instructor</td>
<td></td>
</tr>
<tr>
<td>D. Associate Capstone</td>
<td>3</td>
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</table>

**III. Electives**

<table>
<thead>
<tr>
<th>Degree Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
</tr>
<tr>
<td>Physics I with Lab</td>
</tr>
<tr>
<td>Physics II with Lab</td>
</tr>
</tbody>
</table>

> **Certification:** FAA certificate as a Commercial Pilot with Instrument Rating. Equivalent military training may be considered.

> **How Students Earn Credit in the Option:** Students’ options are completed by the FAA licenses.
# ASSOCIATE IN SCIENCE

## AVIATION MAINTENANCE TECHNOLOGY

### II. Area of Study

<table>
<thead>
<tr>
<th>Credits</th>
<th>21</th>
</tr>
</thead>
</table>

#### A. Theoretical Courses
- Aerodynamics
- Aircraft Electrical
- Electrical Circuits (ELE-211 OR ELE-212)
- Statics (EGM-211)
- Strength of Materials
- Fluid Mechanics
- Thermodynamics
- Materials Science

#### B. Aviation Maintenance Electives
- Power Plants, Gas Turbines
- Power Plants Piston
- Airframe Systems Basic
- Airframe Systems Advanced
- Instrumentation and Avionics
- Metallic Structures
- Nonmetallic Structures
- Powerplant Accessories
- Propellers and Trouble Analysis
- Aircraft Structures
- Communication Electronics
- Flight Line Maintenance
- Hydraulics and Pneumatics OR Fluid Pneumatics

#### C. Associate Capstone
- 3

### III. Electives
- 1

### Degree Requirements:
- College Algebra 3
- Physics I with Lab 4
- Physics II with Lab 4

> Certification: FAA certificate as an Airframe and Powerplant Mechanic. Equivalent military training may be considered.

> How Students Earn Credit in the Option: Students’ options are completed by the FAA licenses.

## BIOMEDICAL ELECTRONICS

### II. Area of Study

<table>
<thead>
<tr>
<th>Credits</th>
<th>21</th>
</tr>
</thead>
</table>

#### A. DC Circuits
- 3

#### B. AC Circuits
- 3

#### C. Electronic Devices
- Semiconductor Devices
- Solid State Electronics
- 3

#### D. Digital Electronics
- Microprocessors
- Digital Logic
- 3

#### E. Biomedical Instrumentation
- Medical Instrumentations
- Physiological Equipment
- X-Ray Equipment
- Biomedical Electronics
- Internship (up to 3 credits)
- 3

#### F. Anatomy and Physiology
- 3

#### G. Associate Capstone
- 3

### III. Electives
- 1

### Degree Requirements:
- College Algebra 3
- Physics I with Lab 4
- Physics II with Lab 4

> How Students Earn Credit in the Option: Students whose options are not complete at the time of enrollment either use prior learning assessment (PLA) or classroom work to complete their options.

> Biomedical electronics courses are transferred since they are not available at the University.

> All electives offered through TESU online courses.
## ASSOCIATE IN SCIENCE
### CLINICAL LABORATORY SCIENCE

<table>
<thead>
<tr>
<th>II. Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>• Pathogenic Bacteriology</td>
<td></td>
</tr>
<tr>
<td>B. Hematology</td>
<td>3</td>
</tr>
<tr>
<td>C. Immunohematology</td>
<td>3</td>
</tr>
<tr>
<td>• Blood Banking</td>
<td></td>
</tr>
<tr>
<td>D. Clinical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>E. Clinical Practicum</td>
<td>3</td>
</tr>
<tr>
<td>F. Clinical Laboratory Electives</td>
<td>3</td>
</tr>
<tr>
<td>• Parasitolog</td>
<td></td>
</tr>
<tr>
<td>• Mycology</td>
<td></td>
</tr>
<tr>
<td>• Clinical Instrumentation</td>
<td></td>
</tr>
<tr>
<td>• Immunology</td>
<td></td>
</tr>
<tr>
<td>• Cytology</td>
<td></td>
</tr>
<tr>
<td>• Histotechnology</td>
<td></td>
</tr>
<tr>
<td>G. Associate Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

| III. Electives | 1 |

### Degree Requirements:
- Intermediate Algebra 3
- Chemistry I with Lab 4
- Chemistry II with Lab 4

> **Certification:** ASCP or AMT: MLT or MT or NCA: CLS or CLT copy of original certificate and current renewal card.

> **How Students Earn Credit in the Option:** Students whose medical laboratory technology training was not completed in a college credit setting should have no difficulty earning credits by prior learning assessment (PLA) for their options, assuming current or recent employment using a variety of laboratory methods.

> Clinical courses are transferred since not available at the University.

## ASSOCIATE IN SCIENCE
### COMPUTER AND INFORMATION TECHNOLOGY

<table>
<thead>
<tr>
<th>II. Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Fundamentals of Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>B. Network Technology</td>
<td>3</td>
</tr>
<tr>
<td>C. Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>D. Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>E. Linux</td>
<td>3</td>
</tr>
<tr>
<td>F. Windows Server Configuration</td>
<td>3</td>
</tr>
<tr>
<td>G. Associate Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

| III. Electives | 1 |

### Degree Requirements:
- College Algebra 3
- Physics I with Lab 4
- Physics II with Lab 4

> **How Students Earn Credit in the Option:** All of the courses required for the option are available by online and Guided Study courses.
### ASSOCIATE IN SCIENCE

#### ELECTRICAL TECHNOLOGY

<table>
<thead>
<tr>
<th>Credits</th>
<th>II. Area of Study</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. DC Circuits (ELE-211)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B. AC Circuits (ELE-212)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C. Digital Electronics (ELD-201)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. Electronic Devices</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Solid State Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Basic Electronics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Semiconductor Devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. AC/DC Machines</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Electric Motors and Machines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Motors and Generators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Machinery and Transformers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Electrical Motor Controls</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Industrial Electronics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Electrical Power Distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Electric Power Generation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Electronic Instrumentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Microprocessors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Electric Codes and Blueprint Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. Associate Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Credits</th>
<th>III. Electives</th>
<th>1</th>
</tr>
</thead>
</table>

Degree Requirements:
- Computer Concepts (CIS-107) OR above 3
- College Algebra 3
- Physics I with Lab 4
- Physics II with Lab 4

> How Students Earn Credit in the Option: The option may be completed using independent study and distance education courses from other colleges or universities.

> TESU offers all of the courses online to complete this degree.

### ASSOCIATE IN SCIENCE

#### ELECTRONICS ENGINEERING TECHNOLOGY

<table>
<thead>
<tr>
<th>Credits</th>
<th>II. Area of Study</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. DC Circuits</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B. AC Circuits</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C. Digital Electronics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. Electronic Devices</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Solid State Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Basic Electronics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Semiconductor Devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Microprocessors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F. Electronic Engineering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>• Control Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Robotics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Electronic Instrumentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Biomedical Electronics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Industrial Electronics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Electrical Design and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manufacturing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Avionics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Microwave and Infrared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Radar and Navigation Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G. Associate Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Credits</th>
<th>III. Electives</th>
<th>1</th>
</tr>
</thead>
</table>

Degree Requirements:
- College Algebra 3
- Physics I with Lab 4
- Physics II with Lab 4

> How Students Earn Credit in the Option: Almost all of the courses are available online. Students can also transfer approved courses from other regionally accredited universities.
ASSOCIATE IN SCIENCE

MEDICAL IMAGING

II. Area of Study
A. Radiation Physics 3
B. Medical Imaging Electives 15
  • Radiology Department Administration
  • Healthcare Delivery/Healthcare Administration
  • Nuclear Medicine Technology/Radiation Therapy
C. Associate Capstone 3

III. Electives 1

Degree Requirements:
Intermediate Algebra 3
Physics I with Lab 4
Anatomy and Physiology I with Lab 4

> Certification: ARRT RT(R) or NJ license NJ-LRT(R) copy or original certification and current renewal card.
> How Students Earn Credit in the Option: License (earned after 1980) provides the credits necessary in the option.
> Medical imaging courses are not available at the University, but rather from certification, transfers or prior learning assessment.

ASSOCIATE IN SCIENCE

NUCLEAR ENGINEERING TECHNOLOGY

II. Area of Study
A. Nuclear Physics for Technology 3
B. Thermodynamics OR Heat Transfer 3
C. Fluid Mechanics 3
D. Reactors 3
E. Radiation Safety 3
F. Nuclear Engineering Technology Electives 3
G. Associate Capstone 3

III. Electives 1

Degree Requirements:
College Algebra 3
Physics I with Lab 4
Physics II with Lab 4

> How Students Earn Credit in the Option: Students who have completed National Registry of Radiation Protection Technologists (NRRPT) certification will have completed the option. Students who completed Navy Nuclear Power School and Institute of Nuclear Power Operations (INPO) Radiological Technician qualification will have completed most of the option.
> TESU offers all of the courses online to complete this degree.

RADIATION PROTECTION

II. Area of Study
A. Nuclear Physics for Technology 3
B. Radiation Biology OR Chemistry 3
C. Health Physics 3
  • Radiation Safety
  • Health Physics
  • Radiation Protection
D. Radiation Measurement 3
  • Radiation Detection and Measurement
  • Nuclear Instrumentation and Measurement
  • Radiation Dosimetry
E. Radiation Protection Electives 6
  • Health Physics Techniques
  • Radiation Effects
  • Radiation Shielding
  • Radioactive Waste Control
  • ALARA Principles
  • Nuclear Radiation Fundamentals
  • Thermodynamics OR Heat Transfer
  • Radiation Biophysics
  • Radiation and Reactor Systems
F. Associate Capstone 3

III. Electives 1

Degree Requirements:
College Algebra 3
Physics I with Lab 4
Physics II with Lab 4

> How Students Earn Credit in the Option: Students who have completed National Registry of Radiation Protection Technologists (NRRPT) certification will have completed the option. Students who completed Navy Nuclear Power School and Institute of Nuclear Power Operations (INPO) Radiological Technician qualification will have completed most of the option.
> TESU offers all of the courses online to complete this degree.
ASSOCIATE IN SCIENCE

RADIATION THERAPY

II. Area of Study
A. Radiation Physics 3
B. Radiation Therapy Electives 15
C. Associate Capstone 3

III. Electives 1

Degree Requirements:
Intermediate Algebra 3
Physics I with Lab OR Chemistry I with Lab 4
Anatomy and Physiology I 4

> Certification: ARR-RT (T) and NJ LR (T) copy of original certification and current renewal card.
> How Students Earn Credit in the Option: The certification covers almost all of the credits required in the option.
> Radiation therapy course are not available at the University, but rather from certificates, transfer, or prior earning assessment (PLA).

ASSOCIATE IN SCIENCE

TECHNICAL STUDIES

II. Area of Study
A. 18 credits from a single discipline 18
   OR combinations from multiple disciplines in applied science and technology
B. Associate Capstone 3

III. Electives 1

Degree Requirements:
College Algebra 3
Physics I with Lab OR Chemistry I with Lab 4
Physics II with Lab OR Chemistry II with Lab 4

> How Students Earn Credit in the Option: Apart from courses offered online by the University, students can transfer credits from military/industrial training, licenses and certifications, that have been evaluated for college credits, prior learning assessments (PLA), and courses from other regionally accredited universities.
ASSOCIATE IN SCIENCE IN BUSINESS ADMINISTRATION

The Associate in Science in Business Administration (ASBA) degree has a broad management core designed to ensure college-level competence in business and the arts and sciences. Some of the topics covered include the principles of management, marketing, and financial accounting. The ASBA degree prepares students to make a seamless transition into a Bachelor of Science in Business Administration degree program.

<table>
<thead>
<tr>
<th>Credits</th>
<th>I. General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Intellectual and Practical Skills</td>
</tr>
<tr>
<td></td>
<td>• Written Communication 6</td>
</tr>
<tr>
<td></td>
<td>• Oral Communication 3</td>
</tr>
<tr>
<td></td>
<td>• Quantitative Literacy 3</td>
</tr>
<tr>
<td></td>
<td>• Information Literacy 3</td>
</tr>
<tr>
<td></td>
<td>Critical Information Literacy (SOS-110)</td>
</tr>
<tr>
<td></td>
<td>B. Civic and Global Learning</td>
</tr>
<tr>
<td></td>
<td>• Diversity 3</td>
</tr>
<tr>
<td></td>
<td>• Ethics 3</td>
</tr>
<tr>
<td></td>
<td>• Civic Engagement 3</td>
</tr>
<tr>
<td></td>
<td>C. Knowledge of Human Cultures 9</td>
</tr>
<tr>
<td></td>
<td>D. Understanding the Physical and Natural World 3</td>
</tr>
<tr>
<td></td>
<td>E. Mathematics 3</td>
</tr>
<tr>
<td></td>
<td>II. Management Core 18</td>
</tr>
<tr>
<td></td>
<td>A. Financial Accounting 3</td>
</tr>
<tr>
<td></td>
<td>B. Managerial Accounting 3</td>
</tr>
<tr>
<td></td>
<td>C. Business Law 3</td>
</tr>
<tr>
<td></td>
<td>D. Principles of Management 3</td>
</tr>
<tr>
<td></td>
<td>E. Computer Concepts and Applications/Introduction to Computers/CIS 3</td>
</tr>
<tr>
<td></td>
<td>F. Introduction to Marketing 3</td>
</tr>
</tbody>
</table>

Total 60 credits

Degree Requirements
To attain the ASBA degree, the student must earn 60 credits distributed as follows: 39 credits in general education, 18 credits in management, and 3 credits in electives. College Algebra (3 credits) is a degree requirement.

General Education Requirements
The 39-credit requirement in general education provides students with a background in humanities, social sciences, and natural sciences/mathematics.

Management Core
The 18 credits required in the management core consist of basic business subjects.

Electives
The elective category may be satisfied by almost any college credit. Academic policies should be reviewed for limitation of credits.

Open Course Option ASBA
The Open Course Option is a new degree pathway that allows students to complete the majority of an Associate in Science in Business Administration degree by taking free, open, online courses from the Saylor Academy that are aligned with the University’s assessment program.

The option enables students to take open courses at no cost and then apply what they learned in those open courses by successfully completing a portfolio assessment or the University’s credit-by-exam program, TECEP®. Some credits can also be earned by passing a College-Level Exam Program (CLEP®) exam. Still others can be earned through Saylor’s National College Credit Recommendation Service (NCCRS) and American Council on Education (ACE) credit exams, which have been evaluated and recommended for college credit. Students using the Open Course Option will also complete the University’s online prior learning assessment courses, PLA-100: Introduction to Prior Learning Assessment and PLA-200: Introduction to Portfolio Assessment as well as some general education requirements through traditional courses.

The Open Course Option is primarily self-paced, so students can complete courses and assessments on their own schedule, independent from monthly semesters and deadlines.
## ASSOCIATE IN SCIENCE IN NATURAL SCIENCES AND MATHEMATICS

The Associate in Science in Natural Sciences and Mathematics (ASNSM) degree emphasizes general education. The degree is designed to provide a basis for transfer into a Bachelor of Arts degree in the areas of natural sciences/mathematics.

### Area of Study Biology
The Associate in Science in Natural Sciences and Mathematics degree in biology emphasizes general education and is designed to provide a basis for transfer into the Bachelor of Arts degree program in biology. This 60-credit program develops an understanding of biological principles that underlie all living things, instills a sense of inquiry and sharpens analytical-thinking skills.

<table>
<thead>
<tr>
<th>Credits</th>
<th>I. General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Intellectual and Practical Skills</td>
</tr>
<tr>
<td></td>
<td>B. Civic and Global Learning</td>
</tr>
<tr>
<td></td>
<td>C. Knowledge of Human Cultures</td>
</tr>
<tr>
<td></td>
<td>D. Understanding the Physical and Natural World</td>
</tr>
<tr>
<td></td>
<td>E. Mathematics</td>
</tr>
<tr>
<td>16</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

### Area of Study Computer Science
The Associate in Science in Natural Sciences and Mathematics degree in computer science emphasizes general education and is designed to provide a basis for transfer into the Bachelor of Arts degree program in computer science. This 60-credit program is designed for students who desire a strong liberal arts program combined with a solid foundation in computer science that can be completed entirely online.

<table>
<thead>
<tr>
<th>Credits</th>
<th>I. General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Intellectual and Practical Skills</td>
</tr>
<tr>
<td></td>
<td>B. Civic and Global Learning</td>
</tr>
<tr>
<td></td>
<td>C. Knowledge of Human Cultures</td>
</tr>
<tr>
<td></td>
<td>D. Understanding the Physical and Natural World</td>
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<tr>
<td></td>
<td>E. Mathematics</td>
</tr>
<tr>
<td>16</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

### Area of Study Mathematics
The Associate in Science in Natural Sciences and Mathematics degree in mathematics emphasizes general education and is designed to provide a basis for transfer into the Bachelor of Arts degree programs in mathematics or natural sciences/mathematics. This 60-credit program provides students with a basic mathematical background and the opportunity to further utilize their skills in the advanced study of mathematics.

<table>
<thead>
<tr>
<th>Credits</th>
<th>I. General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Intellectual and Practical Skills</td>
</tr>
<tr>
<td></td>
<td>B. Civic and Global Learning</td>
</tr>
<tr>
<td></td>
<td>C. Knowledge of Human Cultures</td>
</tr>
<tr>
<td></td>
<td>D. Understanding the Physical and Natural World</td>
</tr>
<tr>
<td></td>
<td>E. Mathematics</td>
</tr>
<tr>
<td>16</td>
<td>60 credits</td>
</tr>
</tbody>
</table>

### Degree Requirements
The Associate in Science in Natural Sciences and Mathematics degree requires 60 credits: 44 credits in the general education distribution and 16 credits in the area of study.

### General Education Requirements
The 44-credit general education requirement provides students with a broad background in humanities, social sciences, and natural sciences/mathematics.
ASSOCIATE OF SCIENCE

Offered in conjunction with the Rutgers School of Health Professions.

The Associate in Science (AS) degree program in Occupational Therapy Assistant is a joint degree program offered in conjunction with the Rutgers School of Health Professions. The 74-credit program is designed to prepare students to work as occupational therapy assistants and work with people of all ages who are challenged by disability, trauma, and/or the aging process.

Candidates for the program apply through Rutgers.

For complete credit information, please visit https://shp.rutgers.edu/psychiatric-rehabilitation/occupational-therapy-assistant-associate-in-science-degree/.
ACCELERATED 2ND DEGREE BSN PROGRAM

The Accelerated BSN Program (Accelerated Program) is a full-time, 12-month Bachelor of Science in Nursing (BSN) degree program that educates prelicensure students who already have earned a bachelor’s degree in another area of study to enter the profession of nursing as beginning practitioners. Candidates are required to have previously earned all general education requirements prior to being accepted into the program. The 120-credit Accelerated Program includes 60 credits of professional nursing completed both online and on-campus at Thomas Edison State University. A criminal background check, drug screen, health and immunization verification, malpractice and health insurance, and CPR certification are required upon acceptance.

Graduates of the Accelerated Program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) in all states in the United States. Satisfactory performance on the NCLEX-RN® as prescribed by the respective state results in the graduate being known as a registered nurse (RN). Success on the NCLEX-RN® in any state entitles the RN to apply for licensure in every other state.

The policies stated here apply only to students enrolling in the Accelerated Program with degree requirements effective July 1, 2020. Due to the distinct nature of the program, many policies that apply to other W. Cary Edwards School of Nursing students do not apply to students in this program. Please check the Accelerated 2nd Degree BSN Program website or with the BSN advisor with any questions. Note: The Accelerated Program is currently under revision. New policies will be in effect for students admitted to the April 2021 cohort.

Graduates of this program will receive 9 graduate nursing credits included in the BSN degree requirements. Students will be eligible to apply to the Master of Science in Nursing (MSN) program only after they have earned the BSN degree and have successfully passed the NCLEX-RN®. The 9 credits (grade of B or better) will be accepted as transfer credit upon admission to the MSN program.

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 the permission of the dean of the W. Cary Edwards School of Nursing.

ADMISSION TO THE PROGRAM

The W. Cary Edwards School of Nursing uses a holistic approach to review applications for the Accelerated Program. If an applicant meets the basic requirements, they are invited to interview with the Undergraduate Admissions Committee. Submission of an application does not guarantee an interview. Additionally, an invitation to interview does not guarantee admission into the program. All applicants must have the following:

- Official transcript showing a bachelor’s degree (non-nursing) from a regionally accredited college or university completed prior to acceptance.
- Official transcript showing an earned cumulative GPA of 3.0 or better in the previous degree.
- Official transcript showing a grade of C (73) or better in all science and statistics prerequisite courses. Note: credit for prior nursing courses will not be accepted.
- Official transcript showing completion of general education and nursing prerequisites prior to acceptance. (See page 107 for a list of prerequisites).
- The ability to meet all the Essential Requirements of the clinical program.
- A current resume.
- A personal statement that includes why the student wants to be a nurse, and why the student should be accepted into the program.
- Contact information for two references (academic and professional).
- For students of foreign universities, all transcripts must be evaluated by an approved agency. The complete agency list can be found on the Accelerated Program website at www.tesu.edu/nursing/programs/2nd-degree-bsn. An official course-by-course evaluation must be submitted with the application.
- Written and Oral Test of English as a Foreign Language (TOEFL) if native language is not English. Scores should be sent directly from ETS (Educational Testing Service). Photocopied and faxed documents may not be used.
- The W. Cary Edwards School of Nursing has the discretion to require a nursing applicant to take the TOEFL, regardless of native language, if there is concern about the applicant’s ability to communicate in English.
- Access to and proficiency in using a computer, a printer, and the internet

PROGRAM REQUIREMENTS

The Accelerated 2nd Degree BSN Program requires a minimum of 120 credits:

- 60 credits in general education and nursing prerequisites earned prior to acceptance.
- 60 credits in W. Cary Edwards School of Nursing credits.
- The 60-credit nursing requirement includes 35 credits of campus-based courses including clinical experiences and 25 credits of online nursing courses. All nursing courses will be completed through the W. Cary Edwards School of Nursing. These courses will be taken as a full-time student and cannot be taken out of sequence. Because of the rigorous and accelerated nature of the program, outside employment is strongly discouraged.
### Accelerated 2nd Degree BSN Program Nursing

<table>
<thead>
<tr>
<th>Prerequisite Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology/Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology I with Lab*</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology II with Lab*</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology with Lab*</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry*</td>
<td>3</td>
</tr>
<tr>
<td>Nutrition*</td>
<td>3</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics*</td>
<td>3</td>
</tr>
</tbody>
</table>

* Grade of C (73) or better is required

### Accelerated Bachelor of Science Degree (Spring 2021)

#### HYBRID COURSES

- Fundamentals of Nursing (NUR-322) | 4
- Health Assessment and Health Promotion (NUR-328) | 3
- Applying the Nursing Process to Alterations in Health (NUR-338) | 4
- Nursing Care of Clients with Alterations in Behavioral Health (NUR-345) | 3
- Nursing Care of Clients with Acute & Chronic Conditions (NUR-348) | 4
- Women's Health Across the Lifespan (NUR-421) | 3
- Nursing Care of Infants, Children, & Adolescents (NUR-422) | 3
- Nursing Care in the Community (NUR-442) | 3
- Nursing Care of Clients with Complex Health Conditions (NUR-432) | 4
- Transition to Professional Practice (NUR-450) | 3

#### ONLINE COURSES

- Introduction to Critical Thinking in Nursing (NUR-332) | 1
- Advancing Nursing Practice (NUR-342) | 3
- Exploring Evidence-Based Practice & Research in Nursing (NUR-419) | 3
- Nursing Informatics: Concepts & Issues* (NUR-531) | 3
- Public Health Nursing (NUR-443) | 4
- Health Policy (NUR-529)* | 3
- Leadership & Management in Nursing (NUR-428) | 3
- Financial Management in Nursing Practice * (NUR-582) | 3
- Validating Nursing Competence (NUR-445) | 3

**Three graduate courses, NUR-529: Health Policy; NUR-531: Nursing Informatics Concepts and Issues; and NUR-582: Financial Management in Nursing Practice will be completed by all BSN degree students as part of the professional nursing requirements. These 9 graduate credits may apply to the MSN degree requirements at Thomas Edison State University upon acceptance to that degree program. A grade of B or better is required in these courses for transfer. 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 the permission of the dean of the W. Cary Edwards School of Nursing. Accelerated 2nd Degree BSN Program students may apply to the MSN program after successful completion of the BSN program and passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN)*.**
The Bachelor of Arts (BA) degree prepares adults for career change, professional advancement or graduate education, while providing personal enrichment. Students develop a broad general knowledge of the traditional liberal arts disciplines while developing a greater depth of knowledge in particular areas of interest. Credit requirements are distributed among the traditional liberal arts areas and electives.

**BACHELOR OF ARTS**

Students may earn a Bachelor of Arts degree in one of the following areas of study:

**ANTHROPOLOGY**

**Credits** 33

**II. Area of Study**

**A. Required Courses** 27

- Physical Anthropology 3
- Cultural Anthropology 3
- Introduction to Archeology 3
- Social Organization (Kinship) 3
- New World Anthropology
  OR Old World Anthropology 3
- Two Ethnography courses 6
- Two Topics courses 6

**B. Capstone** 3

- Liberal Arts Capstone (LIB-495)

**C. Anthropology Electives** 3

**III. Electives** 27

**Degree Requirements:**

A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

**Learning Outcomes Objectives – Graduates will be able to:**

- demonstrate knowledge of cultural and physical anthropology;
- explain the principles of archaeology;
- describe the various components of social organizations;
- demonstrate knowledge of either new world or old world anthropology; and
- demonstrate awareness of the principles relating to ethnographic aspects of culture.
## BACHELOR OF ARTS

### ART

<table>
<thead>
<tr>
<th>II. Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Required Courses</strong></td>
<td>15</td>
</tr>
<tr>
<td>• Art History Survey I and II</td>
<td>6</td>
</tr>
<tr>
<td><em>At least one course in each of the following is required:</em></td>
<td></td>
</tr>
<tr>
<td>• Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>• Drawing</td>
<td>3</td>
</tr>
<tr>
<td>• Painting</td>
<td>3</td>
</tr>
<tr>
<td><strong>B. Capstone</strong></td>
<td>3</td>
</tr>
<tr>
<td>• Liberal Arts Capstone (LIB-495)</td>
<td></td>
</tr>
<tr>
<td><strong>C. Art Electives</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Electives

| III. Electives | 27 |

**Degree Requirements:**
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

**Learning Outcomes Objectives** - Graduates will be able to:
- demonstrate knowledge of the history of art, including classical and folk art traditions throughout the world;
- compare and contrast various techniques of artistic expression, including painting, sculpture, and new media; and
- analyze and interpret works of art and communicate effectively about art in writing and in speech.

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## BACHELOR OF ARTS

### BIOLOGY

<table>
<thead>
<tr>
<th>II. Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Required Courses</strong></td>
<td>44</td>
</tr>
<tr>
<td>• General Biology I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>• General Biology II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>• Cell Biology</td>
<td>3</td>
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<tr>
<td>• Genetics</td>
<td>3</td>
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<tr>
<td>• Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>• Precalculus</td>
<td>3</td>
</tr>
<tr>
<td>• General Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>• General Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>• Organic Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>• Organic Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>• General Physics I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>• General Physics II with Lab</td>
<td>4</td>
</tr>
<tr>
<td><strong>B. Capstone</strong></td>
<td>3</td>
</tr>
<tr>
<td>• Liberal Arts Capstone (LIB-495)</td>
<td></td>
</tr>
<tr>
<td><strong>C. Biology Electives</strong></td>
<td>13</td>
</tr>
</tbody>
</table>

### Electives

| III. Electives | 13 |

**Degree Requirements:**
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

**Learning Outcomes Objectives** - Graduates will be able to:
- demonstrate knowledge of the scientific method, including the formation of hypotheses and the design and implementation of laboratory experiments;
- demonstrate the ability to read, understand, and critically review scientific papers;
- recognize the relationship between structure and function at the molecular, cellular, and organism levels;
- explain the principles of evolutionary biology and identify the taxonomy and phylogenetic relationships of the major groups of organisms;
- define the historical development of theories and laws, the nature of science, and the relationship between science, technology, and society;
- recognize the ecological relationships between organisms and their environment; and
- demonstrate a working knowledge of equipment, technology, and materials appropriate for research in the biological sciences.

*Note: Calculus is recommended, but not required.*
BACHELOR OF ARTS

COMMUNICATIONS

II. Area of Study  

A. Required Courses  
- Communication Theory  3  
- Mass Communications I  3  
- Mass Communications II  3

B. Capstone  
- Liberal Arts Capstone (LIB-495)  3

C. Communications Electives  
-  21

III. Electives  
-  27

Degree Requirements:  
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:  
> apply communication concepts and theories to real world problems and issues within one or more communication industries;  
> create messages adapted for the audience, context, and purpose;  
> critically analyze media messages;  
> demonstrate communication technologies and techniques;  
> apply ethical communication principles and practices; and  
> synthesize research within the communications field using quantitative and qualitative methodologies.

Note 1: Courses in speech needed to prepare students for college-level studies CANNOT be accepted toward Thomas Edison State University degree requirements.

Note 2: Courses in "Speaking English" for foreign students or students with disabilities may be free electives or remedial courses (developmental). Course descriptions will need to be reviewed. If course is remedial (developmental), it CANNOT be accepted toward Thomas Edison State University degree requirements.

Note 3: Degree candidates for the Bachelor of Arts degree in Communications are advised to take COM-209: Public Speaking in order to satisfy the General Education Oral Communications requirement.

BACHELOR OF ARTS

COMPUTER SCIENCE

II. Area of Study  

A. Required Courses  
- Introduction to Programming  3  
- Data Structures  3  
- Calculus I  3  
- Discrete Mathematics  3  
- Operating Systems  3  
- Computer Architecture  3

B. Capstone  
- Liberal Arts Capstone (LIB-495)  3

C. Computer Science Electives  
-  18

III. Electives  
-  21

Degree Requirements:  
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:  
> design and implement computer-based solutions applying computer science theory;  
> apply critical-thinking skills to solve problems implemented in a computer programming language;  
> communicate effectively with a range of audiences about information in computer science;  
> apply the principles of software design to solve practical problems;  
> operate as a team member to plan tasks, manage risks, and produce deliverables on time;  
> demonstrate knowledge of emerging technologies and their ethical and societal impacts related to computing; and  
> analyze computer-based solutions at multiple levels of abstraction.
**BACHELOR OF ARTS**

**CRIMINAL JUSTICE**

**II. Area of Study**

**A. Required Courses**
- Criminal Justice 3
- Criminology 3
- Law Enforcement 3
- Procedures 3
- Corrections 3
- Juvenile Justice 3
- Research Methods 3
- Ethics in the Justice System 3
- Criminal Justice Electives 6

**B. Capstone**
- Liberal Arts Capstone (LIB-495)

**III. Electives**

**Degree Requirements:**
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

**Learning Outcomes Objectives – Graduates will be able to:**
- be consistent with the criteria established by the Academy of Criminal Justice Sciences (ACJS), apply concepts in areas of: administration of justice, corrections, criminological theory, law adjudication, and law enforcement;
- communicate, both verbally and in writing, in a clear and professional manner;
- critically analyze and evaluate social science and criminal justice research, theories, and policies; and
- employ ethical perspectives and judgment and apply principles of diversity in criminal justice practice.

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**BACHELOR OF ARTS**

**ENGLISH**

**II. Area of Study**

**A. Required Courses**
- Survey of Literature I and II 6
- Non-Western Literature 3
- Analysis and Interpretation of Literature 3

**B. Capstone**
- Liberal Arts Capstone (LIB-495)

**C. English Electives**

**III. Electives**

**Degree Requirements:**
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

**Learning Outcomes Objectives – Graduates will be able to:**
- demonstrate a thorough understanding of the origins of the English language and its evolution;
- apply the principles of composition, including rhetorical grammar and usage, critical thinking, basic principles of argumentation, and the use of research methods and documentation skills;
- recognize and identify various genres in literature;
- identify literary devices, forms, and elements;
- identify historical and cultural characteristics of literary genres; and
- discuss, critically, issues of gender, class, ethnicity, culture, and the individuals that are present in literature.

**Note:** Students planning graduate work in literature should include period and genre courses in their area of study.
BACHELOR OF ARTS

ENVIRONMENTAL STUDIES

Credits 41

II. Area of Study

A. Required Courses 26
(all must be included)

• General Biology I with Lab 4
• Introduction to Environmental Science 3
• Earth's Resources 3
• Geology with a Human Emphasis 3
• General Chemistry I with Lab 4

9 credits chosen from at least three of the following areas:

• Anthropology of the Environment
• Economics of the Environment
• Environmental Psychology
• Global Environmental Change
• Philosophy/Environment
• Politics of the Environment
• Sociology/Environment

B. Capstone 3

• Liberal Arts Capstone (LIB-495)

C. Environmental Studies Electives 12

III. Electives 19

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:
> define the human and natural phenomena that impact the environment;
> identify and analyze the technology and management strategies that prevent, control, and remedy the human and natural phenomena that impact the environment;
> demonstrate and communicate knowledge of environmental, socioeconomic, and political implications of human interactions with the environment;
> explain environmental problems, analyze risks to humans and the environment, and propose alternate solutions to remedy environmental problems; and
> demonstrate awareness of how the scientific method is applied in environmental studies research.

Note: Because this area of study is interdisciplinary, it must be planned closely with a BA degree program advisor.

BACHELOR OF ARTS

FOREIGN LANGUAGE

Credits 33

II. Area of Study

A. Required Courses 21

• Intermediate Language I and II 6
• Advanced Language I and II 6
• History of Civilization 3
• Major Writers/Masterpieces of Literature 6

B. Capstone 3

• Liberal Arts Capstone (LIB-495)

C. Foreign Language Electives 9

III. Electives 27

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:
> present information, concepts, and ideas in a foreign language to an audience of listeners or readers;
> translate and interpret a foreign language;
> engage in conversations or correspondence in a foreign language; and
> demonstrate proficiency in the cultural and sociolinguistic aspects of a language.

Note 1: Other foreign language areas of study may be modeled after the above. The area of study must be planned with a BA degree program advisor.

Note 2: All courses applied toward the foreign language area of study are REQUIRED to be taught in that specific foreign language, not in English translation.
BACHELOR OF ARTS

HISTORY

II. Area of Study
A. Required Courses  18
   • Western Civilization I and II OR 6
     World History I and II
   • American History I and II 6
   • Non-Western/Non-U.S. History 3
   • Historical Methods/Historiography 3
B. Capstone  3
   • Liberal Arts Capstone (LIB-495)
C. History Electives  12
III. Electives  27

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level mathematics or higher.
Learning Outcomes Objectives – Graduates will be able to:
> demonstrate knowledge of the major developments in American history and either world history or Western civilization;
> demonstrate knowledge of the historical development of at least one non-Western region;
> articulate the distinctiveness and interconnectedness of different periods of history;
> distinguish between primary and secondary sources and identify their appropriate use in research projects; and
> apply the main approaches and methodologies within the field of history.

INTERNATIONAL STUDIES

II. Area of Study
A. Required Courses  21
   • Western Civilization I 3
   • Western Civilization II 3
   • Foreign Language 6
   • World Geography 3
   • International Relations 3
   • Conflict in International Relations 3
B. Capstone  3
   • Liberal Arts Capstone (LIB-495)
C. Global Electives  12
D. Regional Electives  12
III. Electives  12

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level mathematics or higher.
Learning Outcomes Objectives – Graduates will be able to:
> demonstrate global and regional understanding of international studies from multiple academic disciplines;
> analyze international and global issues through multiple perspectives;
> demonstrate understanding of the connections between global cultures and politics;
> develop introductory level communicative skills in a foreign language; and
> critically analyze and evaluate globalization processes at local, national, and international levels.

Note: Because this area of study is interdisciplinary, it must be planned closely with a BA degree program advisor.
## Bachelor of Arts

### Labor Studies

<table>
<thead>
<tr>
<th>II. Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Required Courses</td>
<td>12</td>
</tr>
<tr>
<td>• U.S. Labor History</td>
<td>3</td>
</tr>
<tr>
<td>• Introduction to Labor Studies OR Work in Contemporary Society</td>
<td>3</td>
</tr>
<tr>
<td>• Labor Economics</td>
<td>3</td>
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<tr>
<td>• Labor Law</td>
<td>3</td>
</tr>
<tr>
<td>B. Capstone</td>
<td>3</td>
</tr>
<tr>
<td>• Liberal Arts Capstone (LIB-495)</td>
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</tr>
<tr>
<td>C. Labor Studies Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

### Electives

<table>
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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>27</td>
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</tbody>
</table>

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

A student must complete a course in college-level mathematics or higher.

**Learning Outcomes Objectives – Graduates will be able to:**
- demonstrate knowledge of labor as a social, political, economic, and legal force in society;
- explain the history and main principles of labor law in the United States;
- articulate the main principles of labor economics, including applied theory;
- demonstrate knowledge of the role of technology in the changing workplace;
- identify the relationship between the labor movement and the struggles for civil rights and gender equality; and
- identify the main theories and methodologies of labor studies.

### Bachelor of Arts

### Liberal Studies

<table>
<thead>
<tr>
<th>II. Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students complete a total of 30 credits of Liberal Studies courses. OR B. Students select an 18-credit concentration from the list below and complete an additional 12 credits of Liberal Studies courses.</td>
<td></td>
</tr>
<tr>
<td>Communications</td>
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<tr>
<td>Computer Science</td>
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<tr>
<td>Criminal Justice</td>
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<tr>
<td>General Management</td>
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<tr>
<td>Health and Wellness</td>
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<tr>
<td>Healthcare Management</td>
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<tr>
<td>Human Resources Management</td>
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<tr>
<td>Humanities</td>
<td></td>
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<tr>
<td>Labor Studies</td>
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<tr>
<td>Natural Sciences/Mathematics</td>
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<tr>
<td>Psychology</td>
<td></td>
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<tr>
<td>Social Sciences</td>
<td></td>
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<tr>
<td>C. Capstone</td>
<td>3</td>
</tr>
<tr>
<td>• Liberal Arts Capstone (LIB-495)</td>
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</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>27</td>
</tr>
</tbody>
</table>

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) and no more than 6 credits in the area of study at the 100 level.

A student must complete a course in college-level mathematics or higher.

**Learning Outcomes Objectives – Graduates will be able to:**
- define the major concepts and theoretical perspectives of at least two liberal arts subjects;
- explain the interrelationships between the conceptual frameworks that distinguish liberal arts subjects; and
- discuss the historical development of at least two liberal arts subjects.
BACHELOR OF ARTS

MATHEMATICS

 Credits 33
II. Area of Study
A. Required Courses 15
• Calculus I (Differential Calculus) 3
• Calculus II (Integral Calculus) 3
• Calculus III (Multivariate Calculus) 3
• Probability/Statistics 3
• Linear Algebra 3
B. Mathematics Electives 15
C. Capstone 3
• Liberal Arts Capstone (LIB-495)

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:
> demonstrate mastery of core competencies in algebra, analysis, and applied mathematics;
> develop and write mathematical proofs; and
> explain and demonstrate problem solving using mathematical concepts.

BACHELOR OF ARTS

MUSIC

 Credits 33
II. Area of Study
A. Required Courses 12
• Survey of Music History I and II 6
• Music Theory/Harmony I and II 6
B. Music Electives 18
C. Capstone 3
• Liberal Arts Capstone (LIB-495)

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level math or higher.

Learning Outcomes Objectives – Graduates will be able to:
> demonstrate knowledge of Western music theory, including harmony, rhythm, and thematic development;
> demonstrate knowledge of the history of world music and current trends, including classical, jazz, folk, and popular expressions; and
> write descriptively and analytically about music and performance.

BACHELOR OF ARTS

PHILOSOPHY

 Credits 33
II. Area of Study
A. Required Courses 21
• Intro to Philosophy 3
• Logic 3
• Ethics 3
3 credits in each of the following three areas with 6 credits in one area:
• Major field of Philosophy
• Major Philosopher
• History of Philosophy
B. Philosophy Electives 9
C. Capstone 3
• Liberal Arts Capstone (LIB-495)

III. Electives 27

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level math or higher.

Learning Outcomes Objectives – Graduates will be able to:
> discuss the main points of and approaches to philosophies that have shaped Western civilization;
> compare and contrast ideas and methods from non-Western cultures to those of the West;
> evaluate competing ethical theories and their applications to contemporary issues; and
> express personal philosophical views.
# BACHELOR OF ARTS

## PHOTOGRAPHY

### Credits: 39

#### II. Area of Study

**A. Required Courses** 15
- Principles of Photography **OR**
  - Black and White Photography 3
- Survey of Art History I and II 6
- History of Photography 3
- Color Photography 3

**B. Photography Electives** 21
- Liberal Arts Capstone (LIB-495) 3

#### III. Electives 21

**Degree Requirements:**
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

**Learning Outcomes Objectives – Graduates will be able to:**
- demonstrate a broad based knowledge of photography from traditional photographic techniques to the digital darkroom;
- apply theoretical as well as technical practices to photography; and
- demonstrate how photography contributes to both the cultural and economic aspects of society.

## BACHELOR OF ARTS

## POLITICAL SCIENCE

### Credits: 36

#### II. Area of Study

**A. Required Courses** 18
- American National Government 3
- Comparative Government 3
- Political Theory **OR** Political Process 3
- International Relations 3
- Research Methods **OR**
  - Quantitative Methods 3
  - Macroeconomics 3

**B. Political Science Electives** 15
- Liberal Arts Capstone (LIB-495) 3

#### III. Electives 24

**Degree Requirements:**
A minimum of 18 credits must be upper level (300 level or above) within the area of study.

**Learning Outcomes Objectives – Graduates will be able to:**
- demonstrate knowledge of the major fields in political science;
- describe the major forms of government, legal systems, and political ideologies;
- demonstrate knowledge of the basic structures, functions, and processes of the government and political system of the United States;
- explain the formation and structure of the international system theory as related to political science; and
- articulate and apply appropriate political science research methodologies.
BACHELOR OF ARTS

PSYCHOLOGY

II. Area of Study
A. Required Courses 30
- Introduction to Psychology 3
- Research in Experimental Psychology 3
- Social Psychology 6
- History and Systems of Psychology 3
- Physiological Psychology 3
- Developmental Psychology 3
- Abnormal Psychology 3
- Statistics 3
- Ethics in the Social Sciences 3
B. Psychology Electives 6
C. Capstone
- Liberal Arts Capstone (LIB-495)

III. Electives 21

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:
- demonstrate knowledge of the theoretical concepts and historical trends in psychology;
- use the scientific method to examine psychological questions;
- articulate the importance of values, ethical standards, and diversity in psychology; and
- apply psychological principles to personal, social, and organizational issues.

BACHELOR OF ARTS

RELIGION

II. Area of Study
A. Required Courses 6
- Religions of the World OR
  Comparative Religions 3
- Philosophy of Religion 3
B. Religion Electives 24
C. Capstone 3
- Liberal Arts Capstone (LIB-495)

III. Electives 27

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:
- discuss the basic concepts and methods of the study of religion in an academic context;
- demonstrate the historical, textual, artistic, ritual, ethical, and experiential dimensions of major religions in the East and West;
- analyze the power of religion both to unify society and to disrupt and divide it; and
- demonstrate knowledge of areas of similarity in religions and potential points of cooperation among them in a shrinking global context.
BACHELOR OF ARTS

SOCIOLOGY

II. Area of Study

A. Required Courses
   - Introduction to Sociology 3
   - Social Theory 3
   - Methods of Sociological Research or Statistics 3

B. Sociology Electives 21
C. Capstone 3
   - Liberal Arts Capstone (LIB-495)

III. Electives 27

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:
   - demonstrate knowledge of the major theoretical concepts and historical trends in sociology;
   - apply the scientific method to examine sociological issues;
   - describe the importance of values, ethical standards, and diversity in sociology;
   - demonstrate knowledge of the individual in society in regard to such areas as culture, socialization, groups and organizations, and crime;
   - discuss some of the underlying factors concerning such areas as: social stratification, global stratification, race and ethnicity, and gender; and
   - compare the social dynamics of some of the major social institutions.

Note 1: The following DSST® exam or online course may be used as an elective in the sociology area of study: DSST® exam: Substance Abuse (3 credits); SOS-304-OL: Drugs and Society (3 credits).

Note 2: SOS-304-OL: Drugs and Society duplicates DSST® exam: Substance Abuse.

THEATER ARTS

II. Area of Study

A. Required Courses
   At least one course in each of the following is required:
   - Acting 3
   - Directing 3
   - Theater History 3
   - Technical Theater Production 3

B. Theater Arts Electives 18
C. Capstone 3
   - Liberal Arts Capstone (LIB-495)

III. Electives 27

Degree Requirements:
A minimum of 18 credits must be upper level (300 level or above) within the area of study.
A student must complete a course in college-level mathematics or higher.

Learning Outcomes Objectives – Graduates will be able to:
   - demonstrate knowledge of the history of theater;
   - compare and contrast theatrical techniques and processes (such as stagecraft and playwriting); and
   - explain the different forms of theater (such as stage plays and monologues) and theater’s relationship to other arts (such as film and opera).
The Bachelor of Science (BS) degree prepares adults for career change, professional advancement or graduate education, while providing personal enrichment. Students develop a broad general knowledge of the disciplines while developing a greater depth of knowledge in particular areas of interest.

### I. General Education Requirements

#### A. Intellectual and Practical Skills  15
- Written Communication  6
- Oral Communication  3
- Quantitative Literacy  3
- Information Literacy  3
  
  Critical Information Literacy (SOS-110)

#### B. Civic and Global Learning  9
- Diversity  3
- Ethics  3
- Civic Engagement  3

#### C. Knowledge of Human Cultures  9

#### D. Understanding the Physical and Natural World  8-10

#### E. Mathematics  3

#### F. General Education Electives  14-16

### II. Area of Study  33

#### A. Core Area of Study Courses  22
- Principles of Statistics  3
- Predictive Analytics I - Machine Learning Tools*  3
- Predictive Analytics II - Neural Nets and Regression*  3
- Predictive Analytics III - Dimension Reduction, Clustering, and Association Rules*  2
- Optimization - Linear Programming*  3
- Introduction to Social Network Analysis (SNA)*  3
- Forecasting Analytics  3
- Interactive Data Visualization*  2

#### B. Area of Study Electives  12
- SQL - Introduction to Database Queries*  3
- Regression Analysis*  3
- R Programming Introduction I  3
- Introduction to Python Programming for Analytics  3
- Financial Risk Modeling*  3
- Spatial Statistics with Geographic Information Systems*  3
- Integer and Nonlinear Programming and Network Flow  3
- Risk Simulation and Queuing*  3

### III. Electives  27

Degree Requirements:

Area of study requires a minimum of 18 credits that must be at the upper level (300 level or above). No more than 6 credits from 100-level courses; Liberal Arts Capstone.

### Data Science and Analytics Area of Study

The Data Science and Analytics area of study offered under the Bachelor of Science degree is completed via online courses in data science and analytics provided by the Institute of Statistics Education at Statistics.com, which have been evaluated and recommended for credit by the American Council on Education’s (ACE) College Credit Recommendation Service (CREDIT®). 

Credits earned by successfully completing the Statistics.com courses below fulfill the area of study requirements of the program. Students are responsible for separate Statistics.com courses are not eligible for federal financial aid.

#### II. Area of Study  34

#### A. Core Area of Study Courses  22
- Principles of Statistics  3
- Predictive Analytics I - Machine Learning Tools*  3
- Predictive Analytics II - Neural Nets and Regression*  3
- Predictive Analytics III - Dimension Reduction, Clustering, and Association Rules*  2
- Optimization - Linear Programming*  3
- Introduction to Social Network Analysis (SNA)*  3
- Forecasting Analytics  3
- Interactive Data Visualization*  2

#### B. Area of Study Electives  12
- SQL - Introduction to Database Queries*  3
- Regression Analysis*  3
- R Programming Introduction I  3
- Introduction to Python Programming for Analytics  3
- Financial Risk Modeling*  3
- Spatial Statistics with Geographic Information Systems*  3
- Integer and Nonlinear Programming and Network Flow  3
- Risk Simulation and Queuing*  3

*Upper-division course as designated by ACE.

### Learning Outcomes Objectives – Graduates will be able to:

> utilize key technologies in data science and analytics, including data mining, machine learning, visualization techniques, predictive modeling, and statistics; and

> apply knowledge of statistical data analysis and quantitative modeling techniques to solve real-world problems.
The Bachelor of Science in Cybersecurity degree addresses the critical national need for a highly skilled cybersecurity workforce and provides you the knowledge and skills needed to protect critical cyber infrastructure and information assets. This innovative degree program uses an interdisciplinary approach that draws on solid technical as well as relevant human, policy, legal, ethical and management aspects needed to protect critical information infrastructure.

In addition, the program prepares students for well-known cybersecurity related industry certifications that are perfect for increasing career opportunities in the current rapidly growing cybersecurity job market.

### I. General Education Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>I. General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>A. Intellectual and Practical Skills</td>
</tr>
<tr>
<td>15</td>
<td>• Written Communication 6</td>
</tr>
<tr>
<td></td>
<td>• Oral Communication 3</td>
</tr>
<tr>
<td></td>
<td>• Quantitative Literacy 3</td>
</tr>
<tr>
<td></td>
<td>• Information Literacy 3</td>
</tr>
<tr>
<td></td>
<td>Critical Information Literacy (SOS-110)</td>
</tr>
<tr>
<td>9</td>
<td>B. Civic and Global Learning</td>
</tr>
<tr>
<td></td>
<td>• Ethics Course 3</td>
</tr>
<tr>
<td></td>
<td>• Diversity Course 3</td>
</tr>
<tr>
<td></td>
<td>• Civic Engagement 3</td>
</tr>
<tr>
<td>9</td>
<td>C. Knowledge of Human Cultures</td>
</tr>
<tr>
<td>8</td>
<td>D. Understanding the Physical and Natural World</td>
</tr>
<tr>
<td>3</td>
<td>E. Mathematics</td>
</tr>
<tr>
<td>16</td>
<td>F. General Education Electives</td>
</tr>
</tbody>
</table>

### II. Area of Study: Cybersecurity

- Introduction to Cybersecurity (CYB-120) 3
- Database Fundamentals (ITS-130) 3
- Introduction to Networking (ITS-140) 3
- Computer Programming I (ITS-150) 3
- Defensive Security (CYB-220) 3
- Firewalls and Perimeter Security (CYB-221) 3
- Database Programming (ITS-231) 3
- Routing and Switching Fundamentals (ITS-240) 3
- Linux (ITS-261) 3
- Ethical Hacking (CYB-320) 3
- Digital Forensics Techniques and Practices (CYB-321) 3
- Wireless and Mobile Networking (ITS-340) 3
- Windows Server Configuration (ITS-363) 3
- Critical Infrastructure Security (CYB-420) 3
- Cybersecurity Risk Analysis and Management (CYB-421) 3
- Cybersecurity Policies, Programs, and Compliance (CYB-422) 3
- Cybersecurity Capstone (CYB-495) 3

### III. Electives

**Students choose one of the following options:**

- **Digital Forensics and Cyber Investigation Option:**
  - Mobile Forensics (CYB-440)
  - Network Forensics (CYB-441)
- **Cloud Security Option:**
  - Cloud Computing (CYB-450)
  - Cloud Security and Privacy (CYB-451)
- **Homeland Security Option:**
  - Counterterrorism: Constitutional and Legislative Issues (HLS-410)
  - Homeland Security: Preparedness, Prevention, and Deterrence (HLS-420)

**Total 120 credits**

**Learning Outcomes Objectives – Graduates will be able to:**

- assess and apply cybersecurity principles, tools, and methods to defend information systems against cyber threats;
- protect an organization’s critical information infrastructure by applying cybersecurity design best practices and technologies to prevent and mitigate cyberattacks and vulnerabilities;
- design, implement, and administer networks in a secure manner by integrating network defense technologies, monitoring tools, and measures;
- apply security best practices to install, configure, and manage modern operating systems;
- implement fundamental security principles and techniques in developing secure programs;
- apply database security models and best practices in the design and development of database management systems;
- analyze and navigate policy, legal, ethical, and compliance aspects of cybersecurity; and
- develop cybersecurity plans, programs, and risk management processes to protect an organization’s systems and data.

Note: Students who have professional certifications in cybersecurity can request that these be evaluated for college-level credits.

**How Students Earn Credit in the Area of Study:** Students may earn credits by selected technical/certifications in the area of cybersecurity or courses taken at other regionally accredited educational institutions. A total of 18 area of study credits must be from courses at the 300 level or above.
The Bachelor of Science (BS) degree is intended to meet the educational needs of midcareer adults in a wide variety of applied science and technology fields. The student selects the area of study that matches his/her expertise. For most students this reflects their occupation. It is recommended for certain health-related and aviation-related options that students acquire a professional certification, as listed under the option.

### I. General Education Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>A. Intellectual and Practical Skills</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Written Communication</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Critical Information Literacy (SOS-110)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Civic and Global Learning</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Ethics Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Diversity Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C. Knowledge of Human Cultures</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>D. Understanding of the Physical and Natural World</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>E. Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>F. General Education Electives</td>
<td>16</td>
</tr>
<tr>
<td>II. Area of Study</td>
<td>45-54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Technical Discipline*</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>B. Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Current Trends and Applications (APS-401)</td>
<td></td>
</tr>
<tr>
<td>III. Electives</td>
<td>12-15</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120-126 credits †</td>
<td></td>
</tr>
</tbody>
</table>

* All areas of study require completion of 18 credits of 300- or 400-level courses.
** Engineering Technology programs require different Capstone courses.
† Electronic Systems Engineering Technology area of study is a 124-credit program. Nuclear Energy Engineering Technology area of study is a 126-credit program.

**Note:** Engineering Technology programs require computer programming or GTR-212: Programmable Logic Controller. Engineering Technology programs require Calculus I and II for the area of study are subject to change.

### Degree Requirements
The Bachelor of Science degree typically requires 120 credits: 60 credits in general education distribution, 45-54 credits within the area of study, including 18 credits at the 300 level or above, and 12-15 credits in electives.

### Outcomes - Based General Education
Thomas Edison State University’s institutional outcomes are closely mapped to the Liberal Education and America’s Promise Essential Learning Outcomes (LEAP Outcomes) as documented by the Association of American Colleges and Universities (www.aacu.org/leap).

All Thomas Edison State University students who graduate from bachelor’s degree programs will complete 60 semester hour credits of general education, by demonstrating general education competencies and completing general education electives, taken directly from the LEAP Outcomes (www.aacu.org/leap). Some of these credits must fulfill specific category requirements and others allow students to tailor the general education experience to his/her own needs and interests. The categories include intellectual and practical skills with institutional outcomes in communication, information literacy, quantitative literacy and technological competency; human cultures, and the physical and natural world through study in areas including the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Knowledge of personal and social responsibility with institutional outcomes in diversity/global literacy and responsible global leadership and lifelong learning, and integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies (integrated throughout general education and Capstone courses) are also included.

### Area of Study
The area of study typically includes 45-54 credits. A total of 18 area of study credits must be from courses at the 300 level or above. Most programs require the completion of APS-401: Current Trends and Applications; this course is suggested to be taken at the end of the program. The credits used in the area of study must exhibit depth and breadth to cover both theoretical and applied aspects of the field. Requirements are given in terms of specific courses, areas to be completed, and elective areas enable individualization of the area of study. Since this is usually a field in which the student is employed, it is often possible for the student to earn these credits through prior learning assessment (PLA), if he/she has not completed appropriate course work in that area. The lists of requirements for the area of study are subject to change.

### Electives
The elective category may be satisfied by almost any college credits. Academic policies should be reviewed for limitation of credits.

### Additional Degree Requirements

**Professional Certification:** It is recommended for certain health-related and aviation-related areas of study that students acquire a professional certification, as listed under the areas of study.

**Demonstration of Currency:** Because of the rapid changes occurring in technical fields today, it is important for today’s college graduate to maintain up-to-date knowledge. Demonstration of Currency (DOC) is the process that enables students to show that they have remained current and thus enables them to use the older credits toward their areas of study. If more than half of the credits in a student’s area of study are more than 10 years old at the time of application or re-enrollment to the University, Demonstration of Currency will be
required in these courses. Demonstration of Currency for these subjects is validated through enhancement training records or an oral conference with a mentor covering contemporary developments in these subjects. These courses will not be used toward the area of study until currency has been demonstrated. Students required to demonstrate currency will be informed of the requirement when their transfer credits are evaluated. A complete explanation of this process will be provided at that time.

Students may earn a Bachelor of Science degree in one of the following areas of study:

**BACHELOR OF SCIENCE**

**AIR TRAFFIC CONTROL**

<table>
<thead>
<tr>
<th>II. Area of Study: Air Traffic Control</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>B. Aviation Weather</td>
<td>3</td>
</tr>
<tr>
<td>C. Navigation</td>
<td>3</td>
</tr>
<tr>
<td>D. Air Traffic Control Core</td>
<td>12</td>
</tr>
<tr>
<td>• Flight Assistance Service</td>
<td></td>
</tr>
<tr>
<td>• Airport Traffic Control</td>
<td></td>
</tr>
<tr>
<td>• Enroute Traffic Control</td>
<td></td>
</tr>
<tr>
<td>• Facilities Operation and Management</td>
<td></td>
</tr>
<tr>
<td>E. Aviation Safety</td>
<td>3</td>
</tr>
<tr>
<td>F. Air Traffic Control Equipment</td>
<td>9</td>
</tr>
<tr>
<td>• Air Navigation Aids</td>
<td></td>
</tr>
<tr>
<td>• Radar Fundamentals</td>
<td></td>
</tr>
<tr>
<td>• Air Traffic Control Computer Systems</td>
<td></td>
</tr>
<tr>
<td>G. Air Traffic Control Electives</td>
<td>9</td>
</tr>
<tr>
<td>• Federal Air Regulations</td>
<td></td>
</tr>
<tr>
<td>• Communication Procedures</td>
<td></td>
</tr>
<tr>
<td>• Flight Training</td>
<td></td>
</tr>
<tr>
<td>• Airport/Aviation Management</td>
<td></td>
</tr>
<tr>
<td>• Air Transportation</td>
<td></td>
</tr>
<tr>
<td>• Communication Electronics</td>
<td></td>
</tr>
<tr>
<td>H. Capstone: Current Trends and Applications (APS-401)</td>
<td>3</td>
</tr>
</tbody>
</table>

| III. Electives                        | 15      |

| Degree Requirements:                  | 20      |
| Statistics                            | 3       |
| College Algebra                       | 3       |
| Higher-Level Mathematics above College Algebra | 3 |
| Physics I with Lab                    | 4       |
| Physics II with Lab                   | 4       |
| Computer Concepts (CIS-107) OR above  | 3       |

> **Certification:** FAA Control Tower Operator (CTO) or FAA Credential with Tower rating.

> **How Students Earn Credit in the Area of Study:** Students’ areas of study are completed by the FAA licenses.

> A total of 18 area of study credits must be from courses at the 300 level or above.

*Note: All certifications are recommended.*
**BACHELOR OF SCIENCE**

**AVIATION FLIGHT TECHNOLOGY**

<table>
<thead>
<tr>
<th>II. Area of Study: Aviation Flight Technology</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Private Pilot</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>B. Instrument Pilot</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>C. Commercial Pilot</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>D. Aviation Flight Technology Electives</strong></td>
<td>18</td>
</tr>
<tr>
<td>• Airplane Transport Pilot</td>
<td></td>
</tr>
<tr>
<td>• Multiengine Rating</td>
<td></td>
</tr>
<tr>
<td>• Flight Instructor</td>
<td></td>
</tr>
<tr>
<td>• Flight Navigator</td>
<td></td>
</tr>
<tr>
<td>• Flight Dispatcher</td>
<td></td>
</tr>
<tr>
<td>• Airplane Captain</td>
<td></td>
</tr>
<tr>
<td>• First/Second Officer</td>
<td></td>
</tr>
<tr>
<td>• Flight Engineer</td>
<td></td>
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<tr>
<td>• Specific Aircraft</td>
<td></td>
</tr>
<tr>
<td>• Aerospace Development</td>
<td></td>
</tr>
<tr>
<td>• Air Carrier Operations</td>
<td></td>
</tr>
<tr>
<td>• Aircraft Components</td>
<td></td>
</tr>
<tr>
<td>• Aviation Meteorology</td>
<td></td>
</tr>
<tr>
<td>• Airport Management</td>
<td></td>
</tr>
<tr>
<td>• Aviation Law</td>
<td></td>
</tr>
<tr>
<td>• Aviation Safety</td>
<td></td>
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<tr>
<td>• Aviation Transportation</td>
<td></td>
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<tr>
<td>• Avionics</td>
<td></td>
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<tr>
<td>• Flight Physiology/Human Factor Flight</td>
<td></td>
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<tr>
<td>• Government and Aviation</td>
<td></td>
</tr>
<tr>
<td>• Flight Instrument</td>
<td></td>
</tr>
<tr>
<td>• Flight Instrument Instructor</td>
<td></td>
</tr>
<tr>
<td>• Multiengine Instrument/Instructor</td>
<td></td>
</tr>
<tr>
<td>• Airframe and Powerplant (up to 6 credits)</td>
<td></td>
</tr>
<tr>
<td>• Air Traffic Control (up to 6 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>E. Capstone: Current Trends and Applications (APS-401)</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**III. Electives**

<table>
<thead>
<tr>
<th>Degree Requirements:</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts (CIS 107) OR above</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Higher-Level Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>above College Algebra</td>
<td></td>
</tr>
<tr>
<td>Physics I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Physics II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Meteorology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certification:** FAA certificate in Private Pilot, Commercial Pilot, Instrument rating. Equivalent military training may be considered.

**How Students Earn Credit in the Area of Study:** Students’ areas of study are completed by the FAA licenses.

**A total of 18 area of study credits must be from courses at the 300 level or above.**

---

**BACHELOR OF SCIENCE**

**AVIATION MAINTENANCE TECHNOLOGY**

<table>
<thead>
<tr>
<th>II. Area of Study: Aviation Maintenance Technology</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. General Aeronautics</strong></td>
<td>3</td>
</tr>
<tr>
<td>• General Aerodynamics</td>
<td></td>
</tr>
<tr>
<td>• Basic Aviation Maintenance</td>
<td></td>
</tr>
<tr>
<td>• Inspection and Service</td>
<td></td>
</tr>
<tr>
<td><strong>B. Airframe</strong></td>
<td>12</td>
</tr>
<tr>
<td>• Basic Airframe Systems</td>
<td></td>
</tr>
<tr>
<td>• Advanced Airframe Systems</td>
<td></td>
</tr>
<tr>
<td>• Flight Line Maintenance</td>
<td></td>
</tr>
<tr>
<td>• Metallic Structures</td>
<td></td>
</tr>
<tr>
<td>• Composite Structures</td>
<td></td>
</tr>
<tr>
<td><strong>C. Powerplant Courses</strong></td>
<td>12</td>
</tr>
<tr>
<td>• Gas Turbines Powerplant</td>
<td></td>
</tr>
<tr>
<td>• Piston Powerplant</td>
<td></td>
</tr>
<tr>
<td>• Powerplant Accessories</td>
<td></td>
</tr>
<tr>
<td>• Propellers and Trouble Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>D. Avionics</strong></td>
<td>6</td>
</tr>
<tr>
<td>• Airframe Electrical Systems</td>
<td></td>
</tr>
<tr>
<td>• Instrumentation and Avionics</td>
<td></td>
</tr>
<tr>
<td><strong>E. Aviation Electives</strong></td>
<td>9</td>
</tr>
<tr>
<td>• Aviation Weather</td>
<td></td>
</tr>
<tr>
<td>• Basic Electricity (DC OR AC Circuits)</td>
<td></td>
</tr>
<tr>
<td>• Communication Electronics</td>
<td></td>
</tr>
<tr>
<td>• Electronics</td>
<td></td>
</tr>
<tr>
<td>• Commercial Pilot</td>
<td></td>
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<tr>
<td>• Aircraft Rigging and Weight Analysis</td>
<td></td>
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<tr>
<td>• Fluid Mechanics/Hydraulics and Pneumatics</td>
<td></td>
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<tr>
<td>• Strength of Materials</td>
<td></td>
</tr>
<tr>
<td>• Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>• Engineering Drawing (up to 3 credits)</td>
<td></td>
</tr>
<tr>
<td>• Machine Tools (up to 3 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>F. Capstone: Current Trends and Applications (APS-401)</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

**III. Electives**

<table>
<thead>
<tr>
<th>Degree Requirements:</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts (CIS 107) OR above</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Higher-Level Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>above College Algebra</td>
<td></td>
</tr>
<tr>
<td>Physics I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Physics II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry I with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

**Certification:** FAA Certificate in Airframe and Power Plant Mechanics. Equivalent military training may be considered.

**How Students Earn Credit in the Area of Study:** Students’ areas of study are completed by the license, depending on the rating.

**A total of 18 area of study credits must be from courses at the 300 level or above.**
BACHELOR OF SCIENCE

AVIATION MANAGEMENT

II. Area of Study: Aviation Management

A. Professional Aviation Requirements

(21 credits)
- Aviation Maintenance Technology
- Aviation Flight Technology
- Air Traffic Control

This can be satisfied by professional certifications and licensing.

B. Aviation Management Electives

(21 credits)
- Aviation Safety (AVF-303)
- Airline Management (AVT-301)
- Project Management (MAN-435)
- Airport Management (AVF-472)
- Airport Management II (AVF-474)
- Airline Marketing and Customer Service (AVT-305)
- Crew Resource Management (AVT-306)

C. Capstone: Current Trends and Applications (APS-401)

(3 credits)

III. Electives

(15 credits)

Degree Requirements: 20
- Computer Concepts (CIS-107) OR above
- Statistics
- Meteorology
- Physics I with Lab
- Physics II with Lab

> Certification: FAA licenses or certifications in Flight Maintenance or Air Traffic Control. Equivalent military training may be considered.

> A total of 18 area of study credits must be from courses at the 300 level or above.

BACHELOR OF SCIENCE

BIOMEDICAL ELECTRONICS

II. Area of Study: Biomedical Electronics

A. DC Circuits (ELE-211)

(3 credits)

B. AC Circuits (ELE-212)

(3 credits)

C. Biomedical Electronics

(12 credits)
- Biomedical OR Medical Electronics
- Instrumentation
- Biomedical Transducers
- Biomedical Equipment Maintenance
- Physiological Monitoring Systems
- Diagnostic Support Equipment Systems
- Therapeutic Support Equipment Systems
- Applications of Sensors
- Electro-Mechanical Controls

D. General Electronics

(12 credits)
- Electronic Devices, Solid State/Semiconductor
- Digital Electronics
- Microprocessors
- Computer Circuits
- Communications Circuits
- Pulse Circuits

E. Biomedical Electronics Electives

(12 credits)
- Specific Equipment
- Additional credits in biomedical electronics and general electronics

F. Capstone: Current Trends and Applications (APS-401)

(3 credits)

III. Electives

(15 credits)

Degree Requirements: 23
- Computer Concepts (CIS-107) OR above
- Statistics
- Intermediate Algebra
- Higher-Level Mathematics above Intermediate Algebra
- Physics I with Lab OR Chemistry I with Lab
- Physics II with Lab OR Chemistry II with Lab
- Physiology

> How Students Earn Credit in the Area of Study: Students whose areas of study are not complete at the time of enrollment either use prior learning assessment (PLA) or classroom work to complete their areas of study.

> Biomedical electronic courses are transferred since not available at the University. General electronics are available for the program.

> A total of 18 area of study credits must be from courses at the 300 level or above.
### Bachelor of Science

#### Clinical Laboratory Science

<table>
<thead>
<tr>
<th>II. Area of Study: Clinical Laboratory Science</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Organic AND/OR Biochemistry</td>
<td>6</td>
</tr>
<tr>
<td>B. Microbiology</td>
<td>9</td>
</tr>
<tr>
<td>• General Microbiology</td>
<td></td>
</tr>
<tr>
<td>• Diagnostic Microbiology</td>
<td></td>
</tr>
<tr>
<td>• Virology/Parasitology/Mycology</td>
<td></td>
</tr>
<tr>
<td>• Advanced Clinical Microbiology</td>
<td></td>
</tr>
<tr>
<td>C. Hematology</td>
<td>6</td>
</tr>
<tr>
<td>D. Immunohematology/Serology</td>
<td>6</td>
</tr>
<tr>
<td>• Immunology</td>
<td></td>
</tr>
<tr>
<td>• Blood Banking</td>
<td></td>
</tr>
<tr>
<td>E. Clinical Chemistry</td>
<td>6</td>
</tr>
<tr>
<td>F. Clinical Laboratory Electives</td>
<td>9</td>
</tr>
<tr>
<td>• Microtechnique or History</td>
<td></td>
</tr>
<tr>
<td>• Cytology</td>
<td></td>
</tr>
<tr>
<td>• Diagnostic OR Clinical Microscopy</td>
<td></td>
</tr>
<tr>
<td>• Laboratory Quality Control</td>
<td></td>
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<tr>
<td>• Laboratory Administration</td>
<td></td>
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<tr>
<td>• Pathology</td>
<td></td>
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<tr>
<td>• Epidemiology</td>
<td></td>
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<tr>
<td>• Urinalysis</td>
<td></td>
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<tr>
<td>• Healthcare Administration</td>
<td></td>
</tr>
<tr>
<td>• Healthcare Delivery</td>
<td></td>
</tr>
<tr>
<td>G. Capstone: Current Trends and Applications (APS-401)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts (CIS-107) and above</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Higher-Level Mathematics above Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>3</td>
</tr>
</tbody>
</table>

> **How Students Earn Credit in the Area of Study:** Students whose medical laboratory technology training was not completed in a college credit setting should have no difficulty earning credits by prior learning assessment (PLA) for their areas of study, assuming current or recent employment using a variety of laboratory methods.

> A total of 18 area of study credits must be from courses at the 300 level or above.

#### Bachelor of Science

#### Construction

<table>
<thead>
<tr>
<th>II. Area of Study: Construction</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Blue Print Reading*</td>
<td>3</td>
</tr>
<tr>
<td>B. Strength of Materials OR Construction Materials*</td>
<td>3</td>
</tr>
<tr>
<td>C. Safety and Health</td>
<td>3</td>
</tr>
<tr>
<td>D. Building and Construction Codes*</td>
<td></td>
</tr>
<tr>
<td>E. Project Management (MAN-435)</td>
<td>3</td>
</tr>
<tr>
<td>F. Contracting* (300-400 level)</td>
<td>3</td>
</tr>
<tr>
<td>G. Cost Estimating* (300-400 level)</td>
<td>3</td>
</tr>
<tr>
<td>H. Construction Electives</td>
<td>21</td>
</tr>
<tr>
<td>• Construction Techniques, Methods, and Practices</td>
<td></td>
</tr>
<tr>
<td>• Heavy Construction</td>
<td></td>
</tr>
<tr>
<td>• Energy Efficiency and Power Distribution</td>
<td></td>
</tr>
<tr>
<td>• Green Technology Applications</td>
<td></td>
</tr>
<tr>
<td>• Foundations/Structural Design/Analysis</td>
<td></td>
</tr>
<tr>
<td>• Structural Steel Design, Installation, and Construction</td>
<td></td>
</tr>
<tr>
<td>• Reinforced Concrete Design/Installation</td>
<td></td>
</tr>
<tr>
<td>• Wood Design and Construction</td>
<td></td>
</tr>
<tr>
<td>• HVAC Systems — Fabrication, Installation, and Maintenance</td>
<td></td>
</tr>
<tr>
<td>• Building Systems (Electrical/Mechanical)</td>
<td></td>
</tr>
<tr>
<td>• Historic Preservations and Rehabilitation</td>
<td></td>
</tr>
<tr>
<td>• Statics</td>
<td></td>
</tr>
<tr>
<td>• Applied Quality Management</td>
<td></td>
</tr>
<tr>
<td>• Other Related Courses</td>
<td></td>
</tr>
<tr>
<td>I. Capstone: Current Trends and Applications (APS-401)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts (CIS-107) OR above</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Algebra and above</td>
<td>3</td>
</tr>
<tr>
<td>Higher-Level Mathematics above Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Physics I or Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Physics II or Chemistry II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

> **How Students Earn Credit in the Area of Study:** Students whose areas of study are not complete at the time of enrollment either use prior learning assessment (PLA) or classroom work to complete their areas of study.

> A total of 18 area of study credits must be from courses at the 300 level or above.

*Courses to be developed.*

Note: Courses listed in the area of study are offered as a guide. Other courses may also be considered appropriate for the program. The inclusion of similar courses must be reviewed by the evaluation team. Students must submit their program plan for review to ensure that course selection is appropriate for the degree.
BACHELOR OF SCIENCE

DENTAL HYGIENE

II. Area of Study: Dental Hygiene

A. Dental Anatomy  3
B. Nutrition (BIO-208)  3
C. Pharmacology  3
D. Radiology  3
E. Periodontics  3
F. Community Dental Health  3
G. Clinical Dental Hygiene  9
H. Dental Hygiene Electives  15
I. Capstone: Current Trends and Applications (APS-401)  3

III. Electives

Degree Requirements:  29
Computer Concepts (CIS-107) OR above  3
Statistics  3
Intermediate Algebra  3
Higher-Level Math above Intermediate Algebra  3
Physics I with Lab OR Chemistry I with Lab  4
Physics II with Lab OR Chemistry II with Lab  4
Anatomy and Physiology I  3
Anatomy and Physiology II  3
Microbiology  3

> Certification: State license and American Dental Association
National Board of Dental Hygiene Examiners. Copy of
original certificate and current renewal card or transfer from
Rutgers School of Health Professions partnership.

> How Students Earn Credit in the Area of Study: Students
whose areas of study are not complete at the time of
enrollment either use prior learning assessment (PLA) or
classroom work to complete their areas of study.

> A total of 18 area of study credits must be from course at the
300 level or above.

BACHELOR OF SCIENCE

ELECTRICAL TECHNOLOGY

II. Area of Study: Electrical Technology

A. Electrical Theory  6
  • DC Circuits (ELE-211)
  • AC Circuits (ELE-212)
B. Digital Electronics with Lab (ELD-302)  3
C. Solid State Devices and Circuits
  with Lab (ELT-306)  3
D. Occupational Safety and Health (APS-400)  3
E. Project Management (MAN-435)  3
F. Applied Quality Management (APS-402)  3
G. Capstone: Current Trends and Applications (APS-401)  3
H. Electrical Specialty  21

Select 21 credits from subjects
below or equivalents
  • Linear and Integrated Circuits
    with Lab (ELT-307)
  • Industrial Electronics (ELT-308)
  • Microprocessors with Lab (ELD-311)
  • Electronic Instrumentation Systems (CTR-211)
  • Programmable Logic Controllers (CTR-212)
  • Electronic Communications Systems
    with Lab (ELC-201)
  • Regulatory Policy and Procedures (EUT-401)
  • Applied Economic Analysis (EUT-402)
  • Alternative Energy Technologies
    and Energy Management
  • AC/DC Machines and System Protection
  • Electric Power Systems

III. Electives

Degree Requirements:  20
Computer Concepts (CIS-107) OR above  3
Statistics  3
College Algebra  3
Higher-Level Mathematics
  above College Algebra  3
Physics I with Lab  4
Physics II with Lab  4

> How Students Earn Credit in the Area of Study: Almost
all of the courses are available online. Students can also
transfer approved courses from other regionally accredited
universities.

> A total of 18 area of study credits must be from course at the
300 level or above.
BACHELOR OF SCIENCE

ELECTRONICS SYSTEMS ENGINEERING TECHNOLOGY

II. Area of Study: Electronics Systems Engineering Technology

A. Electric Circuits
   • DC Circuits with Lab (ELE-211)
   • AC Circuits with Lab (ELE-212)

B. Electronic Devices
   • Solid State Devices and Circuits with Lab (ELT-306)
   • Linear and Integrated Circuits with Lab (ELT-307)

C. Digital Electronics with Lab (ELD-302)

D. Microprocessors with Lab (ELD-311)

E. Communication Electronics
   • Electronic Communication Systems with Lab (ELC-201)

F. Electronics Instrumentation and Control (CTR-211)

G. Electronic Engineering Technology Electives

H. Occupational Health and Safety (APS-400)

I. Applied Quality Management (APS-402)

J. Project Management (MAN-435)

K. Electronics Assessment/Career Planning (ELT-490)

L. Electronic Engineering Technology Capstone (ELT-495)

III. Electives

Degree Requirements: 27

Policy for Required Advisement for BS Degree in Electronics Systems Engineering Technology

BS degree in Electronic Systems Engineering Technology program learners are required to schedule and complete a minimum of two program planning sessions with a School of Applied Science and Technology advisor. The first scheduled program planning sessions should be after the learner receives formal evaluation of transferred credits and prior to starting courses. A second scheduled program planning sessions should be prior to registration for ELT-490: Electronics Assessment/Career Planning.

The session shall encompass the following:

- Each BS degree in Electronics Systems Engineering Technology learner is required to meet with a technology advisor:
  - After receiving evaluation of transferred credits and prior to starting courses to ensure course sequencing as indicated below
  - To verify completion of prerequisite courses prior to enrollment in ELT-490: Electronics Assessment/Career Planning and ELT-495: Electronics Engineering Technology Capstone
  - To verify completion of all courses before graduation

- Required sequence of courses for the BS degree in Electronics Systems Engineering Technology is the following:
  - General education courses or equivalent transfer courses prerequisites:
    - English Composition I (ENC-101) and English Composition II (ENC-102) prior to Technical Report Writing (ENG-201)
    - Calculus I (MAT-231) prior to Calculus II (MAT-232)
    - Physics I (PHY-111) with Lab (PHY-128) prior to Physics II (PHY-112) with Lab (PHY-129) and prior to Solid State Devices and Circuits (ELT-306) OR Linear Integrated Circuits (ELT-307)

Note: Other general education, electives and electronics elective courses can be taken as determined by the learner and approved by advisement.

- Required the BS degree in Electronics Systems Engineering Technology area of study courses or equivalent transfer courses prerequisites:
  - DC Circuits with Lab (ELE-211), AC Circuits with Lab (ELE-212) prior to Electronics Devices courses of Solid State Devices and Circuits (ELT-306) and Linear Integrated Circuits (ELT-307)
  - Solid State Devices and Circuits with Lab (ELT-306) and Linear Integrated Circuits with Lab (ELT-307) prior to Digital Electronics (ELD-302); Microprocessor (ELD-302); Electronic Communications Systems (ELC-201); and Electronic Instrumentation and Control (CTR-211) courses
  - Occupational Health and Safety (APS-400), Applied Quality Management (APS-402), Project Management

- How Students Earn Credit in the Area of Study: All of the courses in this area of study can be completed through Thomas Edison State University ways to earn credit.
  - A total of 18 area of study credits must be from course at the 300 level or above.
(MAN-435) and elective courses can be taken at any

time.

> Required completion of general educations courses:
English Composition I (ENC-101), English Composition
II (ENC-102), Technical Report Writing (ENG-201),
Calculus I (MAT-231), Calculus II (MAT-232), Physics
I (PHY-111) with Lab (PHY-128), Physics II (PHY-112)
with Lab (PHY-129), General Chemistry (CHE-111) with
Lab (CHE-128) prior to Electronics Assessment /Career
Planning (ELT-490)

> Required completion of BS degree in Electronics
Systems Engineering Technology area of study courses
or equivalent transfers prior to Electronics Assessment/
Career Planning (ELT-490)

> Require completion of Electronics Assessment/Career
Planning (ELT-490) prior to Electronics Engineering
Technology Capstone (ELT-495)

> Prior learning assessment (PLA) options will not be
available for Electronics Assessment/Career Planning
(ELT-490) OR Electronics Engineering Technology
Capstone (ELT-495)

> The School of Applied Science and Technology advisors
shall record the program planning session results in the
learners’ student remarks file of Colleague.

Program Educational Objectives
The program educational objectives (PEOs) are broad statements
describing the career and professional accomplishments that
the Electronics Systems Engineering Technology program is
preparing graduates to achieve in 3-5 years after graduation.
The BS degree in Electronics Systems Engineering Technology
(ESET) strives to produce qualified and competent applied
technology engineering professionals who can immediately
make substantial contributions to their employers.

The PEOs are to:
1. demonstrate a desire and commitment to remain technically
current through formal training, self-improvement, and
continuing education, while applying skills that involve both
practical and acquired knowledge;

2. demonstrate a commitment to increased levels of leadership
and responsibilities in the electronics field;

3. function effectively in a professional/industrial environment
while maintaining independent thought, a focus on safety
and efficiency, and adherence to ethical standards;

4. demonstrate ongoing commitment to professionalism
through teamwork as a leader or influential team member in
the solution of technical challenges/issues; and

5. advocate for the industry through membership/involvement
with professional/communal/educational societal,
committees, and panels.

Learning Outcomes Objectives - Graduates will be able to:

> demonstrate a fundamental mastery of the knowledge,
techniques, skills, and modern tools required for the
electronics and/or related fields;

> demonstrate an ability to understand and apply
current concepts in the areas of mathematics, science,
engineering, and technology to problems/issues
encountered, using proper application of principles and
applied procedures or methodologies;

> demonstrate the ability to conduct standard tests and
measurements in the lab or in the field; similarly, to
conduct, analyze, and interpret experiments, and apply
results to resolve technical challenges and/or improve
processes;

> demonstrate an ability to design or redesign systems,
components, or processes appropriate to the challenges
encountered;

> demonstrate effective leadership and participation as a
member of a technical team;

> demonstrate a capability to solve technical problems
through proper identification, research, and systematic
analysis of the issue;

> demonstrate proficiency in oral, written, and graphical
communications in a technical and nontechnical setting
utilizing standard English;

> demonstrate an ability to identify and use appropriate
technical literature, documents, and procedures;

> demonstrate the need for and commitment to engage in
self-directed continuing professional development and
lifelong learning in one’s discipline;

> demonstrate professional, ethical, and social
responsibilities within the electronics field, while
recognizing differences due to culture and diversity;

> demonstrate recognition of the impacts of electronics
technology solutions in an expanding societal and
global context; and

> demonstrate a commitment to quality, timeliness, and
continuous improvement in professional activities.
## BACHELOR OF SCIENCE

### ENERGY SYSTEMS TECHNOLOGY

<table>
<thead>
<tr>
<th>Credits</th>
<th>II. Area of Study: Energy Systems Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Energy Utility Technology – Core</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>• DC Circuits (ELE-211) 3</td>
</tr>
<tr>
<td></td>
<td>• AC Circuits (ELE-212) 3</td>
</tr>
<tr>
<td></td>
<td>• Applied Quality Management (APS-402) 3</td>
</tr>
<tr>
<td></td>
<td>• Occupational Safety and Health (APS-400) 3</td>
</tr>
<tr>
<td></td>
<td>• Capstone: Current Trends and Applications (APS-401) 3</td>
</tr>
<tr>
<td></td>
<td>B. Energy Specialty</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>(Select 30 credits from areas below)</td>
</tr>
<tr>
<td></td>
<td>• Nuclear Operations and Maintenance</td>
</tr>
<tr>
<td></td>
<td>• Plant Operations and Maintenance</td>
</tr>
<tr>
<td></td>
<td>• Gas Distribution</td>
</tr>
<tr>
<td></td>
<td>• Electric Transmission and Distribution</td>
</tr>
<tr>
<td></td>
<td>• Instrumentations and Control</td>
</tr>
<tr>
<td></td>
<td>• Appliance Service</td>
</tr>
<tr>
<td></td>
<td>• Alternative and Efficient Energy</td>
</tr>
<tr>
<td></td>
<td>• Energy Management</td>
</tr>
<tr>
<td></td>
<td>• Regulatory Policy and Procedures (EUT-401)</td>
</tr>
<tr>
<td></td>
<td>• Applied Economic Analysis (EUT-402)</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Credits</th>
<th>III. Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

### Degree Requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Degree Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Computer Concepts (CIS-107) OR above 3</td>
</tr>
<tr>
<td></td>
<td>Statistics 3</td>
</tr>
<tr>
<td></td>
<td>College Algebra 3</td>
</tr>
<tr>
<td></td>
<td>Higher-Level Mathematics above College Algebra 3</td>
</tr>
<tr>
<td></td>
<td>Physics I with Lab 4</td>
</tr>
<tr>
<td></td>
<td>Physics II with Lab 4</td>
</tr>
</tbody>
</table>

> How Students Earn Credit in the Area of Study: Most students have transfer credit from an associate degree earned at a two-year college. Credit may also be earned through company training and apprenticeship programs. Credit may also be earned by prior learning assessment (PLA) and independent study.

> All courses are offered online through Thomas Edison State University.

> A total of 18 area of study credits must be from courses at the 300 level or above.

## BACHELOR OF SCIENCE

### HEALTH SERVICES TECHNOLOGY

<table>
<thead>
<tr>
<th>Credits</th>
<th>II. Area of Study: Health Services Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Professional Health Requirements</td>
</tr>
<tr>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>B. Professional Electives</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>C. Computer Requirement</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. Capstone: Current Trends and Applications (APS-401)</td>
</tr>
</tbody>
</table>

### Electives

<table>
<thead>
<tr>
<th>Credits</th>
<th>III. Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

### Degree Requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Degree Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Statistics 3</td>
</tr>
<tr>
<td></td>
<td>College Algebra 3</td>
</tr>
<tr>
<td></td>
<td>Anatomy and Physiology I with Lab 4</td>
</tr>
<tr>
<td></td>
<td>Anatomy and Physiology II with Lab 4</td>
</tr>
<tr>
<td></td>
<td>Chemistry I with Lab 4</td>
</tr>
<tr>
<td></td>
<td>Biology I 3</td>
</tr>
</tbody>
</table>

> A total of 18 area of study credits must be from courses at the 300 level or above.
## Bachelor of Science
### Information Technology

<table>
<thead>
<tr>
<th>II. Area of Study: Information Technology</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Information Technology Core</td>
<td>39</td>
</tr>
<tr>
<td>• Foundations of Information Technology (CMP-202)</td>
<td>3</td>
</tr>
<tr>
<td>• Computer Programming I (ITS-150)</td>
<td>3</td>
</tr>
<tr>
<td>• Database Fundamentals (ITS-130)</td>
<td>3</td>
</tr>
<tr>
<td>• Network Technology (CMP-354)</td>
<td>3</td>
</tr>
<tr>
<td>• Linux (ITS-261)</td>
<td>3</td>
</tr>
<tr>
<td>• Windows Server Configuration (ITS-363)</td>
<td>3</td>
</tr>
<tr>
<td>• Introduction to Cybersecurity (ITS-120)</td>
<td>3</td>
</tr>
<tr>
<td>• Fundamentals of Modern Operating Systems (ITS-160)</td>
<td>3</td>
</tr>
<tr>
<td>• Wireless and Mobile Networking (ITS-340)</td>
<td>3</td>
</tr>
<tr>
<td>• Cloud Computing (CYB-450)</td>
<td>3</td>
</tr>
<tr>
<td>• Management Information Systems (CIS-301)</td>
<td>3</td>
</tr>
<tr>
<td>• Project Management (MAN-435)</td>
<td>3</td>
</tr>
<tr>
<td>• Capstone: Current Trends and Applications (APS-401)</td>
<td>3</td>
</tr>
<tr>
<td>B. Information Technology Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

#### III. Electives

Students can select electives of their choice or select all the 15 credits from the cybersecurity certificate program and receive this certificate in addition.

**Degree Requirements:**

- Computer Concepts (CIS-107) OR above 3
- Statistics 3
- College Algebra 3
- Higher-Level Mathematics above College Algebra 3
- Physics I with Lab OR Chemistry I with Lab 4
- Physics II with Lab OR Chemistry II with Lab 4

> **How Students Earn Credit in the Area of Study:** Students may earn credits by selected technical certifications, testing, online courses, courses at other regionally accredited institutions, or through prior learning assessment (PLA).

> A total of 18 area of study credits must be from course at the 300 level or above.

### Medical Imaging

<table>
<thead>
<tr>
<th>II. Area of Study: Medical Imaging</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Radiation and Nuclear Physics</td>
<td>3</td>
</tr>
<tr>
<td>B. Pathology</td>
<td>3</td>
</tr>
<tr>
<td>C. Radiation Biology and Protection</td>
<td>3</td>
</tr>
<tr>
<td>D. Digital Imaging Acquisition and Display</td>
<td>3</td>
</tr>
<tr>
<td>• Radiographic Exposure</td>
<td></td>
</tr>
<tr>
<td>• Contrast and Media</td>
<td></td>
</tr>
<tr>
<td>• QA in Imaging</td>
<td></td>
</tr>
<tr>
<td>E. Image Production</td>
<td>3</td>
</tr>
<tr>
<td>F. Special Procedures and Modalities</td>
<td>3</td>
</tr>
<tr>
<td>• CT/MRI/NMT/Mammography/ Ultrasound</td>
<td></td>
</tr>
<tr>
<td>G. Radiological Technology Techniques</td>
<td>6</td>
</tr>
<tr>
<td>• Principles of Radiologic Technology</td>
<td></td>
</tr>
<tr>
<td>• Special Procedures and Imaging Modalities</td>
<td></td>
</tr>
<tr>
<td>• Pediatric Radiography</td>
<td></td>
</tr>
<tr>
<td>• Radiologic Diagnostic Agents</td>
<td></td>
</tr>
<tr>
<td>• Film Critique</td>
<td></td>
</tr>
<tr>
<td>• Equipment Maintenance</td>
<td></td>
</tr>
<tr>
<td>H. Clinical Practice</td>
<td>6</td>
</tr>
<tr>
<td>I. Occupational Health and Safety</td>
<td>3</td>
</tr>
<tr>
<td>J. Medical Imaging Electives</td>
<td>9</td>
</tr>
<tr>
<td>• Radiology Department Administration</td>
<td></td>
</tr>
<tr>
<td>• Healthcare Delivery/Healthcare Administration</td>
<td></td>
</tr>
<tr>
<td>• Nuclear Medicine Technology/Radiation Therapy</td>
<td></td>
</tr>
<tr>
<td>K. Capstone: Current Trends and Applications (APS-401)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### III. Electives

**Degree Requirements:**

- Computer Concepts (CIS-107) OR above 3
- Statistics 3
- Intermediate Algebra 3
- Higher-Level Mathematics above Intermediate Algebra 3
- Anatomy and Physiology I with Lab 4
- Anatomy and Physiology II with Lab 4
- Physics I with Lab OR Chemistry I with Lab 4

> **Certification:** ARRT Radiographer ARRT-RT (R) OR NJ license NJ-LRT(R) (copy of original certificate and current renewal card).

> **How Students Earn Credit in the Area of Study:** The certification covers almost all of the credits required in the area of study. A second certification (nuclear medicine, radiation therapy, or radiation protection) would complete the area of study.

> A total of 18 area of study credits must be from course at the 300 level or above.
BACHELOR OF SCIENCE

MILITARY TECHNOLOGY LEADERSHIP*

II. Area of Study: Military Technology Leadership
   Credits: 45
   A. 15 credits from a single discipline/department and 9 credits from other disciplines/departments
   B. Leadership Electives (possible electives)
      - Organizational Behavior
      - Organizational Leadership
      - Ethics and Policies
   C. Applied Quality Management
   D. Occupational Safety and Health
   E. Project Management
   K. Capstone: Current Trends and Applications (APS-401)

III. Electives
   Degree Requirements: 15
   - Computer Concepts (CIS-107) OR above
   - Statistics
   - College Algebra
   - Higher-Level Mathematics above College Algebra
   - Physics I with Lab OR Chemistry I with Lab
   - Physics II with Lab OR Chemistry II with Lab

*This option is only available to current military personnel and veterans of the armed forces.

A total of 18 area of study credits must be from courses at the 300 level or above.

BACHELOR OF SCIENCE

NUCLEAR ENERGY ENGINEERING TECHNOLOGY

II. Area of Study: Nuclear Energy Engineering Technology
   Credits: 51
   A. Nuclear Physics for Technology
   B. Thermodynamics
   C. Heat Transfer
   D. Fluid Mechanics
   E. Reactors and Plant Systems
      - Reactor Fundamentals
      - Primary Reactor Systems
      - Nuclear Instrumentation and Control
   F. Radiation Effects
      - Radiation Biophysics OR Radiation Interaction AND Radiological, Reactor and Environmental Safety
   G. Electrical Theory
   H. Nuclear Materials
   I. Radiation Analysis Laboratory
   J. Nuclear Electives
      - Military/INPO Discipline Specific Training including Laboratory/Practicum (1 to 10 credits)
      - Applied Quality Management
      - Regulatory Policy and Procedures
      - Applied Economic Analysis
   K. Nuclear Technology Assessment/Career Planning
   L. Nuclear Energy Engineering Technology Capstone (NUC-495)

III. Electives
   Degree Requirements: 15
   - Statistics
   - Calculus I
   - Calculus II
   - Physics I with Lab
   - Physics II with Lab
   - Chemistry I with Lab
   - Computer Programming Requirement OR Programmable Logic Controllers

Note: Laboratories are considered to be part of the course work and/or prior experiential learning. Laboratory requirements of the degree are assigned zero credits.

A. How Students Earn Credit in the Area of Study: Most students have earned credit from the Navy Basic Nuclear Power School, which covers more than half of the area of study. Credit may also be earned by advanced Navy training. Prior learning assessment (PLA), Nuclear Regulatory Commission (NRC) license, National Registry of Radiation Protection Technologists (NRRPT) certification, certification from a nuclear utility Institute of Nuclear Power Operations.
Policy for Required Advisement for BS degree in Nuclear Energy Engineering Technology

BS degree in Nuclear Energy Engineering Technology program students are required to schedule and complete a minimum of two program planning sessions with a School of Applied Science and Technology advisor. The first scheduled program planning sessions should be after the student receives formal evaluation of transferred credits and prior to starting courses. A second scheduled program planning session should be prior to registration for NUC-490: Nuclear Technology Assessment/Career Planning.

The session shall encompass the following:

- Each BS degree in Nuclear Energy Engineering Technology student is required to meet with an Applied Science and Technology advisor or military representative/advisor:
  - After receiving evaluation of transferred credits and prior to starting courses to ensure course sequencing as indicated.
  - To verify completion of prerequisite courses prior to enrollment in NUC-490: Nuclear Technology Assessment/Career Planning and NUC-495: Nuclear Energy Engineering Technology Capstone.
  - To verify completion of all courses before Graduation application.

- Required sequence of courses for the BS degree in Nuclear Energy Engineering Technology are the following:
  - General educations courses or equivalent transfer courses prerequisites:
    - English Composition I (ENC-101) and English Composition II (ENC-102) prior to Technical Report Writing (ENG-201)
    - Calculus I (MAT-231) prior to Calculus II (MAT-232)
    - Physics I with Lab (PHY-115) prior to Physics II with Lab (PHY-116) and prior to Nuclear Physics for Technology (NUC-303)

- Required the BS degree in Nuclear Energy Engineering Technology area of study courses or equivalent transfer courses prerequisites:
  - Nuclear Physics for Technology (NUC-303), Thermodynamics (EGM-221), Heat Transfer (EGM-323), and Fluid Mechanics (EGM-330) prior to Reactor and Plant Systems courses of Reactor Fundamentals (NUC-365), Primary Reactor Systems (NUC-331), or Nuclear Instrumentation and Control (NUC-351)

Program Educational Objectives:
The program educational objectives (PEOs) are broad statements describing the career and professional accomplishments that the Nuclear Energy Engineering Technology program is preparing graduates to achieve in 3-5 years after graduation. The BS degree in Nuclear Energy Engineering Technology strives to produce qualified and competent applied technology engineering professionals who can immediately make substantial contributions to their employers.

The PEOs are to:
1. demonstrate an appropriate mastery of the knowledge, techniques, and skills necessary to identify, analyze, and solve professional/technical challenges in nuclear energy;
2. possess a desire and commitment to be technically current with changing technologies through self-improvement and continuous learning;
3. function effectively in a professional/industrial environment, while maintaining independent thought and adhering to ethical standards;
4. communicate effectively in one's career environment and serve influentially in team oriented settings; and
5. strive for increasing levels of leadership and responsibilities in the nuclear field.
Learning Outcomes Objectives - Graduates will be able to:

- demonstrate a fundamental mastery of the knowledge, techniques, skills, and modern appropriate tools required for nuclear facility operations and/or related fields;
- demonstrate an ability to understand and apply current concepts in the areas of mathematics, science, and engineering technology;
- demonstrate the ability to conduct, analyze, and interpret data to resolve technical challenges and/or improve processes;
- demonstrate an understanding of nuclear design concepts that are applied within the systems, components, and processes for safe operation of nuclear facilities.
- demonstrate effective participation in groups as a valued team member;
- demonstrate a capability to solve technical problems through proper identification, research, and systematic analysis of the issue;
- demonstrate proficiency in oral, written, and graphical communications to the given audience utilizing standard English;
- demonstrate an ability to identify and use appropriate technical literature, documents, and procedures;
- demonstrate the need and commitment to engage in lifelong learning, while remaining technically current in one’s discipline;
- demonstrate professional, ethical, and social responsibilities within the nuclear energy field, while recognizing differences due to culture and diversity;
- demonstrate recognition of the impacts of nuclear technology solutions in an expanding societal and global context, including cybersecurity;
- demonstrate a commitment for quality, timeliness, and continuous improvement in professional activities; and
- demonstrate knowledge of and an understanding for the federal, state, and local regulations, standards, and rules applying to operations and safety in the nuclear energy field.

### BACHELOR OF SCIENCE

#### NUCLEAR ENGINEERING TECHNOLOGY

**II. Area of Study: Nuclear Engineering Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Nuclear Physics for Technology</td>
<td>3</td>
</tr>
<tr>
<td>B. Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>C. Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>D. Reactors and Plant Systems</td>
<td>9</td>
</tr>
<tr>
<td>• Reactor Fundamentals</td>
<td></td>
</tr>
<tr>
<td>• Primary Reactor Systems</td>
<td></td>
</tr>
<tr>
<td>• Nuclear Instrumentation and Control</td>
<td></td>
</tr>
<tr>
<td>E. Radiation Effects</td>
<td>6</td>
</tr>
<tr>
<td>• Radiation Biophysics</td>
<td></td>
</tr>
<tr>
<td>• Radiation Interaction</td>
<td></td>
</tr>
<tr>
<td>F. Safety and Protection</td>
<td>6</td>
</tr>
<tr>
<td>• Radiological, Reactor and Environmental Safety</td>
<td></td>
</tr>
<tr>
<td>• Radiation Protection and Control</td>
<td></td>
</tr>
<tr>
<td>G. Nuclear Electives</td>
<td>12</td>
</tr>
<tr>
<td>• Military/INPO Discipline Specific Training including Laboratory/Practicum OR Occupational Health and Safety</td>
<td></td>
</tr>
<tr>
<td>• Applied Quality Management</td>
<td></td>
</tr>
<tr>
<td>• Regulatory Policy and Procedures</td>
<td></td>
</tr>
<tr>
<td>H. Capstone: Current Trends and Applications (APS-401)</td>
<td>3</td>
</tr>
</tbody>
</table>

**III. Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts (CIS-107) OR above</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Calculus I</td>
<td>3</td>
</tr>
<tr>
<td>Calculus II</td>
<td>3</td>
</tr>
<tr>
<td>Physics I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Physics II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Computer Programming Requirement OR Programmable Logic Controllers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Degree Requirements:**

- How Students Earn Credit in the Area of Study: Most students have earned credit from the Navy Basic Nuclear Power School, which covers more than half of the area of study. Credit may also be earned by advanced Navy training, prior learning assessment (PLA), Nuclear Regulatory Commission (NRC) license, National Registry of Radiation Protection Technologists (NRRPT) certification, certification from a nuclear utility Institute of Nuclear Power Operations (INPO) accredited program, or American Council on Education (ACE)-reviewed company training.
- A total of 18 area of study credits must be from course at the 300 level or above.
- All courses are offered online through Thomas Edison State University.
BACHELOR OF SCIENCE

NUCLEAR MEDICINE TECHNOLOGY

II. Area of Study: Nuclear Medicine Technology

A. Radiation or Nuclear Physics 3
B. Radiochemistry or Radiopharmacy 3
C. Radiation Biology and Protection 3
D. Clinical Practice 6
E. Nuclear Medicine Technology Techniques 15
F. Nuclear Medicine Electives 12
G. Computer Requirement 3
H. Capstone: Current Trends and Applications (APS-401) 3

III. Electives

Degree Requirements: 29
Statistics 3
Intermediate Algebra 3
Higher-Level Mathematics above Intermediate Algebra 3
Anatomy and Physiology I 4
Anatomy and Physiology II 4
Chemistry I with Lab 4
Chemistry II with Lab 4
Physics I with Lab 4

Certification: ARRT Nuclear Medicine Technologist ARRT-RT (N) or NMTCB-CNMT or NJ-LNMT (copy of original certificate and current renewal card).

How Students Earn Credit in the Area of Study: The certification covers almost all of the credits required in the area of study. A second certification (radiography, radiation therapy, or radiation protection) would complete the area of study.

Nuclear medicine courses are not available at the University; they come from above certifications and transfers.

A total of 18 area of study credits must be from course at the 300 level or above.

BACHELOR OF SCIENCE

RADIATION PROTECTION

II. Area of Study: Radiation Protection

A. Nuclear Physics 3
B. Radiation Biology 3
C. General Radiation Protections 6
  • Radiation Protection
  • Radiological Safety
  • Health Physics
  • Radiation Protections and Control

D. Radiation Measurement 6
  • Radiation Detection and Measurement
  • Nuclear Instrumentation and Measurement
  • Radiation Dosimetry

E. Radiation Effects 3
  • Radiation Effects on Materials
  • Biological Effects of Radiation
  • Radiochemistry
  • Radioisotopes Engineering
  • Radiation Biophysics
  • Radiation Interactions

F. Applied Health Physics 6
  • Radiation Shielding
  • Environmental Radiation
  • Radioactive Waste Control
  • Protection Standards
  • Safety Controls for Nuclear Operation
  • Quality Control
  • ALARA Principles
  • Applied Health Physics Internship

G. Radiation Protection Electives 15
  • Nuclear Reactor Operations and Safety
  • Nuclear Fuel Cycle Hazardous Materials
  • Industrial Safety Instrument Analysis (Chemistry)
  • Heat Transfer OR Thermodynamics Analytic
  • Organic or Biochemistry
  • Nuclear Chemistry
  • Radiation Biology
  • Radiation Protection Internship

H. Capstone: Current Trends and Applications (APS-401) 3

III. Electives

Degree Requirements: 23
Computer Concepts (CIS-107) OR above 3
Statistics 3
College Algebra 3
Higher-Level Math above College Algebra 3
Physics I with Lab 4
Physics II with Lab 4
General Biology 3

How Students Earn Credit in the Area of Study: Credit is awarded for National Registry of Radiation Protection Technologists (NRRPT) certification, Navy Basic Nuclear Power School, certification from nuclear utility Institute of Nuclear Power Operations (INPO) accredited program,
and American Council on Education (ACE)-recommended company training. The remaining credits may be earned by Guided Study, prior learning assessment (PLA), or classroom instruction.

A total of 18 area of study credits must be from courses at the 300 level or above.

Note: Courses listed in the area of study are offered as a guide. Other courses may also be considered appropriate for the program. The inclusion of similar courses must be reviewed by the evaluation team. Students must submit their program plan for review to ensure that course selection is appropriate for the degree.

BACHELOR OF SCIENCE

RADIATION PROTECTION/HEALTH PHYSICS

II. Area of Study: Radiation Protection/Health Physics

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction to Nuclear Engineering Technology and Radiation Health Physics (RPT-270)</td>
<td>3</td>
</tr>
<tr>
<td>B. Nuclear Physics for Technology (NUC-303)</td>
<td>3</td>
</tr>
<tr>
<td>C. Radiation Detection and Instrumentation (RPT-260)</td>
<td>3</td>
</tr>
<tr>
<td>D. Nuclear Rules and Regulations (NUC-380)</td>
<td>3</td>
</tr>
<tr>
<td>E. Radiation Biology (RPT-271)</td>
<td>3</td>
</tr>
<tr>
<td>F. Radiation Ecology (RPT-272)</td>
<td>3</td>
</tr>
<tr>
<td>G. Radiation Biophysics (NUC-412)</td>
<td>3</td>
</tr>
<tr>
<td>H. Radiation Interactions (NUC-413)</td>
<td>3</td>
</tr>
<tr>
<td>I. Radiological, Reactor, and Environmental Safety (NUC-342)</td>
<td>3</td>
</tr>
<tr>
<td>J. Introduction to Radiation Generating Devices and Medical (RPT-275)</td>
<td>3</td>
</tr>
<tr>
<td>K. Nuclear Materials (NUC-402)</td>
<td>3</td>
</tr>
<tr>
<td>L. Radiation Shielding and External Dosimetry (RPT-302)</td>
<td>3</td>
</tr>
<tr>
<td>M. Radiation Analysis Laboratory (NUC-238)</td>
<td>1</td>
</tr>
<tr>
<td>N. Reactor Fundamentals (NUC-365)</td>
<td>3</td>
</tr>
<tr>
<td>O. Nuclear Instrumentation and Control (NUC-351)</td>
<td>3</td>
</tr>
<tr>
<td>P. Radioactive Shipments, Packaging, and Transportation (RPT-280)</td>
<td>3</td>
</tr>
<tr>
<td>Q. Radiation Protection/Health Physics Assessment/Career Planning (RPT-490)</td>
<td>3</td>
</tr>
<tr>
<td>R. Radiation Protection/Health Physics Capstone (RPT-495)</td>
<td>4</td>
</tr>
</tbody>
</table>

III. Electives

Degree Requirements: 28

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts (CIS-107) OR above</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Higher-Level Mathematics above College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Physics I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Physics II with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

A total of 18 area of study credits must be from courses at the 300 level or above.
BACHELOR OF SCIENCE

RADIATION THERAPY

II. Area of Study: Radiation Therapy

A. Radiation Physics or Nuclear Physics  3
B. Radiation Biology  3
C. Oncogenic Pathology  3
D. Technical Oncology  3
E. Radiation Oncology  6
F. Clinical Practice  6
G. Quality Management  3
H. Radiation Therapy Electives  15
I. Capstone: Current Trends and Applications (APS-401)  3

III. Electives  15

Degree Requirements:  28

Computer Concepts (CIS-107) OR above  3
Statistics  3
Intermediate Algebra  3
Higher-Level Mathematics above Intermediate Algebra  3
Anatomy and Physiology I with Lab  4
Anatomy and Physiology II with Lab  4
Physics I with Lab OR Chemistry I with Lab  4
Physics II with Lab OR Chemistry II with Lab  4

> Certification: ARRT RT(T) or NJ LRT (copy of original certificate and current renewal card)
> Required Courses: Nuclear Physics for Technology, Radiation Oncology, Technical Oncology, Radiation Biology, Clinical Practice, Oncogenic Pathology, Quality Management, and Current Trends and Applications
> How Students Earn Credit in the Area of Study: The certification covers almost all of the credits required in the area of study. A second certification (nuclear medicine, radiography, or radiation protection) would complete the area of study.
> A total of 18 area of study credits must be from course at the 300 level or above.

Note: Courses listed in the area of study are offered as a guide. Other courses may also be considered appropriate for the program. The inclusion of similar courses must be reviewed by the evaluation team. Students must submit their program plan for review to ensure that course selection is appropriate for the degree.

BACHELOR OF SCIENCE

RESPIRATORY CARE

II. Area of Study: Respiratory Care

A. Microbiology  3
B. Cardiopulmonary Anatomy/Physiology/Pathophysiology  3
C. Pharmacology  2
D. Pulmonary Function  3
E. Pediatric Respiratory Care  2
F. Pulmonary Rehabilitation  2
G. Clinical Practice  3
H. Respiratory Therapy Techniques  9
  • Mechanical Ventilation
  • Gas, Humidity, and Aerosol Therapy
  • RT Equipment
  • Acute and Sub-Acute Care
I. Respiratory Care Electives  15
  • Biomedical Electronics
  • Electronic Instrumentation
  • CPR and Nursing Skills
  • Principles of Patient Care
  • Outpatient Care and Rehabilitation
  • Respiratory Department Management
  • Healthcare Administration
  • Healthcare Delivery
J. Capstone: Current Trends and Applications (APS-401)  3

III. Electives  15

Degree Requirements:  27

Computer Concepts (CIS-107) and above  3
Statistics  3
Intermediate Algebra  3
College Algebra or above  3
Chemistry I with Lab  4
Chemistry II with Lab  4
Anatomy and Physiology I  3
Anatomy and Physiology II  3

> Certification: NBRC RRT Registered Respiratory Therapist (copy of original certificate and current renewal card).
> Required Courses: Anatomy and Physiology I and II, Cardiopulmonary Anatomy and Physiology, Microbiology, Pulmonary Function, Pharmacology, Respiratory Techniques (three courses), Pediatric Respiratory Care, Clinical Practice, Pulmonary Rehabilitation, and Current Trends and Applications.
> How Students Earn Credit in the Area of Study: The area of study is completed by the license.
> A total of 18 area of study credits must be from course at the 300 level or above.
> All courses are offered online through Thomas Edison State University.
# BACHELOR OF SCIENCE

## TECHNICAL STUDIES

<table>
<thead>
<tr>
<th>II. Area of Study: Technical Studies</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Technical Core</td>
<td>6</td>
</tr>
<tr>
<td>• Project Management</td>
<td></td>
</tr>
<tr>
<td>• Capstone: Current Trends and</td>
<td></td>
</tr>
<tr>
<td>Applications (APS-401)</td>
<td></td>
</tr>
</tbody>
</table>

| B. Technical Discipline             | 39      |
| Technical Courses: A total of 12 area of study credits must be from 300- or 400-level courses |
| • 21 credits from a single discipline |
| • 18 credits from other applied science and technology disciplines |

| III. Electives                      | 15      |

### Degree Requirements:

<table>
<thead>
<tr>
<th></th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Concepts (CIS-107) and above</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Higher-Level Mathematics above College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Physics I with Lab OR Chemistry I with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Physics II with Lab OR Chemistry II with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

> How Students Earn Credit in the Area of Study: Students may earn credits by selected licenses, certifications, related military or industrial training, transfer credits, Thomas Edison State University courses, or prior learning assessment (PLA).

> All courses are offered online through Thomas Edison State University.

> A total of 18 area of study credits must be from course at the 300 level or above.
# Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration (BSBA) degree is composed of a curriculum that ensures college-level competence in business and the arts and sciences. The BSBA degree provides ample opportunities for prior learning to be recognized and used in meeting many, if not all, of its degree requirements.

### I. General Education Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>A. Intellectual and Practical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Written Communication</td>
</tr>
<tr>
<td></td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Quantitative Literacy</td>
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<td></td>
<td>Information Literacy</td>
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<td></td>
<td>Critical Information Literacy (SOS-110)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>B. Civic and Global Learning</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Diversity</td>
</tr>
<tr>
<td></td>
<td>Ethics</td>
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<td></td>
<td>Civic Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>C. Knowledge of Human Cultures</th>
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<table>
<thead>
<tr>
<th>Credits</th>
<th>D. Understanding the Physical and Natural World</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E. Mathematics</td>
</tr>
<tr>
<td></td>
<td>F. General Education Electives</td>
</tr>
</tbody>
</table>

### II. Professional Business Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>Financial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td></td>
<td>Business Law</td>
</tr>
<tr>
<td></td>
<td>Principles of Management</td>
</tr>
<tr>
<td></td>
<td>Computer Concepts and Applications/Introduction to Computers/CIS</td>
</tr>
<tr>
<td></td>
<td>Macroeconomics</td>
</tr>
<tr>
<td></td>
<td>Microeconomics</td>
</tr>
<tr>
<td></td>
<td>Business/Managerial Communications</td>
</tr>
<tr>
<td></td>
<td>Business Administration Capstone</td>
</tr>
</tbody>
</table>

### III. Areas of Study Requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>Area of Study</th>
</tr>
</thead>
</table>

### IV. Electives

<table>
<thead>
<tr>
<th>Credits</th>
<th>Electives</th>
</tr>
</thead>
</table>

### Degree Requirements

To attain the BSBA degree, students in most areas of study must earn 120 credits distributed as follows: 60 credits in general education, 36 credits in business, 18-24 credits in the area of study, with 12-18 credits at the 300 level or above, and 6 credits of electives. In addition, students pursuing the BSBA are required to take College Algebra and either Statistics or Quantitative Skills for Business.

### Outcomes-Based General Education

Thomas Edison State University’s institutional outcomes are closely mapped to the Liberal Education and America’s Promise Essential Learning Outcomes (LEAP Outcomes) as documented by the Association of American Colleges and Universities (www.aacu.org/leap). All Thomas Edison State University students who graduate from bachelor’s degree programs will complete 60 semester hour credits of general education, by demonstrating general education competencies and completing general education electives, taken directly from the LEAP Outcomes (www.aacu.org/leap). Some of these credits must fulfill specific category requirements and others allow students to tailor a general education experience to their own needs and interests. The categories include intellectual and practical skills with institutional outcomes in communication, information literacy, quantitative literacy and technological competency; human cultures, and the physical and natural world through study in areas including the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Knowledge of personal and social responsibility with institutional outcomes in diversity/global literacy and responsible global leadership and lifelong learning and integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies (integrated throughout general education and Capstone courses) are also included.

### Professional Business Requirements (36 credits)

The business core is composed of 12 business courses that represent the foundation courses that support the student’s chosen area of study.

### Area of Study (18-24 credits)

The area of study is the component of the degree that focuses on the specific business area in an in-depth way. A total of 12-18 area of study credits must be from courses at the 300 level or above. A maximum of 6 credits at the 100-200 level can be applied.

**Accounting/CPA area of study** - This area of study is 24 credits to allow for additional required accounting courses. There are no electives within the Accounting/CPA area of study.

### Electives

The elective category may be satisfied by almost any college credits. Academic policies should be reviewed for limitation of credits.

### Business Transfer Credits

Within the BSBA areas of study, 50 percent of the courses may be older than 10 years from the most current date of application to the University and still apply toward the area of study. The remaining area of study credits must be current, completed within 10 years of the most current date of application to the University.

### Business Administration Capstone

Within the BSBA degree, the Business Core includes a Business Administration Capstone course. The Business Administration Capstone course integrates course content across the core business subject areas and validates currency of all business core courses. The Business Administration Capstone course has a currency limitation of no more than 5 years or older in order to apply toward the Core requirement. Therefore, the Business Administration Capstone course must be completed no more than 5 years from the most current date of application to the University. If the course is older than 5 years, students are required to retake the current version of the course.
Students may earn a Bachelor of Science in Business Administration degree in one of the following areas of study:

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

ACCOUNTING

III. Area of Study
A. Required Courses
• Intermediate Accounting I
• Intermediate Accounting II

B. Additional Courses

IV. Electives

Degree Requirements:
• College Algebra (within Intellectual and Practical Skills section of General Education requirements)
• Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

How Students Earn Credit in the Area of Study: Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.

Note: Students should contact their state board of accountancy for specific details concerning CPA examination requirements.

ACCOUNTING/CPA

III. Area of Study
A. Required Courses
• Intermediate Accounting I
• Intermediate Accounting II
• Advanced Accounting I
• Advanced Accounting II
• Auditing
• Federal Income Taxation I

B. Additional Accounting Courses

Degree Requirements:
• College Algebra (within Intellectual and Practical Skills section of General Education requirements)
• Statistics or Quantitative Skills for Business (within Mathematics section of General Education requirements)
• Intermediate Accounting I and II, Advanced Accounting I and II, Federal Income Taxation, and Auditing

How Students Earn Credit in the Area of Study: Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 18 area of study credits must be from courses at the 300 level or above.

Note: Students should contact their state board of accountancy for specific details concerning CPA examination requirements.
### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

#### COMPUTER INFORMATION SYSTEMS

<table>
<thead>
<tr>
<th>Credits</th>
<th>III. Area of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Required Courses</td>
</tr>
<tr>
<td></td>
<td>• Programming Language</td>
</tr>
<tr>
<td></td>
<td>• System Analysis and Design</td>
</tr>
<tr>
<td></td>
<td>B. Additional Courses</td>
</tr>
<tr>
<td></td>
<td>IV. Electives</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

**Degree Requirements:**
- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

**How Students Earn Credit in the Area of Study:** Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.

#### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

#### ENTREPRENEURSHIP

<table>
<thead>
<tr>
<th>Credits</th>
<th>III. Area of Study</th>
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<tbody>
<tr>
<td></td>
<td>A. Required Courses</td>
</tr>
<tr>
<td></td>
<td>• Small Business Management</td>
</tr>
<tr>
<td></td>
<td>• Small Business Finance (preferred)</td>
</tr>
<tr>
<td></td>
<td>• Small Business Marketing (preferred)</td>
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<td></td>
<td>B. Additional Courses</td>
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<td>IV. Electives</td>
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<tr>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
</tr>
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</table>

**Degree Requirements:**
- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

**How Students Earn Credit in the Area of Study:** Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.

#### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

#### FINANCE

<table>
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<tr>
<th>Credits</th>
<th>III. Area of Study</th>
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<tr>
<td></td>
<td>IV. Electives</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
</tr>
</tbody>
</table>

**Degree Requirements:**
- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics (within the Mathematics section of General Education requirements)

**How Students Earn Credit in the Area of Study:** Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.

#### BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

#### GENERAL MANAGEMENT

<table>
<thead>
<tr>
<th>Credits</th>
<th>III. Area of Study</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>IV. Electives</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
</tr>
</tbody>
</table>

**Degree Requirements:**
- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

**How Students Earn Credit in the Area of Study:** Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
HEALTHCARE MANAGEMENT

III. Area of Study 18
IV. Electives 6

Degree Requirements:
- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

> How Students Earn Credit in the Area of Study: Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA), and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
INTERNATIONAL BUSINESS

III. Area of Study 18
A. Required Courses 6
- Introduction to International Business
- International Economics, International Finance, International Marketing (choose one)
B. Additional Courses 12
IV. Electives 6

Degree Requirements:
- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

> How Students Earn Credit in the Area of Study: Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
HUMAN RESOURCES/ORGANIZATIONAL MANAGEMENT

III. Area of Study 18
A. Required Courses 9
- Human Resources Management
- Organizational Behavior
- Organizational Theory OR Organizational Development and Change
B. Additional Courses 9
IV. Electives 6

Degree Requirements:
- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

> How Students Earn Credit in the Area of Study: Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
MARKETING

III. Area of Study 18
A. Required Courses 3
- Marketing Research
B. Additional Courses 15
IV. Electives 6

Degree Requirements:
- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

> How Students Earn Credit in the Area of Study: Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

OPERATIONS MANAGEMENT

III. Area of Study

A. Required Courses

- Introduction to Operations Management
- Total Quality Management
  OR Quality Assurance

B. Additional Courses

IV. Electives

Credits

18

Degree Requirements:

- College Algebra (within Intellectual and Practical Skills section of General Education requirements)
- Statistics or Quantitative Skills for Business (within the Mathematics section of General Education requirements)

> How Students Earn Credit in the Area of Study: Courses in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited colleges. Prior learning assessment (PLA) and/or examinations may also be used. A total of 12 area of study credits must be from courses at the 300 level or above.
The Bachelor of Science in Health Information Management (BSHIM) degree program is designed to provide knowledge and skills for health information professionals, including information policies, planning, budgeting, quality assurance, liaison to medical professions, statistical analysis, regulatory compliance, code diagnoses, and management. The content is based on the accreditation standards of the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) so that the graduate can pass the national registry examination as a Registered Health Information Administrator (RHIA).

The Bachelor Science in Health Information Management degree program is a joint degree program with Rutgers School of Health Professions and Thomas Edison State University. Rutgers provides Health Information Management professional credits while Thomas Edison State University provides general education and two general management courses.

For complete credit information, please visit http://shrp.rutgers.edu/dept/informatics/HIM/index.html.

The program consists of 124 total semester hour credits with at least 12 being taken at Thomas Edison State University, thus constituting a residency requirement. The 124 total credits are comprised of the following:

- 60 credits in general education;
- 64 area of study credits and elective credits in Health Information Management completed at Rutgers

Admission to Program
Prospective students must apply through Rutgers School of Health Professions, observing the application deadlines of March 1 for the fall semester and July 1 for the spring semester. Note that Dietetics is only offered once per year, with an application deadline of March 1. Applications may be obtained by calling 973-972-5454 or by emailing shrpadm@shrp.rutgers.edu.

For information contact Program Director Barbara Manger at 973-972-4356. Once students are admitted, they are assigned an academic advisor from Rutgers, who will work with them on planning their academic programs.
The Bachelor of Science in Health Sciences (BShHeS) degree is a joint degree program with the Rutgers School of Health Professions (SHRP). The degree program is designed for students who are already in the allied health field. For most students, the core and area of study credits will be earned through Rutgers courses, which will be available both in the classroom and on the internet. Those credits in general education, specialization and electives that are not complete at the time of enrollment may be completed using Thomas Edison State University’s credit-earning options, particularly Guided Study and prior learning assessment (PLA). Students are required to complete at least 12 credits from Thomas Edison State University.

The program is specifically geared toward advancing and broadening the skills of health-related professionals prepared at the associate degree/certificate levels. Health-related professionals are entering a challenging era of practice as the healthcare delivery environment continues to change and grow. The new delivery systems and challenging demographics are creating new career opportunities for individuals in the healthcare field.

For complete credit information, please visit http://shrp.rutgers.edu/dept/IDS/bshsciences/program.html.

**Admission to Program**
Prospective students must apply through Rutgers School of Health Professions, observing the application deadlines of March 1 for the fall semester and July 1 for the spring semester. Applications may be obtained from Rutgers by calling 973-972-5454 or by emailing shrpadm@shrp.rutgers.edu.

For information contact Program Director Cheryl Bellamy at 973-972-8512. Once students are admitted, they are assigned an academic advisor from Rutgers, who will work with them on planning their academic programs.
BACHELOR OF SCIENCE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

The Bachelor of Science (BS) degree in Homeland Security and Emergency Management was established to provide students with a broad view of homeland security and emergency management issues focusing on policy considerations and aligning with the five National Preparedness System mission areas of prevention, protection, mitigation, response, and recovery. Course work includes, but is not limited to, homeland security, emergency management, public safety, and business continuity issues. The program is intended for students who want to learn the fundamentals of homeland security and emergency management and prepares them for the day-to-day decision making required in the post-9/11 era.

### Credits

<table>
<thead>
<tr>
<th>I. General Education Requirements</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Intellectual and Practical Skills</td>
<td>15</td>
</tr>
<tr>
<td>• Written Communication</td>
<td>6</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>• Quantitative Literacy</td>
<td>3</td>
</tr>
<tr>
<td>• Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Critical Information Literacy (SOS-110)</td>
<td></td>
</tr>
<tr>
<td>B. Civic and Global Learning</td>
<td>9</td>
</tr>
<tr>
<td>• Diversity</td>
<td>3</td>
</tr>
<tr>
<td>• Ethics</td>
<td>3</td>
</tr>
<tr>
<td>• Civic Engagement</td>
<td>3</td>
</tr>
<tr>
<td>C. Knowledge of Human Cultures</td>
<td>9</td>
</tr>
<tr>
<td>D. Understanding the Physical and Natural World</td>
<td>6</td>
</tr>
<tr>
<td>E. Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>F. General Education Electives</td>
<td>18</td>
</tr>
</tbody>
</table>

| II. Core Area of Study Courses | 33 |
| A. 18 credits of required courses including: | 18 |
| • Terrorism (SOS-440) | 3 |
| • Counterterrorism: Constitutional and Legislative Issues (HLS-410) | 3 |
| • Homeland Security: Preparedness, Prevention, and Deterrence (HLS-420) | 3 |
| • Protecting the Homeland, Response and Recovery (HLS-429) | 3 |
| • Research Methods in the Social Sciences (SOS-492) | 3 |
| • Capstone in Homeland Security and Emergency Preparedness (HLS-498) | 3 |

| III. Electives | 27 |
| Total | 120 credits |

### Degree Requirements

- Critical Thinking for Homeland Security (HLS-355) 3
- Cultural Diversity in the US (SOC-322) 3

> How Students Earn Credit in the Area of Study: All credits in this area of study may be completed with Thomas Edison State University courses and/or courses from other regionally accredited institutions. Prior learning assessment (PLA) and/or examinations may also be used.

> A total of 18 area of study credits must be from courses at the 300 level or above.
BACHELOR OF SCIENCE IN HUMAN SERVICES

The Bachelor of Science in Human Services (BSHS) degree is designed for adults who work in select positions in human services areas preparing them for professional advancement or graduate studies. Students develop a professional track that matches their career experiences. To be admitted to the program and to complete the Capstone course, students must have current work or volunteer experience in their professional track.

I. General Education Requirements

A. Intellectual and Practical Skills
   • Written Communication 6
   • Oral Communication 3
   • Quantitative Literacy 3
   • Information Literacy 3
   - Critical Information Literacy (SOS-110)

B. Civic and Global Learning
   • Diversity
     - Cultural Diversity in the United States (SOC-322) 3
   • Ethics 3
   • Civic Engagement 3

C. Knowledge of Human Cultures
   - Introduction to Psychology (PSY-101)
   - Introduction to Sociology (SOC-101)

D. Understanding the Physical and Natural World
   - 6

E. Mathematics
   - 3

F. General Education Electives
   - 18

II. Area of Study in Human Services

A. Core Requirements
   - Theoretical Foundation* 9
   - Intervention* 6
     - e.g., PSY-331 Intro to Counseling
   - Client Populations* 6
     - e.g., PSY-350 Abnormal Psychology
   - Management 6
     - e.g., MAN-210 Prin. of Management
   - Research Methods (SOS-492) 3

B. Professional Track (18 credits at the 300-400 level in one area of study)
   - 18

C. Capstone Course
   - 6

III. Electives
   - 6

Total Credits
   - 120 credits

Degree Requirements

Introduction to Sociology (SOC-101) 3
Introduction to Psychology (PSY-101) 3
Cultural Diversity in the United States (SOC-322) 3

Learning Outcomes Objectives - Graduates will be able to:

> interpret and critically analyze the research in the professional track;
> apply theory to professional practice;
> apply knowledge of the specific skills, techniques, and agencies necessary to serve client populations;
> apply knowledge of cultural diversity as it relates to the field of human services; and
> apply theories of management as it relates to human services.

Required Courses

Nine credits in Theoretical Foundation*, 6 credits in Intervention*, 6 credits in Client Populations*, 3 credits in research, 6 credits in management, 18 credits in professional track at the 300-400 level in one area of study such as administration of justice, child development services, community services, emergency disaster services, gerontology, health services, legal services, fitness and wellness or social services, and a 6-credit Capstone course.

> How Students Earn Credits in the Area of Study: Some courses in the area of study may be completed with Thomas Edison State University and/or courses from other colleges, prior learning assessment (PLA) and/or examinations may also be used.

> A total of 18 area of study credits must be from courses at the 300 level or above.

*Theoretical Foundation courses include those pertaining to theory, knowledge, and skills of the human services profession. Intervention courses include those which emphasize theory and knowledge bases for interventions and criteria for selection of appropriate interventions. Client Population courses include those that emphasize the range of populations served and needs addressed by human services professionals.
The Bachelor of Science in Medical Imaging Sciences (BSMIS) degree is a joint degree program with the Rutgers School of Health Professions (SHRP). The degree program is designed for students who are already in the allied health field. For most students, the core and area of study credits will be earned through Rutgers courses, which will be available both in the classroom and on the internet. Those credits in general education, specialization and electives that are not complete at the time of enrollment may be completed using Thomas Edison State University’s credit earning options, particularly Guided Study or prior learning assessment (PLA). Students are required to complete at least 12 credits from Thomas Edison State University.

The program is specifically geared toward advancing and broadening the skills of health-related professionals prepared at the associate degree/certificate levels. Health-related professionals are entering a challenging era of practice as the healthcare delivery environment continues to change and grow. The new delivery systems and challenging demographics are creating new career opportunities for individuals in the healthcare field.

For complete credit information, please visit:
shp.rutgers.edu/dept/med_imaging/index.html.

Admission to Program
Prospective students must apply through Rutgers School of Health Professions, observing the application deadlines of March 1 for the fall semester and July 1 for the spring semester. Applications may be obtained from Rutgers by calling (973) 972-5454 or by emailing shrpadm@shp.rutgers.edu. For information contact Program Director Gurth Nanni at (908) 889-2521. Once students are admitted, they are assigned an academic advisor from Rutgers, who will work with them on planning their academic programs.
The Bachelor of Science in Nursing (BSN) degree program for RNs is designed for registered nurses who want a quality education with the convenience and flexibility that an online program can offer. Policies are in place that allow for maximum credit transfer, multiple methods of credit earning, and degree completion. The upper-division nursing requirements, which include four graduate courses (12 credits), are offered through online courses, include asynchronous online-mentored group discussions that provide the opportunity for RNs to share and learn from their varied experiences in healthcare settings throughout the country. The program's unique format enables students to take up to 12 credits toward the Master of Science in Nursing (MSN) degree as they pursue their BSN degree.\(^\ast\) On completion of the BSN degree program, graduates are prepared to practice as nurse managers and leaders, as providers of care, and for continued study.

The BSN/MSN option (BSN and MSN) is designed for RNs who want to conserve time and money by pursuing both the Bachelor of Science in Nursing and the Master of Science in Nursing degree programs. The student in the BSN/MSN option will continue on to complete the MSN degree without the need for an additional application. The BSN degree will be awarded on completion of all degree requirements to RNs pursuing the BSN/MSN option as well as those completing the BSN degree only.

The 12-month Accelerated 2nd Degree BSN Program is designed for a limited number of adult learners with a non-nursing bachelor’s degree who want to become registered nurses (RNs). On program completion, the graduates are prepared to take the National Council of Licensure Exam for Registered Nurses (NCLEX-RN\(^*\)). Admissions requirements and policies for the Accelerated 2nd Degree BSN Program, which differ from those for the BSN degree for RNs, are found on the University website at www.tesu.edu/nursing/programs/2nd-degree-bsn and in separate program materials.

\(^*\)Only 9 credits will transfer into the MSN Nurse Educator area of specialty.

### I. General Education Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<tbody>
<tr>
<td>I. General Education Requirements</td>
<td>48</td>
</tr>
<tr>
<td>A. Intellectual and Practical Skills</td>
<td>15</td>
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<tr>
<td>• Written Communication</td>
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<td>F. General Education Electives</td>
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### II. Professional Nursing Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
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<td>II. Professional Nursing Requirements</td>
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<td>B. Upper Division (TESU)</td>
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<tr>
<td>• Advancing Nursing Practice (NUR-342)</td>
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<tr>
<td>• Research in Nursing (NUR-418)</td>
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<tr>
<td>• Leadership and Management in Nursing (NUR-428)</td>
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</tr>
<tr>
<td>• Advanced Health Assessment (NUR-516)</td>
<td>3 GR</td>
</tr>
<tr>
<td>• Health Policy (NUR-529)</td>
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<tr>
<td>Nursing Informatics:</td>
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<tr>
<td>• Concepts and Issues (NUR-531)</td>
<td>3 GR</td>
</tr>
<tr>
<td>• Financial Management in Nursing Practice (NUR-582)</td>
<td>3 GR</td>
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<tr>
<td>• Public Health Nursing (NUR-443)</td>
<td>4</td>
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<tr>
<td>• Validating Nursing Competence (NUR-445)</td>
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### III. Electives

<table>
<thead>
<tr>
<th>Category</th>
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</tr>
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<tbody>
<tr>
<td>III. Electives</td>
<td>24</td>
</tr>
<tr>
<td>(may be fulfilled from lower-division prior learning)</td>
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</tr>
</tbody>
</table>

Total 120 credits

GR - Graduate-Level Courses

Note: Course descriptions, advisories, and prerequisites for the upper-division nursing requirements can be found in this publication and on the University website at www.tesu.edu. It is the student's responsibility to satisfy all advisories and prerequisites prior to course registration.
General Education Requirements

While there are few subjects specified in general education requirements for the BSN degree for RNs, it is expected that all students will choose those subjects with content supportive to the discipline of nursing and subjects that prepare them for continued study upon graduation, in addition to those subjects of personal interest.

Subjects required of all BSN degree students are English composition, mathematics, anatomy and physiology, statistics, ethics, and microbiology. The anatomy and physiology, and microbiology requirements for RNs are generally satisfied by course work completed in the associate or diploma nursing program.

In general, associate degree and RN diploma nursing graduates will have completed approximately 30 credits of general education upon completion of their basic nursing program.

Course advisories or prerequisites are stated where previous knowledge of a subject or completion of other course work is considered essential to success in course completion, or where specific documentation of eligibility for a course is required. It is important to make an appointment with a nursing advisor to develop a plan of study in order to complete all general education and nursing requirements.

Suggested courses to fulfill general education and elective requirements that would enhance the student’s education include: Women’s Health (HEA-305); Men’s Health (HEA-306); The Science of Nutrition (BIO-208); Drugs and Society (SOS-304); The Management of Stress and Tension (SOS-320); Elements of Intercultural Communications (COM-335); Introduction to World Religions (REL-405); Professional Writing from Idea to Publication (NUR-614); and selected ethics and language courses.

Statistics is required prior to enrollment in Research in Nursing (NUR-418) and Evidence-Based Nursing Practice (NUR-530) in the MSN program.

It is important to check with a nursing advisor prior to registering for any general education courses to be sure that selected courses meet specific general education requirements.

Professional Nursing Component

Lower-Division Nursing

The 20-credit lower-division nursing requirement will be satisfied by transfer credit from an associate degree nursing program or by award of credit for diploma nursing program course work.

Upper-Division Nursing

The 28-credit upper-division nursing requirement may be completed entirely by online courses offered by the W. Cary Edwards School of Nursing. Four graduate courses, NUR-529 Health Policy; NUR-531 Nursing Informatics: Concepts and Issues; NUR-516 Advanced Health Assessment; and NUR-582 Financial Management in Nursing Practice will be completed by all BSN degree students as part of upper-division nursing requirements without additional charge. These 12 graduate credits may apply to MSN degree requirements at Thomas Edison State University.* All information related to the nursing courses offered by the W. Cary Edwards School of Nursing may be found in this publication and on the University website at www.tesu.edu. 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 the permission of the Dean of the W. Cary Edwards School of Nursing.

Suggested Scheduling of Upper-Division Nursing Requirements

Students may schedule upper-division nursing requirement courses in any order as long as prerequisites are satisfied prior to course registration. Public Health Nursing (NUR-443) and Validating Nursing Competence (NUR-445) are taken at the end of the BSN program. See course descriptions for prerequisites.

Electives

Twenty-four credits of course work or examinations that do not duplicate other credits may be used, with a maximum of 8 credits from physical education activity courses. Credits from lower-division prior learning may fulfill this requirement.

*Only 9 credits will transfer into the MSN Nurse Educator area of specialty.
# Bachelor of Science in Organizational Leadership

The Bachelor of Science in Organizational Leadership (BSOL) degree is composed of a curriculum that ensures college-level competence in business and the arts and sciences. The BSOL degree provides ample opportunities for prior learning to be recognized and used in meeting many, if not all, of its degree requirements. Thomas Edison State University offers the BSOL degree with an emphasis in leadership foundation and advanced leadership areas of specialization.

## Degree Requirements
To attain the BSOL degree, the student must earn 120 credits distributed as follows:

### General Education Requirements (60 credits)
- **A. Intellectual and Practical Skills**
  - Written Communication: 6 credits
  - Oral Communication: 3 credits
  - Quantitative Literacy: 3 credits
  - Information Literacy: 3 credits
  - Critical Information Literacy (SOS-110): 3 credits

### Civic and Global Learning (9 credits)
- Diversity: 3 credits
- Ethics: 3 credits
- Civic Engagement: 3 credits

### Knowledge of Human Cultures (9 credits)

### Understanding the Physical and Natural World (4-7 credits)

### Mathematics (3 credits)

### General Education Electives (17-20 credits)

## Leadership Foundations (12 credits)
- **A. Organizational Behavior**
- **B. Foundations of Leadership**
- **C. Leading Organizational Change**
- **D. Leadership Communication**

## Advanced Leadership: Areas of Specialization (24 credits)
- **A. Required Courses (select 12 credits)**
  - Change Management
  - Project Management
  - Advanced Organizational Management
  - Leadership in a Global Environment
  - Nonprofit Leadership
  - Principles of Management
  - Leaders in History

### Additional advanced leadership and management electives (9 credits)

### Leadership Practicum (LDR-435) (3 credits)

## Supportive Leadership Courses (12 credits)
- **Economics**
- **Business/Managerial Communications**
- **Organizational Theory**
- **Computer Concepts**

## Business Electives (6 credits)

## Electives (6 credits)

### Total Credits

### Outcomes - Based General Education
Thomas Edison State University's institutional outcomes are closely mapped to the Liberal Education and America's Promise Essential Learning Outcomes (LEAP Outcomes) as documented by the Association of American Colleges and Universities (www.aacu.org/leap).

All Thomas Edison State University students who graduate from bachelor's degree programs will complete 60 semester hour credits of general education, by demonstrating general education competencies and completing general education electives, taken directly from the LEAP Outcomes (www.aacu.org/leap). Some of these credits must fulfill specific category requirements and others allow students to tailor a general education experience to their own needs and interests. The categories include intellectual and practical skills with institutional outcomes in communication, information literacy, quantitative literacy, and technological competency; human cultures and the physical and natural world through study in areas including the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Knowledge of personal and social responsibility with institutional outcomes in diversity/global literacy and responsible global leadership and lifelong learning and integrative and applied learning, including synthesis and advanced accomplishment across general and specialized studies (integrated throughout general education and Capstone courses) are also included.
The Bachelor of Science in Professional Studies (BSPS) degree is a 120-credit program that enables students to maximize transfer credits completed at regionally accredited institutions and complete a bachelor’s degree without sacrificing any professional and personal obligations. Students benefit from a concentration in interdisciplinary knowledge that is designed to make them successful within any vocation. In addition to taking online courses, students can earn credit for what they already know through prior learning assessment (PLA).

The program offers both required and elective courses to satisfy students’ individual learning interests. Course work provides a solid grounding in relevant academic theory, applied practice, and policymaking. Students complete course work in a prescribed order culminating with a Capstone project. The program is attractive to professionals who possess a two-year degree and those looking for a business or management program where transfer credits can be applied.

### I. General Education Requirements

**A. Intellectual and Practical Skills**
- Written Communication 6
- Oral Communication 3
- Quantitative Literacy 3
- Information Literacy 3
- Critical Information Literacy (SOS-110) 3

**B. Civic and Global Learning**
- Diversity 3
- Ethics 3
- Civic Engagement 3

**C. Knowledge of Human Cultures**
- 9

**D. Understanding the Physical and Natural World**
- 8-10

**E. Mathematics**
- 3

**F. General Education Electives**
- 14-16

*Applied Liberal Arts Mathematics (MAT-105) and above

### II. Professional Studies Courses**

A minimum of 15 credits must be taken at the 300/400 level

Some courses listed as applicable professional studies courses may also be applicable toward general education or other degree requirements. If a course is used toward another degree requirement, it WILL NOT apply toward this area.

**A. Select 10 courses from the following areas:**

**Leadership**
- Foundations of Leadership (LDR-305)
- Leadership Communication (MAN-376)
- Leading Organizational Change (LDR-345)
- Ethics and the Business Professional (PHI-384)
- Industrial Psychology (PSY-363)

**Supervision**
- Principles of Sales (MAR-310)
- Introduction to Marketing (MAR-201)
- Negotiations and Conflict Management (NEG-401)
- Cultural Diversity in the United States (SOC-322)
- Customer Service a Practical Approach (APS-302)

**Communication**
- Interpersonal Communication (COM-330)
- Elements of Intercultural Communication (COM-335)
- Leadership Communication (MAN-376)
- Managerial Communications (MAN-373)
- Creating and Implementing Electronic Enterprise (MAR-306)

**Organizational**
- Leadership in a Global Environment (LDR-422)
- International Management (MAN-372)
- Marketing with Digital and Social Media (MAR-441)
- Organizational Theory (PSY-360)
- Change Management (MAN-415)

### III. Undergraduate Certificate

**A. Select one:**
- Human Resources Management
- Marketing
- Organizational Leadership
- Finance
- General Management

### IV. Professional Studies Capstone
- 3

### V. Electives
- 9

Total 120 credits

**This list of career courses is offered as a guide. Other subjects may also be considered appropriate for the Specialized Career Track. Please consult the Office of Academic Advising to inquire about additional subject areas.**
Bachelor’s to Master’s Program

Thomas Edison State University’s Bachelor’s to Master’s Program enables undergraduate students to earn up to 12 graduate-level credits that they can apply to both their bachelor’s and master’s degree programs at the undergraduate tuition rate.

The program offers students an accelerated and cost-effective degree completion path while they expand their confidence and familiarity with graduate-level course work. With 12 workforce-responsive master’s degree program options — including the Master of Arts in Liberal Studies (MALS), Master of Business Administration (MBA), Master of Public Service Leadership (MPSL), Master of Science in Cybersecurity (MSC), and Master of Science in Information Technology (MSIT) program tracks — students will have multiple Bachelor’s to Master’s Program pathways from which to choose. The program pathways can be viewed on our website at https://www.tesu.edu/academics/bachelors-to-masters-program.

Students’ ability to take advantage of the Bachelor’s to Master’s program depends on the courses they have already completed and those that can still be applied to their degree program. It is recommended that students have room in their undergraduate degree for the graduate courses aligned with the program and make an appointment to discuss eligibility with an academic advisor.

It is understood that applicants to the Bachelor to Master’s Program will have not yet completed their bachelor’s degree.

Thomas Edison State University undergraduate and prospective students may apply for conditional admission to the Thomas Edison State University graduate program of their choice if they meet the following criteria:

• they have earned at least 60 undergraduate credits toward a bachelor’s degree at the University;
• they have a minimum grade point average (GPA) of 3.0; and
• they have at least three years of professional experience.

Applicants who meet the above requirements and are interested in the Bachelor’s to Master’s Program will complete the dedicated BTM Application. Additionally, applicants to the Bachelor’s to Master’s Program are subject to the admission requirements of the Bachelor’s to Master’s Program, which includes the admission requirements of the University’s graduate programs, and includes submitting supplemental documentation along with their application.

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 12 graduate credits (four courses) to meet requirements for both the bachelor’s and master’s degrees. These students will pay undergraduate tuition for the 12 graduate credits (four courses) and must maintain their active undergraduate enrollment status. Note: there are recommended courses in each graduate program in which undergraduate students may enroll. Students should check with an advisor for those courses.

Students who do not achieve a 3.0 GPA in their graduate course work will not be permitted to take additional courses. Students who do not complete the 12 credits successfully will have to reapply for admission to graduate study.

Students who maintain a 3.0 in their bachelor’s degree will be admitted to their master’s program upon certification of the degree.

Students who do not maintain a 3.0 grade point average at certification will be invited to submit a personal statement and resume for the consideration of the admissions committee.

UNDERGRADUATE CERTIFICATES

Undergraduate certificates are 18-credit programs that provide students with a solid foundation in a chosen area of study, or major, and are designed to transfer into a degree program at Thomas Edison State University.

Note: Application of certificate credits to a degree program is subject to the degree program’s specific requirements.

Students may select from the following undergraduate certificate programs:

> Undergraduate Certificate in Accounting
> Undergraduate Certificate in Communications
> Undergraduate Certificate in Computer Information Systems
> Undergraduate Certificate in Computer Science
> Undergraduate Certificate in Criminal Justice
> Undergraduate Certificate in Cybersecurity*
> Undergraduate Certificate in Diversity†
> Undergraduate Certificate in Electronics
> Undergraduate Certificate in Finance
> Undergraduate Certificate in First Year Foundationso
> Undergraduate Certificate in Healthcare Management
> Undergraduate Certificate in Health and Wellness
> Undergraduate Certificate in Gas Distribution
> Undergraduate Certificate in General Management
> Undergraduate Certificate in Human Resources Management
> Undergraduate Certificate in Labor Studies
> Undergraduate Certificate in Marketing
> Undergraduate Certificate in Operations Management
> Undergraduate Certificate in Organizational Leadership
> Undergraduate Certificate in Polysomnography*
> Undergraduate Certificate in Psychology

*15-credit program; †12-credit program; ‡30-credit program; •16-credit program

Note: For nondegree enrolled students, at least 50 percent of the credits required for an undergraduate or a graduate certificate must be earned at Thomas Edison State University. Application of any transferred credits is at the discretion of the dean.
Undergraduate certificates are 18-credit programs, unless otherwise noted, that provide students with a solid foundation in a chosen area of study or major, and are designed to transfer into a degree program at Thomas Edison State University. For nondegree enrolled students, at least 50 percent of the credits required for an undergraduate or a graduate certificate must be earned at Thomas Edison State University. Application of any transferred credits is at the discretion of the dean. Note: Application of certificate credits to a degree program is subject to the degree programs specific requirements. Students may select from the following undergraduate certificate programs:

### Undergraduate Certificate in Accounting*
- Principles of Financial Accounting 3
- Principles of Managerial Accounting 3
- Intermediate Accounting I 3
- Intermediate Accounting II 3

Students select 6 credits from the following:
- Advanced Financial Accounting 3
- Tax Accounting/Federal Income Taxation 3
- Cost Accounting 3

**TOTAL 18 CREDITS**

### Undergraduate Certificate in Computer Information Systems*
- System Analysis and Design 3
- Programming Language 3
- Computer Concepts and Applications 3

Students select 9 credits from the following:
- Additional Programming Language 3
- Database Management 3
- Management Information Systems 3
- Software Engineering 3

**TOTAL 18 CREDITS**

### Undergraduate Certificate in Computer Science
- Computer Programming Language 3
- Computer Architecture 3
- Data Structures 3

Students select 9 credits from the following:
- Artificial Intelligence 3
- Assembly Language Programming 3
- Computer Programming Languages 3
- Database Design 3
- Numerical Analysis 3
- Operating Systems 3
- Simulation 3

**TOTAL 18 CREDITS**

### Undergraduate Certificate in Communications
- Introduction to Mass Communications I 3
- Introduction to Mass Communications II 3
- Communication in the Digital Age 3
- Interpersonal Communication 3
- Elements of Intercultural Communication 3
- The Story of Human Language OR
  - Managerial Communication OR
  - Leadership Communication 3

**TOTAL 18 CREDITS**

### Undergraduate Certificate in Criminal Justice
- Introduction to Criminal Justice 3
- Forensic Science 3
- Criminology 3
- Victimology and Criminal Behavior 3
- Criminal Law 3
- White-Collar Crime OR
  - American Juvenile Justice System OR
  - Public Policy, Crime, and Criminal Justice 3

**TOTAL 18 CREDITS**

### Undergraduate Certificate in Cybersecurity
- Introduction to Cybersecurity 3
- Defensive Security 3
- Digital Forensics Techniques and Practices 3
- Critical Infrastructure Security 3
- Cybersecurity Policies, Programs, and Compliance 3

**TOTAL 15 CREDITS**

### Undergraduate Certificate in Diversity
- American Cinema 3
- African Encounters 3
- Cultural Diversity in the United States 3
- Story of Human Language 3

**TOTAL 12 CREDITS**
Undergraduate Certificate in Electronics
AC/DC Circuits 3
Basic Electronics 3
Digital Electronics 3

Students select 9 credits from the following:
- Automatic Control Systems 3
- Electromagnetic Devices and Machines 3
- Industrial Electronics 3
- Microprocessors 3
- Robotics and Automation 3
- Solid State Theory-Analog Electronics 3

TOTAL 18 CREDITS

Undergraduate Certificate in Finance*
Principles of Finance 3
International Economics 3
Financial Institutions and Markets 3
Security Analysis and Portfolio Management 3

Students select 6 credits from the following:
- Small Business Finance 3
- International Economics 3
- Risk Management 3

TOTAL 18 CREDITS

Undergraduate Certificate in First Year Foundations
English Composition I 3
English Composition II 3
World History since 1600 3
Critical Information Literacy OR
- Learning in the Digital Age 3
- Introduction to Psychology 3
- Microeconomics or Macroeconomics 3
- Critical Reasoning 3
- Introductory Biology OR
- Survey of Chemistry 3
- Public Speaking 3
- Introduction to Computers 3

TOTAL 30 CREDITS

Note: All of the courses in the Undergraduate Certificate in First Year Foundations are available in open educational resource format.

Undergraduate Certificate in Health and Wellness
The Science of Nutrition 3
Women’s Health 3
Men’s Health 3
Biomechanics of Exercise OR
- Kinesiology 3
- Biological Aspects of Aging 3
- Individual Assessment Fitness and Wellness OR
- Principles and Programs for Fitness and Wellness Services 3

TOTAL 18 CREDITS

Undergraduate Certificate in Gas Distribution
Gas Combustion 3
Gas Distribution 3
Regulatory Policies and Procedures 3
Applied Economic Analysis 3
Principles of Management 3
Occupational Health and Safety 3

TOTAL 18 CREDITS

Note: Learners without energy utility experience are suggested to complete EUT-201: Energy Utility Industry prior to starting the certificate for industry background.

Undergraduate Certificate in General Management*
Principles of Management 3
Change Management 3
Negotiations and Conflict Management 3
Organizational Theory 3
Industrial Psychology 3
Managerial Communications 3

TOTAL 18 CREDITS

Undergraduate Certificate in Healthcare Management*
Principles of Healthcare Management 3
Healthcare Legal and Ethical Considerations 3
Human Resource Management for Healthcare Systems 3
Comparative Healthcare Systems 3
Healthcare Quality and Outcomes 3
Financing and Economics of Healthcare Delivery 3

TOTAL 18 CREDITS
Undergraduate Certificate in Human Resources Management*
Human Resources Management 3
Change Management 3
Organizational Behavior 3
Advanced Organizational Management 3
Organizational Theory 3
Industrial Psychology 3
TOTAL 18 CREDITS

Undergraduate Certificate in Labor Studies
History of Labor Movement 3
Principles of Management 3
Human Resources Management 3
Students select 9 credits from the following:
› Civil Rights and Labor 3
› Contemporary Labor Issues 3
› Labor Law 3
› Minorities in the Labor Force 3
› Trade Union Structure and Administration 3
› Women in the Labor Force 3
TOTAL 18 CREDITS

Undergraduate Certificate in Marketing*
Introduction to Marketing 3
Marketing Research 3
Students select 12 credits from the following:
› Advertising 3
› New Product Development and Marketing 3
› Marketing with Digital and Social Media 3
› Applied Marketing 3
› Sales Management 3
› Principles of Sales 3
› Marketing Communications 3
TOTAL 18 CREDITS

Undergraduate Certificate in Operations Management*
Operations Management 3
Principles of Management 3
Management Information Systems 3
Students select 9 credits from the following:
› Statistics 3
› Total Quality Management 3
› Logistics 3
› Supply Chain Management 3
› Introduction to Business 3
› Computer Concepts and Applications 3
TOTAL 18 CREDITS

Undergraduate Certificate in Organizational Leadership*
Principles of Management 3
Foundations of Leadership 3
Organizational Behavior 3
Leading Organizational Change 3
Leadership Communication 3
Students select one 3-credit elective from the following:
› Change Management 3
› Leaders in History 3
› Nonprofit Leadership 3
› Leadership in the Global Environment 3
› Advanced Organizational Management 3
› Project Management 3
TOTAL 18 CREDITS

Undergraduate Certificate in Polysomnography
Theoretical Fundamentals of Polysomnography 3
Clinical Fundamentals of Polysomnography 6
Polysomnography Instrumentation Theory 3
Therapeutic Interventions and Clinical Patient Management 3
Medical Terminology 1
TOTAL 16 CREDITS

Note: Before beginning either clinical course, PSG-200: Clinical Fundamentals of Polysomnography or PSG-105: Therapeutic Interventions and Clinical Patient Management, the student must have passed a drug screen, a criminal background check, and a required health screen.

Undergraduate Certificate in Psychology
Developmental Psychology 3
Abnormal Psychology 3
Social Psychology 3
History and Systems of Psychology 3
Students select 6 credits from the following:
› Psychology of Personality 3
› Organizational Theory 3
› Industrial Psychology 3
TOTAL 18 CREDITS

*For certificates in business subject areas, up to 9 credits (50 percent) of the 18-credit certificate may be older than seven years from the most current date of application to the University. Any older credits applicable to the certificate area of study have to undergo a currency review.
NONCREDIT PROGRAMS

Thomas Edison State University offers professional noncredit certificate programs designed to help students prepare for career changes and professional advancement.

HEAVIN SCHOOL OF ARTS, SCIENCES, AND TECHNOLOGY

Radiation Safety: Radiation Safety Officer
Thomas Edison State University has partnered with the prominent radiation protection firm Dade Moeller to develop Radiation Safety Officer (RSO-100-PS), an online, noncredit course designed to train students to lead businesses and industries in maintaining a safe working environment in facilities licensed or registered to possess radioactive materials and/or radiation producing machines. The course is for students seeking qualification as a Radiation Safety Officer with the ability to meet the requirements of the U.S. Nuclear Regulatory Commission, Agreement States, and the U.S. Department of Transportation. The course provides the fundamentals of regulatory requirements, policies, and implementation practices for working with and supervising those who work with radioactive materials and radiation producing machines.
**WHAT YOU CAN STUDY**

From accounting and sociology to criminal justice and nursing, students can concentrate in more than 100 areas of study to complete their degrees. In addition, students can earn undergraduate and graduate certificates. The following alphabetical list tells students:

> The area of study they can choose
> The type of degree or certificate they can earn

**A**

**ACCOUNTING**
› Bachelor of Science in Business Administration
› Master of Business Administration
› Master of Science in Management
› Undergraduate Certificate

**ACCOUNTING/CPA**
› Bachelor of Science in Business Administration
› Master of Science in Accounting
› Master of Science in Management

**ADMINISTRATIVE STUDIES**
› Associate in Applied Science

**ALLIED DENTAL EDUCATION**
› Bachelor of Science in Health Sciences

**AIR TRAFFIC CONTROL**
› Associate in Science
› Bachelor of Science

**ANTHROPOLGY**
› Bachelor of Arts

**APPLIED COMPUTER STUDIES**
› Associate in Applied Science

**APPLIED ELECTRONIC STUDIES**
› Associate in Applied Science

**APPLIED HEALTH STUDIES**
› Associate in Applied Science

**ART**
› Bachelor of Arts

**AVIATION FLIGHT TECHNOLOGY**
› Associate in Science
› Bachelor of Science

**AVIATION MAINTENANCE TECHNOLOGY**
› Associate in Science
› Bachelor of Science

**AVIATION MANAGEMENT**
› Bachelor of Science

**AVIATION SUPPORT**
› Associate in Applied Science

*Programs require professional license and/or certification.

**B**

**BIOLOGY**
› Associate in Science in Natural Sciences and Mathematics
› Bachelor of Arts

**BIOMEDICAL ELECTRONICS**
› Associate in Science
› Bachelor of Science

**BUSINESS ADMINISTRATION**
› Associate in Science in Business Administration
› Bachelor of Science in Business Administration
› Master of Business Administration
› Doctor of Business Administration (DBA)

**C**

**CLINICAL LABORATORY SCIENCE**
› Associate in Science
› Bachelor of Science

**CLINICAL TRIALS MANAGEMENT**
› Master of Science
› Graduate Certificate

**COMMUNICATIONS**
› Bachelor of Arts
› Master of Arts in Liberal Studies
› Graduate Certificate

**COMMUNITY AND ECONOMIC DEVELOPMENT**
› Master of Science in Management
› Master of Public Service Leadership

**COMPUTER INFORMATION SYSTEMS**
› Bachelor of Science in Business Administration
› Undergraduate Certificate

**COMPUTER AND INFORMATION TECHNOLOGY**
› Associate in Science

**COMPUTER SCIENCE**
› Master of Science in Natural Sciences and Mathematics
› Bachelor of Arts
› Undergraduate Certificate

**CONSTRUCTION**
› Bachelor of Science

**CONSTRUCTION AND FACILITIES SUPPORT**
› Associate in Applied Science

**COUNTERTERRORISM**
› Master of Science in Homeland Security
› Graduate Certificate

**CRIMINAL JUSTICE**
› Associate in Applied Science
› Bachelor of Arts
› Undergraduate Certificate

**CYBERSECURITY**
› Bachelor of Science
› Master of Science
› Master of Science in Information Technology
› Master of Science in Homeland Security
› Graduate Certificate
› Undergraduate Certificate

**D**

**DATA ANALYTICS**
› Bachelor of Science
› Master of Business Administration
› Graduate Certificate

**DATA SCIENCE**
› Bachelor of Science
› Master of Science
DENTAL HYGIENE*
  > Bachelor of Science

DIVERSITY
  > Undergraduate Certificate

*Program requires professional license and/or certification.

EDUCATIONAL LEADERSHIP
  > Master of Arts in Educational Leadership
  > Graduate Certificate

ELECTRICAL TECHNOLOGY
  > Associate in Science
  > Bachelor of Science

ELECTRICAL/MECHANICAL SYSTEMS AND MAINTENANCE
  > Associate in Applied Science

ELECTRONICS ENGINEERING TECHNOLOGY
  > Associate in Science

ELECTRONICS SYSTEMS ENGINEERING TECHNOLOGY
  > Bachelor of Science

ELECTRONICS
  > Undergraduate Certificate

EMERGENCY MANAGEMENT
  > Bachelor of Science
  > Master of Science in Homeland Security
  > Graduate Certificate

ENERGY SYSTEMS TECHNOLOGY
  > Bachelor of Science

ENGLISH
  > Bachelor of Arts

ENTREPRENEURSHIP
  > Bachelor of Science in Business Administration

ENVIRONMENTAL POLICY/ENVIRONMENTAL JUSTICE
  > Master of Science in Management
  > Master of Public Service Leadership

ENVIRONMENTAL, SAFETY, AND SECURITY TECHNOLOGIES
  > Associate in Applied Science

ENVIRONMENTAL STUDIES
  > Bachelor of Arts

FINANCE
  > Bachelor of Science in Business Administration
  > Master of Business Administration
  > Undergraduate Certificate
  > Graduate Certificate in International Business Finance

FIRST YEAR FOUNDATIONS
  > Undergraduate Certificate

FOREIGN LANGUAGE
  > Bachelor of Arts

FUNDRAISING AND DEVELOPMENT
  > Graduate Certificate

GAS DISTRIBUTION
  > Undergraduate Certificate

GENERAL MANAGEMENT
  > Bachelor of Science in Business Administration
  > Master of Science in Management
  > Undergraduate Certificate

GENERAL STUDIES
  > Associate in Arts

HEALTH ADVOCACY
  > Bachelor of Science in Health Sciences

HEALTH INFORMATION MANAGEMENT
  > Bachelor of Science in Health Information Management

HEALTH SERVICES MANAGEMENT AND EDUCATION
  > Bachelor of Science in Health Sciences

HEALTH SERVICES TECHNOLOGY
  > Bachelor of Science

HEALTH AND WELLNESS
  > Undergraduate Certificate

HEALTHCARE MANAGEMENT
  > Bachelor of Science in Business Administration
  > Master of Business Administration

HISTORY
  > Bachelor of Arts

HOMELAND SECURITY
  > Bachelor of Science
  > Master of Science in Homeland Security
  > Master of Science in Management
  > Graduate Certificate

HOSPITALITY MANAGEMENT
  > Graduate Certificate

HUMAN RESOURCES MANAGEMENT/ORGANIZATIONAL MANAGEMENT
  > Graduate Certificate

HUMAN RESOURCES MANAGEMENT
  > Master of Science in Human Resources Management
  > Master of Business Administration
  > Undergraduate Certificate
  > Graduate Certificate

HUMAN SERVICES
  > Associate in Arts in Human Services
  > Bachelor of Science in Human Services

IMAGING SCIENCES (advanced)*
  > Bachelor of Science in Health Sciences

INFORMATION TECHNOLOGY
  > Associate in Science
  > Bachelor of Science
  > Master of Science in Information Technology
  > Master of Science
  > Master of Science in Management (Information and Technology for Public Service)
  > Master of Public Service Leadership (Information and Technology for Public Service)
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<thead>
<tr>
<th>Program</th>
<th>Degree(s)</th>
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<td>› Bachelor of Science in Business Administration</td>
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<td>› Graduate Certificate in International Business Finance</td>
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<td><strong>INTERNATIONAL STUDIES</strong></td>
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<td><strong>NUCLEAR ENERGY TECHNOLOGY MANAGEMENT</strong></td>
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<td><strong>NUCLEAR ENGINEERING TECHNOLOGY</strong></td>
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<td><strong>NUCLEAR MEDICINE TECHNOLOGY</strong></td>
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<td><strong>NURSE EDUCATOR</strong></td>
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<td>› Master of Science in Nursing</td>
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<td>› Graduate Certificate</td>
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<td><strong>NURSING</strong></td>
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<td>› Bachelor of Science in Nursing (RN to BSN/MSN)</td>
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<td>› Bachelor of Science in Nursing (Accelerated 2nd Degree BSN Program - for non-nurses)</td>
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<td>› Master of Science in Nursing</td>
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<td>› Doctor of Nursing Practice (DNP)</td>
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<td>› Graduate Certificates</td>
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<td><strong>NURSING ADMINISTRATION</strong></td>
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<td>› Master of Science in Nursing</td>
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<td>› Graduate Certificate</td>
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<td><strong>NURSING INFORMATICS</strong></td>
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<td>› Master of Science in Nursing</td>
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<td>› Graduate Certificate</td>
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<td><strong>ONLINE LEARNING AND TEACHING</strong></td>
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<tr>
<td>› Master of Arts in Educational Technology and Online Learning</td>
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<td>› Graduate Certificate</td>
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<td><strong>OPERATIONS MANAGEMENT</strong></td>
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<td>› Bachelor of Science in Business Administration</td>
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<td>› Undergraduate Certificate</td>
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<td><strong>ORGANIZATIONAL LEADERSHIP</strong></td>
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<td>› Bachelor of Science in Organizational Leadership</td>
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<td>› Master of Science in Management</td>
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<td>› Undergraduate Certificate</td>
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<td>› Graduate Certificate</td>
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<td><strong>PHILOSOPHY</strong></td>
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<td>› Bachelor of Arts</td>
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<td><strong>PHOTOGRAPHY</strong></td>
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<td>› Bachelor of Arts</td>
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<td><strong>POLITICAL SCIENCE</strong></td>
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<td>› Bachelor of Arts</td>
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<td><strong>POLYSOMNOGRAPHY</strong></td>
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<td>› Associate in Applied Science</td>
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<td>› Undergraduate Certificate</td>
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<td><strong>PROFESSIONAL STUDIES</strong></td>
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<td>› Bachelor of Science in Professional Studies</td>
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<td><strong>PROJECT MANAGEMENT</strong></td>
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<td>› Master of Science in Management</td>
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<td>› Graduate Certificate</td>
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<td>› Bachelor of Arts</td>
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<td>› Undergraduate Certificate</td>
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<td><strong>PUBLIC AND MUNICIPAL FINANCE</strong></td>
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<td>› Master of Science in Management</td>
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<td>› Master of Public Service Leadership</td>
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<td><strong>PUBLIC HEALTH/PUBLIC POLICY</strong></td>
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<td>› Master of Science in Management</td>
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<td>› Master of Public Service Leadership</td>
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<td><strong>PUBLIC SERVICE LEADERSHIP</strong></td>
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Thomas Edison State University 159 Undergraduate Catalog 2020-2021
RADIATION PROTECTION*
  › Associate in Science
  › Bachelor of Science

RADIATION PROTECTION/HEALTH PHYSICS
  › Bachelor of Science

RADIATION THERAPY*
  › Associate in Science
  › Bachelor of Science

RELIGION
  › Bachelor of Arts

RESPIRATORY CARE
  › Bachelor of Science

*Radiation Protection and Radiation Therapy programs require professional license and/or certification.

SOCIOLOGY
  › Bachelor of Arts

STRATEGIC PLANNING AND BOARD LEADERSHIP FOR NONPROFITS
  › Graduate Certificate

TECHNICAL STUDIES
  › Associate in Science
  › Bachelor of Science
  › Master of Science

THEATER ARTS
  › Bachelor of Arts
DEGREE-EARNING APPROACHES

Thomas Edison State University has developed three different approaches that enable students to complete their degrees: Conventional, Credentialed, or Hybrid.

CONVENTIONAL
Students complete all their degree requirements through courses and exams offered by Thomas Edison State University. Students may learn which degrees they can attain through the Conventional approach on Page 161.

CREDENTIALED
Students complete all their degree requirements through courses and exams offered by Thomas Edison State University, but are in degree programs that require previously earned professional licenses and certifications. Students may learn which degrees they can attain through the Credentialed approach on Page 162.

HYBRID
Students complete these degree programs by taking both Thomas Edison State University courses and classes or other credit-earning courses at institutions other than Thomas Edison State University. (Students are responsible for tuition and fees incurred at these other institutions. TESU cannot guarantee the availability of independent study courses at other colleges). Students may learn which degrees they can attain through the Hybrid approach on Page 162.

CONVENTIONAL APPROACH
Through the conventional approach, students can complete their degree programs entirely using courses and exams offered by Thomas Edison State University.

AREA OF STUDY | DEGREES OFFERED
--- | ---
Heavin School of Arts, Sciences and Technology
Applied Computer Studies | AAS
Applied Electronic Studies | AAS
Aviation Management | MS
Aviation Support | AAS
Clinical Trials Management | MS
Communications | BA
Computer and Information Technology | AS
Computer Science | ASNSM, BA
Criminal Justice | AAS, BA
Cybersecurity | BS, MS
Data Science and Analytics | MS
Educational Technology and Online Learning | MA
Electronics Engineering Technology | AS
Electronics Systems Engineering Technology | BS
English | BA
History | BA
Information Technology | BS, MSIT
Information Systems | MS
International Studies | BA
Liberal Studies | AA, BA, MALS
Mathematics | ASNSM, BA
Nuclear Energy Engineering Technology | BS
Nuclear Energy Technology | AS, BS
Nuclear Energy Technology Management | MS
Psychology | BA
Radiological Protection | BS - RP/HP
Sociology | BA
Technical Studies | AS, BS, MS

School of Business and Management
Accounting | BSBA, MSM
Accounting for CPAs | BSBA, MSa
Business Administration | ASBA, MBA, DBA
Computer Information Systems | BSBA
Data Analytics | MBA
Entrepreneurship | BSBA
Finance | BSBA, MBA
General Management | BSBA
Healthcare Management | BSBA, MS
Human Resources Management/Organizational Management | BSBA, MSHRM
Marketing | BSBA, MBA
Operations Management | BSBA
Organizational Leadership | BSOL, MSM
Professional Studies | BSPS
Project Management | MSM

W. Cary Edwards School of Nursing
Accelerated 2nd Degree BSN Program | BSN*
*A prior bachelor’s degree in a non-nursing area of study is required.

John S. Watson School of Public Service
Community and Economic Development | MSM, MPSL
Counterterrorism | MSHS
Cybersecurity | MSHS
Emergency Management | MSHS
Environmental Policy/Environmental Justice | MSM, MPSL
Homeland Security | MSHS
Homeland Security and Emergency Management BS
Human Services AA, BS
Information Technology Management for Public Service MSM, MPSL
Nonprofit Management MSM, MPSL
Public and Municipal Finance MSM, MPSL
Public Health MSM, MPSL
Public Service Administration and Leadership MSM

**CREDENTIALED APPROACH**

Through the credentialed approach, students can complete their degree programs entirely using courses and exams offered by Thomas Edison State University, but require previously earned professional certifications and licenses, or specialized training.

**AREA OF STUDY** | **DEGREES OFFERED**
--- | ---
Heavin School of Arts, Sciences, and Technology | 
Educational Leadership MA
Electronics Engineering BS - ESET*
Nuclear Engineering BS - NET, NEET*
Radiological Protection BS - RPT, RP/HP

*ABET accredited

W. Cary Edwards School of Nursing Nursing BSN, MSN, DNP

**HYBRID APPROACH**

Through the Hybrid approach, students complete these degree programs by taking both Thomas Edison State University courses and classes or other credit-earning courses at institutions other than Thomas Edison State University. (Students are responsible for tuition and fees incurred at these other institutions. The University cannot guarantee the availability of independent study courses at other colleges.)

**AREA OF STUDY** | **DEGREES OFFERED**
--- | ---
Heavin School of Arts, Sciences, and Technology | 
Administrative Studies AAS
Air Traffic Control* AS, BS
Allied Dental Education*, ** BSHeS
Applied Health Studies AAS
Anthropology BA
Art BA
Aviation Flight Technology* AS, BS
Aviation Management BS
Aviation Maintenance Technology* AS, BS

Biology BA, ASNSM
Biomedical Electronics AS, BS
Clinical Laboratory Science AS, BS
Construction BS
Construction and Facility Support AAS
Data Science and Analytics BS
Dental Hygiene* BS
Dietetic Science*, ** BSHeS
Electrical/Mechanical Systems and Maintenance AAS
Electrical Technology AS
Environmental Safety and Security Technologies AAS
Environmental Studies BA
Foreign Language BA
Health Information Management** BS
Health Services Management and Education*, ** BSHeS
Health Services Technology BS
Imaging Sciences*, ** BSHeS
Labor Studies BA
Mechanics and Maintenance AAS
Medical Imaging* AS, BS
Medical Imaging Sciences** BS
Military Technology Leadership*** AAS, BS
Multidisciplinary Technology AAS
Music BA
Nuclear Medicine Technology* BS
Nutrition and Dietetics BS
Occupational Therapy** AS
Philosophy BA
Photography BA
Political Science BA
Radiation Protection* AS, BS
Radiation Therapy** AS, BS
Religion BA
Theater Arts BA

School of Business and Management International Business BSBA

*Degree program requires previously earned professional licenses and/or certifications.

**Open to Rutgers students only. Joint degree with Rutgers School of Health Professions.

***This option is only available to current military personnel and veterans of the armed forces.
The Courses Registration and Student Services section of the Catalog focuses on the procedures for registering for courses, examinations, and prior learning assessment (PLA) and contains information on student services. The section is organized into the following main categories:

**REGISTERING FOR UNDERGRADUATE COURSES OR TECEP® EXAMS**
Reviews the procedures for registering for undergraduate courses or TECEP® exams offered by the University.

**PRIOR LEARNING ASSESSMENT REGISTRATION**
Reviews the procedures for registering for prior learning assessment at the University.

**TESTING AND TEST ADMINISTRATION**
Reviews the procedures for testing and test administration at the University, including finding a proctor and taking exams at Thomas Edison State University in Trenton, N.J.

**STUDENT SERVICES**
Reviews all student services available to enrolled students.

**REGISTERING FOR UNDERGRADUATE COURSES AND TECEP® EXAMS**
Register online via Online Student Services.
Register via fax: (609) 292-1657
Register via U.S. mail:
Thomas Edison State University
Office of the Registrar
Attn: Course Registration/TECEP® Registration
111 W. State St.
Trenton, NJ 08608

All student forms, including Undergraduate Registration Forms, may be accessed at www.tesu.edu/studentforms. Printable forms are located in the back of this Catalog.

**YOUR METHOD OF PAYMENT DETERMINES YOUR REGISTRATION METHOD**
Please only use the registration form to pay by paper check or a money order via the U.S. mail. Students may also use this form to pay in-person with cash, a paper check, or money order made payable to Thomas Edison State University. The University cannot accept credit card information by mail, in person, or by phone or fax. Students are requested to use Online Student Services (OSS) when paying by credit card, debit card, electronic checking, or have been approved by Thomas Edison State University for financial aid.

**COURSE REGISTRATION - PAYMENT REQUIREMENTS AND FINANCIAL AID INFORMATION**
> Course registration via the web requires payment by credit card unless students have been approved for Thomas Edison State University Financial Aid for this term. Any late fees must be paid by credit card at the time of registration. If students complete the registration and leave a balance unpaid, they will be automatically deregistered. All successful registrations will be confirmed by the Office of the Registrar within two business days by email.

> Federal financial aid is awarded only for enrollment in Thomas Edison State University distance learning courses (Guided Study or online courses). Financial aid will not be awarded for TECEP® exams, prior learning assessment (PLA), or e-Pack® courses. In order for course fees to be paid by financial aid, students must register for courses in the terms that is requested in the award letter. If students register in courses outside of the terms requested and do not pay on their own at the time of registration, they will be deregistered.

> If students do not wish to register on the web or are paying by check, they should print the Undergraduate Course Registration Form or Graduate Registration Form and mail it with the payment.

**FOR PAYMENT MADE BY CORPORATE VOUCHERS AND CHECKS**
Students must fax, email, or mail the completed Undergraduate Registration Form and Corporate Voucher Form together. Registrations received without approved corporate vouchers will not be processed. If a company requires partial student payment, make sure the payment is included. Registration with payment by check must be mailed.

**REGISTRATION METHODS: AN OVERVIEW**
Students may register for courses or TECEP® exam in several ways during scheduled registration periods (see the 2020-2021 Academic Calendar for exact registration dates).

1. **Online registration** (via Online Student Services) is available to Thomas Edison State University students who, have approved Thomas Edison State University financial aid, are paying for the course tuition and fees by credit card, or have an approved Tuition Assistance Form from the Navy, Marines, Air Force, MyCAA (My Career Advancement Account), or Coast Guard. Online
registration allows students to view and select from among the up-to-the-minute course offerings and available mentors. In addition, students may view final course grades and change his/her address, phone number and email address.

The following options require the use of a paper Undergraduate Registration Form, which may be accessed at www.tesu.edu/studentforms.

2. Fax Registration Form during scheduled registration sessions to the Office of the Registrar at 609-292-1657, using tuition assistance. Fax registration is available 24 hours a day, seven days a week during scheduled registration sessions.

3. Mail a Registration Form during scheduled registration sessions to the Office of the Registrar (Attention: Course Registration/TECEP® Registration) with a check or money order, or company tuition aid voucher.

4. Walk in with the completed Registration Form and payment. The Office of the Registrar is located in Hanover Hall at 167 W. Hanover St., Trenton, N.J. If a student pays in cash, the payment must be delivered directly to the Office of Student Financial Accounts at 111 W. State St., Trenton, N.J., after the registrar has processed the registration at Hanover Hall.

LATE REGISTRATION
Late registration for all courses and TECEP® exams will take place following the close of regular registration. Only online registrations will be accepted during this period. All late registrations must include the late registration fee. Students registering during late registration, who plan to use the textbook supplier, BNC Services, for course materials, will need to contact BNC Services immediately to ensure receipt of those materials before the course begins.

FEES
For complete tuition and fees information, please visit www.tesu.edu/tuition. If students are enrolled in a Thomas Edison State University program such as the Military Degree Completion Program (MDCP), Navy College Program Distance Learning Partnership (NCPDLP), the W. Cary Edwards School of Nursing, or Corporate Choice®, please refer to that program's tuition and fee structure information for appropriate tuition and fee costs. In addition to the tuition and registration fees, there are separate costs for course materials, textbooks, DVDs, course supplies, and shipping and handling. Checks and money orders for tuition and registration fees should be made payable to: Thomas Edison State University.

Third party and “tuition aid” payment documentation must be attached to the Registration Form. A Registration Form received without proper payment or documentation will not be processed and the student will be contacted. After the forms are processed, students will be sent a registration confirmation.

FINANCIAL AID FOR UNDERGRADUATE STUDENTS
Eligible Thomas Edison State University undergraduate students who are taking the required number of Thomas Edison State University Guided Study and online courses per semester can be considered for Federal Pell Grants and Federal Direct Loans. Graduate students are eligible for Federal Direct Loans. New Jersey residents who qualify and take at least 12 credits per semester may also be eligible for New Jersey Tuition Aid Grants. Federal financial aid cannot be awarded for e-Pack®, prior learning assessment (PLA), or TECEP® examinations. Applications, forms, and information concerning financial aid are available from: Thomas Edison State University, Office of Financial Aid, 111 W. State St., Trenton, NJ 08608, by phone at (609) 777-5680, or finaid@tesu.edu.

HOW TO REGISTER FOR UNDERGRADUATE COURSES OR TECEP®

STEP-BY-STEP INSTRUCTIONS:
1. Select a course or TECEP®. If an enrolled Thomas Edison State University student needs help determining whether a particular course or TECEP® exam fits his/her degree requirements, the student should contact an academic advisor. Students enrolled in another institution should check with that institution to make sure the course fits his/her degree requirements.

2. Register for the courses or TECEP® exam during scheduled registration sessions. Be sure to include the GS, EP, PA, NU, NG, OL, or TE suffix, which identifies the course as Guided Study (GS), e-Pack® (EP), prior learning assessment (PA), nursing (NU), nursing graduate (NG), online (OL), or TECEP® (TE). A student's payment method determines how he/she may register. Students can check current course schedule via Online Student Service, under “Academic Profile.”

3. Receive a registration confirmation from Thomas Edison State University by email.

4. Once a student has registered for a course, he/she may purchase course materials from any available source after receiving confirmation of course registration. For convenience, all materials required for courses are available from BNC Services. To review the materials needed for a course(s), go to BNC Services and follow these instructions:
   - click “order my books”;
   - select the term and program and then click “continue”;
   - select the course and click “submit course ID selection(s)”;  
   - click on the title of the book and students will see information regarding the book, including title, edition, and ISBN #; or
   - for materials that will help with preparation for a TECEP® exam, refer to the test description.
Course materials and textbook costs are separate. Students will find the Course Manual, syllabus, and Course Calendar online once the semester begins. Access information to courses will be emailed to OL, GS, EP, PA, NU, and NG students with their registration confirmation.

5. Start course work on the term start date as outlined in the academic calendar. Students should contact their mentor the first week. Arrange for a proctor during the first week. Students who have registered for a TECEP® exam, should visit TECEP® Scheduling Options or refer to the Testing and Test Administration section of the Catalog.

PRIOR LEARNING ASSESSMENT REGISTRATION

PLEASE NOTE: Students should not register for a Single-Course, 12-Week Portfolio course until they have reviewed the PLA Self-Assessment Guide.

The information on this page is intended for those students who only intend to do a single portfolio for a single course. Most students who intend to earn credit through the assessment of their portfolios begin by registering for PLA-100: Introduction to Prior Learning Assessment or PLA-200: Introduction to Portfolio Development. Information on those courses can be found at www.tesu.edu/degree-completion/PLA-100-and-PLA-200.

This information is designed to help students determine, before registering, whether prior learning is appropriate for this method of earning credit.

STEP-BY-STEP INSTRUCTIONS:

1. Select a course. Students should review the course descriptions at the University’s PLA Description Database at www2.tesu.edu/plasearch.php. If the course a student is looking for is not in the University’s database, the student can find one from another regionally accredited college/university and submit that.

NOTE: It is recommended that enrolled Thomas Edison State University students make sure a particular portfolio course fits their degree requirements by calling the Advising Expressline at 609-777-5680. A student enrolled at another institution, should check to make sure the portfolio course fits his/her degree requirements and that such courses are accepted at his/her home institution.

2. Register for the portfolio course. If a student chooses to complete a Single-Course, 12-Week Portfolio course, and has made certain the course fits into his/her degree requirements, the student will need to propose the course by completing the prior learning assessment proposal form. The form is available at www.tesu.edu/studentforms. The student may also submit the PLA Proposal Form electronically by going to https://forms.tesu.edu/plaproposal.php. The PLA specialist will determine whether the PLA the student proposed can be approved and activated. The student will receive notification of the course code via email indicating that he/she is cleared to register for that PLA. Once the proposed course has been approved, a course section will be created. At that point, the student can register as he/she would for any other Thomas Edison State University course. The student will also receive confirmation of the registration from the Office of the Registrar. This communication will contain information about accessing the online PLA via myEdison®.

It is important to start this proposal process at least two weeks prior to the end of the registration period for a given semester, so that a mentor may be identified before the registration period ends. Until the University can identify a qualified mentor to work with the student, the student may not be able to enroll for the portfolio course during the semester the student desired.

3. Contact the mentor during the first week of the semester. The mentor’s contact information is found in myEdison®. Please keep in mind that the portfolio must be completed within the 12-week semester for which the student is registered, unless a shorter period is agreed upon between the student and the mentor. Only one eight-week extension may be requested, and only if at least a draft of the portfolio has already been completed.

TESTING AND TEST ADMINISTRATION

UNDERGRADUATE EXAMINATIONS AND PROCTORS

Most Guided Study (GS) and online (OL) courses require a proctored midterm and/or final exam or a series of exams (exam 1, 2, and 3). Some courses have a paper or project in lieu of a final exam. TECEP® (TE) exams and e-Pack® (EP) courses require a proctored final only. All undergraduate course semesters (GS, OL, EP, and TE) are 12 weeks long. Students should be ready to complete their test on the scheduled test day. Once the test link is accessed or the test booklet is opened, the student will be graded on the work completed.

CHOOSE THE FORMAT OF EXAMINATIONS

All course exams and TECEP® exams offer the Online Proctor Service (OPS) as a test-taking option. It allows students to take a test on their home computer while being proctored in real time by the OPS proctor. To utilize this option, students are required to have a webcam, a hard-wired internet connection, and working speakers with microphone. The OPS vendor (ProctorU) provides test sessions 24 hours a day, 7 days a week with the exception of some holidays. The link for scheduling with ProctorU is www.proctoru.com/portal/tesu/ and can also be accessed through the course space.

If students cannot complete the exams online or if they prefer to take the pen/paper version, they can locate a proctor and submit a Proctor Request Form by the end of the first week of the semester.

NOTE: Some TECEP® exams are only available in the online format. See the website for details. Proctor Request forms and guidelines can be found at www.tesu.edu/proctor.

The University also offers students near Trenton, N.J., the opportunity to complete pen/paper exams in the University’s Testing Center or take exams online with the added benefit of an in-person proctor. This is a good option for students who
want the benefit of online testing, but are not comfortable with the technical aspects or do not wish to utilize their home computer for test taking.

TAKING EXAMINATIONS ONLINE
The first step for students who wish to complete their exams online from a home computer is to log into the ProctorU scheduling site to create an account. The “Technical Specifications” tab will help determine if the student’s computer meets the technical specifications needed to take a proctored exam online. After verifying the usability of their computer, camera, speakers, etc., students can select a test date within their semester from the drop-down menu. It’s important to select the correct semester to ensure the chosen test day falls within the semester start and end dates as all exams must be completed by the final day of the 12-week term. On the scheduled test date, students log into the ProctorU site at https://www.proctoru.com/portal/tesu/, click on the scheduled exam session, and then wait for the proctor to come online to initiate the identity verification process. Students need to have their official photo identification ready for this step. The student will then be directed to log into the course space and select the “Examinations” tab in Moodle to access the test to be completed (midterm, final, exam 1, exam 2, or exam 3).

TAKING EXAMS IN THE PEN/PAPER FORMAT
Students who decide to complete exams in the pen/paper format may take them at any accredited college/university or any public library. It is suggested that students select a location close to their home or work for easy access on test days, especially when taking more than one course a semester. Students should ensure that the proctor is available during their official test weeks as many institutions close for spring break and holidays. Students should contact a local college or university to find a full-time professor or professional staff member (adjunct and part-time professors do not qualify) or a local library to find a full-time librarian (elementary and high school librarians do not qualify). The University does not send exams to employers, corporate training offices, members of the clergy, family members, or friends. Students are responsible for paying any fees requested by their proctor. For more information, go to www.tesu.edu/proctor.

MILITARY STUDENTS
Students in the military who utilize military computers or are stationed overseas may encounter connectivity issues that prevent a successful online administration. For those students, the pen/paper version is the better option. Acceptable proctors include test control officers (TCO), education services officers (ESO), career counselors, base librarians, chaplains, or commissioned officers who are not in the direct chain of command. For more information, go to https://www.tesu.edu/military/proctor-request.

HOW TO DECIDE ON THE EXAM FORMAT
Students select their preferred exam format for each course in which they are registered. If a keyboard makes it easier for the student to type essay responses, the OPS format is a good option. Just know that students must work through each test section as it appears on screen and will not have the ability to skip around within the exam. To select the online format using a home computer, schedule a date and time on the ProctorU scheduling site at https://www.proctoru.com/portal/tesu/. Students can ask to use scrap paper when taking a test through ProctorU by making the request to the proctor and following disposal directions when the test session has concluded.

If, on the other hand, a student prefers to write test answers by hand, calculate problems on paper, or flip through a test booklet to decide which questions to answer first, the pen/paper format may be the better option. To select this format, submit a Proctor Request Form electronically by going to www.tesu.edu/proctor.

Finally, if students live in the Trenton, N.J., vicinity and wish to test online, but do not have a suitable home computer or prefer to have a proctor in the same room, the University proctors online and pen/paper exams on campus.

Contact the Office of Test Administration (OTA), testing@tesu.edu with questions or concerns about exams. The OTA can assist students much more effectively before an exam attempt. Once a student has accessed an exam (online or pen/paper) they will be graded on the work completed, so contact OTA before a test date to resolve any issues.

The University will be closed on the following dates during the 2020-2021 academic year:

- Independence Day: Friday, July 2, 2020
- Labor Day: Monday, Sept. 7, 2020
- Columbus Day: Monday, Oct. 12, 2020
- Thanksgiving: Thursday, Nov. 26 - Friday, Nov. 27, 2020
- Winter Holiday: Friday, Dec. 25, 2020 - Friday, Jan. 1, 2021
- Martin Luther King Jr. Birthday: Monday, Jan. 18, 2021
- Presidents’ Day: Monday, Feb. 15, 2021
- Good Friday: Friday, April 2, 2021
- Memorial Day: Monday, May 31, 2021
STUDENT SERVICES

The Student Services section of the Catalog focuses on services for students, including students with disabilities, academic advising, financial aid and scholarships, veteran benefits, and library resources. This section is organized into the following categories:

- Students with Disabilities
- Madison Holleran Suicide Act
- Pregnant Students and Parents of Newborns
- Academic Advising
- Center for Student Success
- Financial Aid
- Scholarships
- Veteran Benefits
- Library Resources

STUDENTS WITH DISABILITIES

Thomas Edison State University complies with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

It is the student’s responsibility to disclose and verify their disability to the ADA coordinator if requesting accommodations; 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. Information can be found at www.tesu.edu/about/ada.

Students who would like to discuss reasonable disability accommodations for course work and/or examinations may contact the ADA coordinator in the Center for Disability Services as soon as they are aware they are in need of accommodations by calling 609-984-1141, ext. 3415, or via email at ada@tesu.edu.

Students are advised to access information on the University’s approval process via www.tesu.edu/about/ada.

MADISON HOLLERAN SUICIDE ACT

It is the goal of Thomas Edison State University to provide important information to foster the well-being of its students and alumni. The nature of TESU’s online learning format does not always allow for the opportunity to meet with students in a face-to-face setting, but the University strives to ensure its students have important mental health information and resources available to them.

If a student or someone he/she knows is in crisis or in need of urgent care, contact the following resources, which are available 24 hours a day, seven days a week:

NJ Hopeline (Suicide Prevention)
(855) 654-6735
www.njholpline.com

National Suicide Prevention Lifeline
(800) 273-8255
suicidepreventionlifeline.org

Crisis Text Line (24/7 support for those in crisis)
Text 741741 from anywhere in the U.S.
www.crisistextline.org

PREGNANT STUDENTS AND PARENTS OF NEWBORNS

In accordance with New Jersey law, reasonable accommodations shall be provided to students who are pregnant and postpartum as well as to parents of newborns. Students requesting accommodations should contact the ADA coordinator in the Center for Disability Services as soon as they are aware they are in need of accommodations by calling 609-984-1141, ext. 3415, or via email at ada@tesu.edu.

ACADEMIC ADVISING

APPLICANTS

Applicants to the University who have questions regarding their academic evaluations are encouraged to contact the Office of Academic Advising at 609-777-5680 for assistance. It is advisable that contact be made after applicants have submitted transcripts and/or documents for credit assessment to the Office of the Registrar for processing. This will allow the advisor to account for academic history. Applicants can also schedule an appointment online at www.tesu.edu/current-students/make-advising-appointment.

ENROLLED STUDENTS

Enrolled students have full access to the University’s academic advising, evaluation, and program planning services. Students may call the Advising Expressline at 609-777-5680 in order to discuss brief questions. Appointments for both undergraduate and graduate advising can be made online at www.tesu.edu/current-students/make-advising-appointment.

ADVISING EXPRESSLINE

The Office of Academic Advising’s Expressline gives students the opportunity to receive answers on topics ranging from course selection and exam options to registration and graduation deadlines. The Advising Expressline is open Monday through Friday from 11 a.m. to 1 p.m., Eastern Time, and can be reached by dialing 609-777-5680.

The Expressline is intended for 3-5 minute conversations and for providing answers to quick questions. For questions requiring additional time and support, students are encouraged to schedule a 30- or 60-minute over-the-phone or in-person advising appointment.

STUDENT APPOINTMENTS

Enrolled students are encouraged to make an appointment with an advisor for program planning and questions regarding degree programs and methods for earning credit. Appointments for both undergraduate and graduate advising can be made online at www.tesu.edu/current-students/make-advising-appointment or via telephone by calling 609-292-2803.
PROGRAM PLANNING
Students enrolled with 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 remaining requirements for degree completion. Students may review the Advisement Program Planning Handbook online at www.tesu.edu/current-students/handbook/index.cfm, which provides the steps required for developing a program plan. This page also includes detailed information on methods of earning credit as well as associated academic policies that affect course selection. Students wishing to fax this information may submit documentation to 609-777-2956.

WRITTEN CORRESPONDENCE, OFFICE OF ACADEMIC ADVISING
Although students are encouraged to schedule an advising appointment or email the Office of Academic Advising (academicadvising@tesu.edu) with detailed questions and/or concerns, written correspondence is also welcomed. Correspondence and program plans should be sent to:

Thomas Edison State University
Office of Academic Advising
301 W. State St.
Trenton, NJ 08608
academicadvising@tesu.edu
Fax: (609) 777-2956

Note: Correspondence must include the student’s University ID number and degree program in the subject line in order to ensure a prompt response.

CENTER FOR STUDENT SUCCESS
The Center for Student Success (CSS) is a resource and solution center for enrolled students where students will receive personalized service. The Center is staffed with a unique and talented Student Success team trained to provide exceptional support. They are available to assist students with questions regarding password access to courses, registration, navigating the University website and Online Student Services (OSS), accessing academic program evaluation, payment plans, transcript requests, alternative methods of earning credit, and more. Staff can troubleshoot enrolled student issues and put students in touch with the appropriate department to handle any escalated questions or concerns.

FINANCIAL AID
Applications, forms and information concerning financial aid are available from:

Thomas Edison State University
Office of Financial Aid
111 W. State St.
Trenton, NJ 08608
(609) 633-9658
finaid@tesu.edu

Additional information is also available on the University website at www.tesu.edu.

Eligible Thomas Edison State University students who are taking the required number of Thomas Edison State University courses per semester may be considered for Federal Pell Grants and federal loans. New Jersey residents who qualify and take at least 12 credits per semester may also be eligible for New Jersey Tuition Aid Grants. View more information on the NJ Stars II Scholarship.

Please note only Guided Study and online courses are eligible for federal aid.

FINANCIAL AID FOR GRADUATE STUDENTS
Graduate students are eligible for Federal Direct Loans. Detailed information may be found in the Financial Aid Packet, which may be accessed through the Thomas Edison State University website or by calling the Office of Financial Aid at 609-633-9658.

FINANCIAL AID APPEALS
Students who do not meet the satisfactory academic progress requirements after the probation period will be denied additional financial aid. If, due to 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, the student completes all courses attempted with grades of C or better in that semester, and an additional semester may be awarded. Students should contact the Office of Financial Aid at 609-633-9658 after the results of the appealed semester are posted.

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 2.0 (C) to meet the minimum standards for satisfactory academic performance. In addition, the student must complete 67 percent of all courses attempted, which includes transfer credits applied toward the student’s academic program. Satisfactory academic progress will be monitored at the end of each academic year. If a student’s cumulative average falls below 2.0 (C) 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. Sixty credits are required to earn an associate degree. The maximum attempted credit hours that may be attained in this degree program are 90 credit hours. For the bachelor’s degree (120 credits), the maximum attempted credit hours that may be accumulated in this degree program is 180. 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. Students not making satisfactory academic progress will be placed on Financial Aid Probation for the next semester.

Financial aid will be processed for that semester to give the student an opportunity to regain satisfactory progress as determined by University policy. Students may either regain satisfactory academic progress after their probationary grades are in or at least complete all the probationary term’s courses with grades of C or better.

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 the student’s 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 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.

To be eligible and considered for an award, scholarship applicants must:

> have been admitted to the University in an active degree or certificate program;
> be an active student in Applicant or Enrolled status;
> have no student conduct violations on record;
> meet all eligibility criteria described on the respective scholarship’s webpage;

> submit a completed Thomas Edison State University Scholarship Application during the application period;
> have applied for federal and state (N.J. residents only) financial aid through the FAFSA (Free Application for Federal Student Aid);
> submit any required supplemental documentation before the end of the application period;
> have a minimum Thomas Edison State University GPA of 3.0, or otherwise required, at the time of application. Students with an enrollment status of Applicant are exempt from this criterion; and
> have successfully completed a minimum of 66 percent of courses attempted at Thomas Edison State University. Incompletes, withdrawals, and failed classes do not count as completed credits. Students with an enrollment status of Applicant are exempt from this criterion.

Questions about the University Scholarship Program should be directed to Scholarship@tesu.edu.

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 educational expenses. These benefits also may extend to the spouse and child dependents of deceased or disabled veterans.

To be approved for certification for veterans’ benefits at Thomas Edison State University, a course must be designated as online, Guided Study, or TECEP®. Prior learning assessment (PLA) and e-Pack® credit options are not approved for veterans’ benefits. For information about applying for or using veteran educational benefits at Thomas Edison State University, contact the Office of Military and Veteran Education by telephone, email, or mail. Students may also review the information on the University website’s Military Students section.

Thomas Edison State University
Office of Military and Veteran Education
111 W. State St.
Trenton, NJ 08608
Phone: (609) 777-5696
Fax: (609) 984-7143
Email: militaryeducation@tesu.edu

LIBRARY RESOURCES
THE NEW JERSEY STATE LIBRARY
Through the New Jersey State Library’s (NJSL) affiliation with Thomas Edison State University, students have access to library resources and services. In addition to print resources in special collections developed over the last 200-
plus years, students have easy electronic access to online journals, eBooks, downloadable audio books, research guides, and premium databases that cover a wide array of subject disciplines, including business, health, history, science, and social sciences. Full-text articles from newspapers, magazines, and scholarly academic journals can be downloaded. A “Start Your Research” discovery service provides the flexibility that allows students to search for specific articles or across the State Library catalog and multiple databases simultaneously. Within the guidelines of the NJSL’s interlibrary loan service, students also have access to the research holdings of most academic libraries. A knowledgeable staff of reference subject specialists is available for assistance.

A New Jersey State Library borrower card is needed to use NJSL resources and services. Visit the NJSL website at www.njstatelib.org to apply for a library card.

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.
section 4
University Policies and Procedures

The University Policies and Procedures section of the Catalog focuses on all academic and nonacademic policies that govern the student experience at the University as well as the key procedures related to those policies. The section is organized into the following main categories:

UNIVERSITY-WIDE POLICIES
Institutional policies pertaining to all enrolled undergraduate and graduate students.

UNDERGRADUATE ACADEMIC POLICIES
Policies pertaining to all enrolled undergraduate students.

UNDERGRADUATE COURSE POLICIES AND REGULATIONS
Policies and regulations related to undergraduate courses.

NURSING STUDENT POLICIES
Policies pertaining to all enrolled nursing students.

INTERNATIONAL STUDENT POLICIES
Policies pertaining to all enrolled international students attending the University from outside the U.S.

LEARNING OUTCOMES ASSESSMENT
Information on learning outcomes assessment at both the institutional, and school and program levels.

ABOUT THOMAS EDISON STATE UNIVERSITY
Summary information about the University.

GOVERNANCE
Summary information about governance of the University.

MENTORS AT THOMAS EDISON STATE UNIVERSITY
List of mentors at the University organized by school.

ACADEMIC CODE OF CONDUCT

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
- buying or selling of course materials, including exams, test answers and course papers

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 to evaluate the matter and determine the appropriate charge and sanction.

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 school. 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. 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 ten (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

A student who is found to have violated the Academic Code of Conduct is permanently ineligible to receive any academic award or honor. This ineligibility extends to any student who receives a grade of ZF for a course.

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.

STUDENT RIGHTS AND RESPONSIBILITIES
The student:
- 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.
- Will be given the opportunity to present his/her defense and offer evidence 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.

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 for the student 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 and determine the appropriate outcome and sanction. A written decision will be issued by the chairperson of the Academic Integrity Committee within 10 business days of the hearing and will be sent to the student concerned via certified and regular mail.

**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 distinctive undergraduate and graduate education to self-directed adults through flexible, high quality collegiate learning assessment opportunities. The University is dedicated to maintaining a scholarly community in which the freedom of expression both written and oral is greatly valued. Members of the University community are expected to interact with each other with respect, consideration, and in a civil manner. Civility requires cooperation, tolerance, acceptance, inclusiveness, courtesy, and patience. It is expressed not only in the words that are chosen, but in tone, demeanor, and actions.

**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 situations or activities. Furthermore, it provides procedures for filing complaints, investigations, hearings, the 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 safety or 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, during University-related activities, or which adversely affects the University community, 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 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, N.J., offices, off-site centers, and special event venues.
> Disorderly, lewd, or obscene conduct on University property, including 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 causing systems to malfunction or disruptions to University technology.

> Physical Abuse and Dangerous Activity, including actual physical abuse or threat of physical abuse to another person; damage to another person’s property; causing another person to fear physical abuse or fear damage to his/her property; creating a condition that 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 conduct; 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; unwelcome 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. [Sexual harassment is a violation of Title IX of the Education Amendments of 1972 and other laws. See Policy Against Discrimination and Harassment for additional information.]

> 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).

> 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.

> Disorderly, lewd, or obscene conduct on University property or at a University activity.

> Disorderly, lewd, or obscene conduct in the use of an avatar, or in the use of digital media (audio, video uploads, streaming video, or photo content) in the online classroom.

> Deception of or attempt to deceive mentors, staff, or other students regarding one’s personal identity within the online classroom, in testing, or in relation to any University activity or function.

> Cyberbullying or any electronic communication that contains threatening or abusive language, to another student, mentor, or staff member.

> Invading another person’s privacy by intruding upon private communications or property.

> Unauthorized appropriation and/or use of another person’s personal data or identity.

> Misrepresentation – materially misrepresenting information to an official University body or officer.

> Provide false or misleading information in the course of a nonacademic disciplinary investigation or hearing.

> Failing to appear as a witness during a nonacademic disciplinary hearing, when directed to appear by the University.

> Other acts or activities that violate nonacademic University policies.

DISCIPLINARY PROCESS
The Office of the Provost is responsible for:

> Investigating allegations of misconduct.

> Administering the disciplinary process.

> Maintaining a written record of all actions regarding student conduct violations.

A complaint involving a violation of the Nonacademic Code of Conduct must be submitted in writing to the associate vice president and University registrar, acting on behalf of the provost, who will review the matter to determine whether the allegations merit proceeding with formal charges or should be addressed informally.

If, in the opinion of the associate vice president and University registrar, the complaint should be pursued formally, the student will receive written notice of the charges and specifications as well as information about a scheduled hearing. The provost may withdraw the charges any time prior to the hearing, if good cause exists to do so. The student’s record is placed on hold while a disciplinary matter is pending. Requests for transcripts or other administrative actions will not be honored until the student’s disciplinary procedure is completed.

STUDENT RIGHTS AND RESPONSIBILITIES
The student:

> Must notify the associate vice president and University registrar of the names of the student’s advisor and any witnesses who will attend the hearing, at least three days before the hearing.

> Must submit a copy of any document that the student wishes to present into evidence to the associate vice
STUDENT CONDUCT COMMITTEE HEARING

All committee hearings will convene in Trenton, N.J. Students unable to travel to Trenton may attend the hearing telephonically, via conference call or video interface. A single audio recording of the hearing will be made by the University. Deliberations will not be recorded.

- 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 will be allowed to review the investigation report (a copy to be provided prior to the hearing), listen to the investigating staff deliver the report, and suggest questions for the Student Conduct Committee chair to ask.
- 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.
- Hearings are closed to the public and limited to the complainant, accused, and advisor. Presentation of witnesses shall be subject to the committee’s approval.
- The committee’s determination shall be made on the preponderance of evidence standard, i.e., whether it is more likely than not that the accused student violated the code of conduct.
- All expenses incurred by the student will be borne by the student.

The Student Conduct Committee will review the report, listen to evidence, and decide if a violation did or did not occur. 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 chair of the Student Conduct Committee to the provost. A copy of the decision will be sent to the student by certified and regular mail and serves as notice of the committee’s decision and any sanctions to be imposed. With the exception of dismissal, 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.
- 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, 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 from the University – Permanent separation of the student from the University. A permanent transcript notation is mandatory. Students dismissed 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, the committee may recommend dismissal to the provost/vice president. Dismissal may only be imposed by the provost/vice president either pursuant to the committee’s recommendation or upon the authority of the provost/vice president. The provost/vice president will notify the student by certified and regular mail, if dismissal is imposed.
- 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 must be submitted directly to the Office of the President. All other appeals must be submitted in writing to the provost. All appeals must be filed 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 that affected the fairness of the hearing.
- Evidence of significant mitigating circumstances or facts that could not have been presented to the investigating staff member or at the hearing.
- Evidence of undue severity of sanction.
- Evidence of bias on the part of the investigating staff member.
- 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;
- Suspended, set-aside or rejected;
- Modified or adjusted as warranted by circumstance;
- Remand for a new hearing.

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.

ACADEMIC 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.

ADMINISTRATIVE (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@tesu.edu, or fax at (609) 777-2957.

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.

APPEALS RELATED TO DISABILITY ACCOMMODATIONS
A student must first make a written request to the ADA coordinator. If the request is denied, the student may then send a written appeal to the Office of the Provost and Vice President at provost@tesu.edu. The appeal must contain the student’s full name, student ID number, address, daytime telephone number, and email address (if applicable). The appeal must also include the circumstances surrounding the concern such as specific issue(s) and person(s) involved, specific date(s) of the concern, and the proposed remedy a student is seeking. The appeal must be submitted within 14 days of receipt of the original denial.

STUDENT COMPLAINT POLICIES AND PROCEDURES

1. Thomas Edison State University’s mission
The University’ 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 associate vice president and University registrar at 609-984-1180 or registrar@tesu.edu.

2. 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.


E. Disability Accommodations. See Page 168 or visit www.tesu.edu/academics/catalog/students-with-disabilities.
3. 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 AND 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, ancestry, gender identity or expression, 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 VI of the Civil Rights Act of 1964 (which prohibits discrimination on the basis of race, color, and/or national origin), Title IX of the Education Amendments 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 accommodations for disability, pregnancy, and parents of newborns should be directed to Thomas Edison State University, Center for Disability Services, Attn: ADA coordinator or by calling 609-984-1141, ext. 3415, or by emailing ada@tesu.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:

1. Submission to such conduct is made either explicitly or implicitly a condition of an individual’s academic success.
2. Submission to or rejection of such conduct is used as the basis for academic decisions affecting an individual.
3. 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@tesu.edu. If a student believes that another student has harassed or discriminated against him or her, the student should file a complaint with the associate vice president and University registrar, Office of the Registrar, at 609-984-1180, ext. 3090, or registrar@tesu.edu. Students are encouraged to make timely reports so that a satisfactory resolution is more likely.

If a student believes that the University is violating federal discrimination law or wishes to learn more about civil rights, a student may contact the U.S. Department of Education, Office for Civil Rights at (800) 421-3481 or ocr@ed.gov.
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 option D) 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:36A-1, 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.

> $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.

> 25 years in prison without parole for any adult convicted of being in charge of a drug-dealing ring.

II. 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.”

III. 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.
IV. 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 Center for Disability 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 (FERPA) 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 catalogs.

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 identifying 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 require 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 military recruiters (under the federal Solomon Amendment, 10 U.S. Code sec 983).

> To a victim of an alleged perpetrator of a crime of violence or a non-forcible 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 non-forcible 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.

### UNDERGRADUATE ACADEMIC POLICIES

### UNDERGRADUATE ADMISSIONS POLICY

Thomas Edison State University was established to serve adult learners. Its mission “…provides distinctive undergraduate and graduate education for self-directed adults.” The University's admission policy is reflective of its mission and purpose. Application for admissions does not guarantee admission to the University. All admission decisions are final.

#### Criteria for Admission

In order to be admitted to the University as a regular student, an applicant must:

> possess a high school degree, GED, or a secondary home school diploma that meets the requirements of the applicant's state of residency, and

> be 20 years of age or older, or 18 years or older and an active member of the United States military (not applicable to military spouses, dependents, or relations).

> individuals under 18 years of age will not be permitted to take courses or enroll in the University.

#### Admission Waiver:

Applicants (degree seeking and nonmatriculated) who are 18-19 years, and who do not meet the military criteria for admission may apply for special consideration by:

> possessing a high school degree, GED, or a secondary home school diploma that meets the requirements of the applicant’s state of residency, and having earned a minimum of 24 credits from a regionally accredited college/university with a grade point average of 2.0 or higher; and

> completing the Age Waiver Petition Request Form.

Applicants who have earned less than 24 credits or have earned their credits from an approved University course provider who is not regionally accredited must take the Accuplacer, Next Generation examination within 30 days of applying and achieve scores of:

• Reading Comprehension: 236 or higher

• Sentence Skills: 241 or higher

• Arithmetic: 216 or higher

Students are limited to taking the Accuplacer examination to two times within a 12-month period.

Students may request Accuplacer information be sent to them by completing the Age Waiver Petition Request Form.

### BACHELOR’S TO MASTER’S PROGRAM POLICY

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 transcripted 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 12 graduate credits (four courses) to meet requirements for both the bachelor's and master's degrees. These students will pay undergraduate tuition for the 12 graduate credits (four courses) and must maintain their active undergraduate enrollment status. Note: there are required 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 GPA in their graduate course work will not be permitted to take additional courses. Students who do not complete the 12 credits successfully will have to reapply for admission to graduate study.

### TRANSCRIPT EVALUATION

### EVALUATION OF TRANSCRIPTS AND CREDENTIALS

After students apply, the University will evaluate all official documents and notify applicants of the credits accepted by the University. All grades transferred will remain in the record and will appear once a Thomas Edison State University transcript is created upon enrollment. No courses/grades can be removed from the record once sent to TESU for evaluation.
Evaluation may be done for one associate and one bachelor’s degree at the same time. Applicants will receive an Academic Evaluation showing how accepted credits will apply toward their degree and what credits are needed to complete the degree program. If there is any doubt as to the content of a particular course, applicants will be asked to submit additional information such as a course syllabus or outline.

All documentation sent to Thomas Edison State University for transfer evaluation is the property of the University and will not be returned or released to an applicant or student.

COMPREHENSIVE STATEWIDE TRANSFER AGREEMENT
Thomas Edison State University is covered by, and will strive to adhere to, the tenets of the Comprehensive Statewide Transfer Agreement adopted by New Jersey President’s Council on Sept. 22, 2008. Students who wish more specific information concerning the transfer of credit should contact the University at registrar@tesu.edu; Attention: Director of Transfer Evaluations.

Thomas Edison State University also participates in NJ Transfer. This program provides a statewide transfer agreement process to determine the transferability of courses to participating New Jersey colleges and universities. Participating institutions are listed at www.njtransfer.org.

COMPREHENSIVE STATEWIDE TRANSFER AGREEMENT APPEALS PROCESS
Thomas Edison State University has implemented the New Jersey Statewide Transfer and Articulation Agreement policies as a transfer resource to support course transfer decisions made by the University. The University provides an appeal process for students who believe a transfer decision is not consistent with this policy. This appeal process is featured on the University’s website and in the University Catalog. Questions regarding the appeal process can be forwarded to the Office of the Registrar by phone at 609-984-1180 or by email at registrar@tesu.edu.

TRANSFER CREDIT APPEAL
Undergraduate 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 08608 or by email to 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:

- Student’s full name
- Thomas Edison State University ID number
- Mailing address and phone number
- Email address
- Detailed narrative to include supporting rationale and reason for appeal
- Documentation that 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 within 60 days of receipt of the appeal.

FORMAL APPEALS
Undergraduate students not satisfied with the Office of the Registrar’s determination may appeal in writing to the dean of the School in which they are enrolled within 30 calendar days of receipt of the decision of the Office of the Registrar. The appeal should contain the same information required for the registrar’s review (see above) along with any additional explanations or arguments the student wishes to have considered. The dean will consider the appeal within 30 calendar days of receipt. In the deliberations, the dean may consult with subject matter experts or other members of the University. She or he may affirm, reject, modify, or adjust the transfer credit evaluation as deemed appropriate and will inform the student, in writing, of the University’s decision. The decision of the dean is final and may not be appealed within the institution. Transfer credit decisions made by the University, which students believe are not consistent with the Comprehensive Statewide Transfer Agreement, may be appealed outside of the institution.

SUBMISSION OF FRAUDULENT DOCUMENTS POLICY
The submission of 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) is prohibited by Thomas Edison State University.

All documents submitted to the University, in support of applications for admission, academic evaluations, or other administrative processing must be true, accurate, and complete. Supporting documents must not make misrepresentations, omit relevant information, or be altered from the original.

Any documents submitted under false pretenses, forged, or misrepresented (in whole or part) shall subject the individual to sanctions by the University. Specifically, Thomas Edison State University reserves the right to withdraw offers of admission, place a temporary or permanent ban on applying for future admission, prohibit registration, rescind degrees, and suspend or expel students who present fraudulent documents. Such actions may also result in a forfeiture of academic credit earned while enrolled under false pretenses. Dismissal for misconduct does not abrogate a student’s financial responsibility to the University, the federal government, or private loan providers. Students remain liable for all relevant tuition and fees and the payment of their debts.

It is illegal for any person to falsely represent themselves as having received a degree. N.J.S.A. 18A:3-15.2. Such a violation is punishable by a monetary penalty per offense. Moreover, forgery of a document is a criminal offense that can be prosecuted under criminal law. N.J.S.A. 2C:21-1. The University reserves the right to file criminal charges against any individual who submits fraudulent documents in accordance with the laws of the state of New Jersey and/or appropriate U.S. federal statute.
ENROLLMENT

Students enrolled in a Thomas Edison State University degree program are strongly encouraged to consult with an academic advisor before registering for courses and examinations to be certain their selections are appropriate. Students receiving financial aid must have their course selections approved on a degree program plan by an advisor. In all cases, it is the student's responsibility to know and fulfill degree requirements.

A student's degree program plan will note courses and/or examinations that are appropriate for his/her degree. Students may register for a course by submitting the Course Registration Form or TECEP® Examination Form to the Office of the Registrar by phone, fax, email, or electronically via the University website www.tesu.edu/students.

Please note that some degrees may require students to take courses at other institutions. Students are responsible for any and all costs incurred at other institutions.

VETERANS AND MILITARY PERSONNEL

To be approved for certification for veterans' benefits at Thomas Edison State University, a course must be designated as online, Guided Study, or TECEP®. Prior learning assessment (PLA) and e-Pack® courses are not eligible for veterans’ benefits. Students using the Post 9/11 GI Bill®/Chapter 33 VA benefits, once all of the necessary forms are completed, will be able to register for classes and payment will be forwarded from Veterans Affairs to Thomas Edison State University. For students using any other VA Chapter benefits, tuition and fees are due upon enrollment; Veterans Affairs will reimburse the student according to VA policy. Students are responsible for securing the necessary VA forms, which must be submitted with the registration. Additional information may be obtained online at www.tesu.edu, from the Thomas Edison State University Office of Military and Veteran Education by calling 609-777-5696, or from the local VA office.

Students who are active-duty military may be eligible for tuition assistance. Students can contact their military education office for details. Army and National Guard wishing to use tuition assistance should use the Army’s Tuition Assistance portal located at www.GoArmyEd.com.

Active-duty, reserve, and National Guard service members pursuing an undergraduate degree from Thomas Edison State University are advised to be in either the Military Degree Completion Program (MDCP) or the Navy College Program Distance Learning Partnership (NCPDLP). Service members not pursuing a Thomas Edison State University undergraduate degree still qualify for MDCP or NCPDLP tuition rates.

Students participating in the military education programs have an academic residency requirement. Twenty-four credits must be earned from Thomas Edison State University for bachelor's degree students and 12 credits must be earned from Thomas Edison State University for associate degree students.

Thomas Edison State University is a participating institution in the Navy College Program Distance Learning Partnership (NCPDLP), the Navy College Program for Afloat College Education (NCPACE), and the GoArmyEd program. It is also a Level One provider for both the Coast Guard Institute and the Army National Guard Education Support Center.

College Partnership with the Community College of the Air Force
Community College of the Air Force
General Education Program (GEM)
Air University Associate to Baccalaureate Cooperative Program (AU-ABC)

Obtain additional information by calling the Office of Admissions and Enrollment Services at (609) 777-5680.

ACTIVE STATUS FOR CONTRACTUAL PROGRAM STUDENTS

Students enrolled in Thomas Edison State University through contractual and military agreements [i.e., Corporate Choice®, GoArmyEd, Military Degree Completion Program (MDCP), Navy College Program, and the Rutgers School of Health Related Professions (formerly University of Medicine and Dentistry of New Jersey) joint degree program] as well as veteran students and veteran family members must demonstrate academic activity by attempting a minimum of 3 semester hour credits over the course of the 12-month period for which they are enrolled.

For example, a student whose course or other credit-earning option began on Sept. 1, 2020, must register for another 3-credit course before Sept. 1, 2021, to be considered an enrolled Thomas Edison State University student for the following year. Students who do not attempt 3 credits in an academic year will be deemed “Inactive.”

An “Inactive” military or veteran student may receive the following University services:

- Register for classes online. Military and veteran students will pay the current tuition rate of their respective contract. All other contract students will pay the current nonmatriculated tuition rate. Registration by telephone or fax will also be permitted.
- View grades and current financial aid award status.
- Submit changes to mailing or email addresses.
- Receive academic advising for only current or potential Thomas Edison State University degree programs.

Evaluation updates, review of new transcripts, degree program changes, and access to myEdison® account will not be available. “Inactive” students (those who were previously
enrolled in the University, but who have not demonstrated academic progress as described above) can reactivate their enrollment in the following ways:

**Military and Veteran Students:**
- Enroll for a minimum of three semester hours in a course or other credit-earning option. Students will be governed by the academic policies in place at the time they began their program.
- Military students who remain in “Inactive” status for five consecutive years must reapply for admission to return to the University and will be governed by the academic policies and degree programs in place at the time of their readmission.

**Other Contractual Students:**
- Enroll in a Thomas Edison State University course or other credit-earning option. Students who choose this route will be governed by the academic policies in place at the time of their original enrollment as long as a return is within 36 months.

**KEEPING RECORDS CURRENT**
A student’s demographic information should be kept current at all times. Such information can only be changed on the written request of the student or by the student themselves. Students are responsible for updating their information online on Student Services or by notifying the Office of the Registrar of changes in the following: name, address (including county), employment, email address, telephone, and/or degree.

**UNDERGRADUATE TUITION AND FEE DESCRIPTIONS**
The tuition and fees are adjusted each year. Information on tuition and fees is available to students through the University website at [www.tesu.edu/tuition](http://www.tesu.edu/tuition). Information on graduate tuition and fees is available on the University website. Tuition and fees are subject to change without prior notice.

**Admission Application Fee**
This nonrefundable fee and a completed application establish the applicant’s file. The Application Fee extends for one year from the date of application. Applicants who do not enroll during this period of eligibility will have to reapply to the University before enrolling and be under current degree requirements. The Application Fee is waived for Thomas Edison State University alumni.

**Full-Time Flat-Rate Tuition**
Full-Time Flat-Rate Tuition covers up to 9* credits of the University’s online, Guided Study, and e-Pack courses. Students registering for more than 9 credits per term will receive the discounted Full-Time Flat-Rate Tuition. Students do not have to preselect this option, but will be automatically enrolled once the 9 credit per term threshold has been reached. Students registering for fewer than 9 credits per term will continue to be enrolled under the Per Credit Tuition Plan. This Full-Time Flat-Rate Tuition is not available to nursing, corporate partners, and military students. The student does not have to select this option.

*Registering for more than 16 credits in one term requires permission from an academic advisor. See Course Load Policy.

**Per Credit Tuition Plan**
The Per Credit Tuition Plan enables students to register and pay for course tuition on a per-credit basis directly after they apply and are accepted into a degree program. Students who select the Per Credit Tuition Plan with the intention of graduating from Thomas Edison State University have academic residency requirements of 10 credits for both an associate degree and a bachelor's degree. Residency requirements are met by earning credits via Thomas Edison State University online (OL/NU), Guided Study (GS), or e-Pack® (EP) courses.

**Military Tuition and Fees**
A separate tuition and fees schedule is provided to students in the military.

*Note: Active-duty military personnel who enroll in the Military Degree Completion Program (MDCP), Navy College Program Distance Learning Partnership (NCPDLP), GoArmyED, or eArmyU, will pay the respective tuition rates. Regardless of residency, full-time active-duty military personnel and their dependents have the option to pay New Jersey residency tuition and fees.

**Nursing Tuition and Fees**
A separate tuition and fees schedule is in effect for students in the W. Cary Edwards School of Nursing.

*Note: Active-duty military personnel who enroll in the W. Cary Edwards School of Nursing will pay the nursing program tuition rate. Visit [www.tesu.edu/nursing](http://www.tesu.edu/nursing) to view the W. Cary Edwards School of Nursing Tuition and Fees Schedule.

**Graduation Fee**
This nonrefundable, required fee covers the cost of awarding the degree and maintenance of the student’s transcript.

**Transcript Fee**
This nonrefundable fee is charged for each transcript (official or student copy) that a student requests be issued and released. This fee will be used to defray the cost involved in the issuance of each transcript.

**Full-Time Flat-Rate Tuition Refund Policy**
Undergraduate students registering for 9 to 18 credits in a semester will pay a Full-Time Flat-Rate Tuition. This Full-Time Flat-Rate Tuition is not available to nursing, corporate partners, and military students. The student does not have to select this option.

- Student who drops below 9 credits (online, Guided Study, e-Pack) before day 1 of the term is recalculated at the part-time per-credit rate.
- Students in the Full-Time Flat-Rate Tuition Option: Withdraws are not refunded after day 1 of the term **UNLESS** the student is withdrawing from all courses registered for in the term.
- Withdraw from all courses in a term will be refunded as follows:
  - Withdraw from all courses prior to day 1 of the term = 100%
  - Withdraw from all courses Day 1-7 = 75%
  - Withdraw from all courses Day 8-15 = 50%
  - Withdraw from all courses Day 16-21 = 25%
  - Withdraw from all courses after Day 21 = 0%
Nonrefundable Tuition and Fees
The following tuition and fees are nonrefundable: application, graduation, course extension, late registration for courses, Individual Learning Account, and transcripts.

Fees for Nonenrolled Students
Nonenrolled students use services at the University and pay for them on a per-service fee basis and are not earning a degree. Nonenrolled students must complete the online application and may take Thomas Edison State University courses, TECEP® examinations, and prior learning assessment (PLA) by paying for each on an individual basis. The University also offers nondegree services such as Individual Learning Account.

CERTIFICATION OF GOOD ACADEMIC AND FINANCIAL STANDING
For letters of good standing, a student must be in good academic and financial standing. Students must be actively enrolled to receive a letter of good standing. Written requests should be addressed to the Office of the Registrar.

Written requests for letters of recommendation for admission to graduate schools should be addressed to the dean of the School in which the student is enrolled. For certifications relative to financial aid/loans, written requests should be made to the Office of the Registrar.

ACADEMIC INTEGRITY
A detailed statement of what constitutes academic honesty and plagiarism is included in every course. By registering for a 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 documentation. Students who submit course materials or examination responses that are found to be plagiarized will receive an F on the plagiarized assignment, may receive a grade of ZF (Academic Integrity Violation) for the course, and may face dismissal from the University.

STUDENT RESPONSIBILITIES
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.

RESIDENCY REQUIREMENTS
Thomas Edison State University has certain academic and financial residency requirements, however, there are no physical residency requirements for students transferring foreign credit. Thomas Edison State University requires a minimum of 30 credits from a regionally accredited institution for bachelor’s degrees and 15 for associate degrees when all other earned credits applied to the degree are from a foreign country, including Canada.

Academic Residency Requirement
> Military programs have academic residency requirements of 12 credits for an associate degree and 24 credits for a bachelor's degree.
> The joint degree programs with Rutgers School of Health Related Professions have academic residency requirements. For associate degrees the requirement is 6 credits and for bachelor's degrees the requirement is 12 credits. This number of credits must be taken from the University before a student in these programs is eligible for graduation.
> Students who select the Per Credit Tuition Plan (excluding those who enroll under a military plan) with the intention of earning an associate or bachelor's degree from Thomas Edison State University must complete 16 credits via Thomas Edison State University online (OL/NU), Guided Study (GS), or e-Pack® (EP) courses. This requirement may be waived by paying the Residency Waiver fee.

Residency for Certificates
Undergraduate students who enroll in the University and seek to earn only a certificate must earn at least 50 percent of the credits for the certificate through Thomas Edison State University credit offerings with the following exceptions:
> A student who has not earned at least 50 percent of the credits for the certificate through Thomas Edison State University credit offerings may pay the certificate residency fee waiver in order to be awarded the certificate.
> If the certificate is awarded at the same time as a Thomas Edison State University associate or bachelor's degree, the 50 percent Thomas Edison State University credit offering requirement for a certificate does not apply, nor does the certificate residency fee waiver. In this case, the student must meet all residency requirements for the associate or bachelor's degree or pay the residency fee waiver for the degree, if required by the selected enrollment plan.

Residency for Tuition and Enrollment Purposes
Thomas Edison State University will determine residency pursuant to New Jersey Administrative Code 9A:5-1.1-1.2. The code requires that students be domiciled in the state of New Jersey for a period of 12 months prior to enrollment in a public institution of higher education in order to be eligible for in-state tuition. United States military personnel and their dependents, who are attending public institutions of higher
education in New Jersey, shall be regarded as residents of the state of New Jersey for the purpose of determining tuition (N.J.S.A. 18A:62-4.1).

The Office of the Registrar is the University’s principal authority on residency determination for tuition purposes. Following the registrar’s guidance, initial residency assessment will be determined by the Office of Admissions and Enrollment Services. The permanent address of the student in effect at the time the student applies for admission will be used to determine residency for tuition purposes. The initial determination will be communicated to the student and used for all tuition and fee assessments until a subsequent change of residency has been approved in accordance with prescribed procedures. The University has the right to ask for documentation.

All requests for a change in residency status will be forwarded to the Office of the Registrar. Students who are classified as nonresidents may petition for in-state residency to the Office of the Registrar. The application for state residency status for tuition purposes determination may be obtained on the University website under student forms at www.tesu.edu/studentforms. Please return completed application and documentation to the Office of the Registrar, 111 W. State St., Trenton, NJ 08608.

Students submitting change of address forms (or taking other administrative actions) that indicates their state of residency has changed will be contacted by the University and asked to verify their continued eligibility for in-state tuition. Such verification may require them submit a completed petition/questionnaire and the submission of supporting documentation.

To determine whether a person is a New Jersey domiciliary, the primary evidence is a New Jersey Resident Income Tax Return or in the case of a dependent student, a copy of his/her parent(s), legal guardian’s/spouse’s New Jersey Resident Income Tax Return. Supplementary evidence may include current voter registration card, New Jersey driver’s license, and New Jersey motor vehicle registration.

ENROLLMENT WITHDRAWAL POLICY

Enrollment is the method by which a student actively pursues a degree at Thomas Edison State University. Students are enrolled at Thomas Edison State University when they have selected an academic degree program and make payment under an appropriate tuition plan. A student’s enrollment date is defined as the 10th day of a term in which the student enrolls under the Per Credit Tuition Plan or through contractual and military agreements. This tuition covers a period of one year of service.

Students may elect to withdraw their enrollment at Thomas Edison State University at any time. Students must complete the Thomas Edison State University Enrollment Withdrawal request form to notify the University that they wish to withdraw their enrollment. An enrollment withdrawal will end the student’s enrolled student status with the University. Students are encouraged to discuss this withdraw with their academic advisor prior to submitting the form to the Office of the Registrar. Students who withdraw from the University will lose access to all Thomas Edison State University services including myEdison®, Online Student Services, their Thomas Edison State University student email account, academic advising, and their Academic Evaluation. Students who withdraw their enrollment will be responsible for and will be billed any outstanding charges due to the University in accordance with University policy regarding tuition and fee refunds.

For financial aid students, the last day of attendance for any registered courses may require a prorated portion of federal financial aid to be returned due to by federal guidelines. Students are responsible to Thomas Edison State University for tuition and fees not covered by financial aid awards. Students will receive notification from the Office of Student Financial Accounts and Operations regarding any balance due once the enrollment withdrawal is processed. Withdrawing from courses may result in the denial of future financial aid because of unsatisfactory academic progress. Transcripts will not be released to students with any balance due to the University.

Students who have withdrawn their enrollment are normally eligible to reapply for enrollment as a degree-seeking student or as a nonmatriculated, nondegree seeking student. In either case, the student must reapply through the Office of Admissions and Enrollment Services.

DEGREE POLICIES

DEGREE REQUIREMENTS

Thomas Edison State University awards degrees that reflect the general content of an American education. As part of the credit requirement for the bachelor’s degree, foreign citizens will be required to complete a minimum of 30 credits in subject areas taught in American colleges and universities. This requirement is applied to a minimum of 15 credits for the associate degree programs.

Enrollment of foreign students residing outside the United States will be restricted as described below. International students are not eligible for enrollment in the following programs:

- Bachelor of Science in Health Sciences (BSHeS)
- Bachelor of Science in Human Services (BSHS)
- Bachelor of Science in Nursing (BSN)
- Associate in Arts in Human Services (AAHS)

In the degree programs listed below, if professional credits are more than 10 years old, a Demonstration of Currency (DOC) is required:

- Bachelor of Science (BS)*
- Associate in Science (AS)*

*This applies to the School of Applied Science and Technology
- Bachelor of Science in Business Administration (BSBA)

Within the BSBA areas of study, 50 percent of the courses may be older than 10 years from the most current date of application to the University and still apply toward the area of study. The
remaining area of study credits must be current, completed within 10 years of the most current date of application to the University. The Business Administration Capstone course has a currency limitation of no more than 5 years old in order to apply toward the core requirement.

**SEQUENTIAL COURSE WORK**
With the exception of English Composition I and II, if a student has successfully completed a second course of sequential courses, he/she does not have to complete the first course. Please note that the reference to “sequential courses” means that knowledge of the second course is reliant on knowledge of the first course such as Calculus I and II. Students do, however, have to complete the minimum number of credits in each area to fulfill graduation requirements.

**COMMUNITY COLLEGE CREDIT**
Thomas Edison State University will accept a maximum of 90 semester hours of lower-level transfer credit from junior, county, or community college toward a baccalaureate degree.

**SUBJECT AREA MAXIMUM**
Thomas Edison State University will accept a maximum of 70 semester hours of credit earned in one subject area toward a baccalaureate degree.

**POLICY ON COURSE REPEAT**
Students may repeat, without limitation, an undergraduate course for the purpose of raising the course grade except as otherwise noted in this policy. Only the highest grade will be calculated in the GPA*. All grades will appear on the official transcript.

Students enrolled in the W. Cary Edwards School of Nursing Bachelor of Science in Nursing (BSN) program may repeat any nursing course only once; the Accelerated 2nd Degree BSN Program is limited to repeating only one course one time. The repeated course(s) shall not increase the total credits earned toward a degree. Courses in which a student receives the grade of W will apply to this policy and be considered a course attempt.

* See ZF Grade Policy

**DUPICATION OF CREDIT**
Repeated courses will appear on the transcript marked as “repeats.” Semester hours will only be assigned in the case of repeated Thomas Edison State University courses. Repeated transfer courses or assessment credit will appear as repeats with 0 semester hours assigned.

**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.

If your credits were earned on a quarter system, the following conversion applies:

<table>
<thead>
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<th>Quarter Hours</th>
<th>Equivalent Semester Hours</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
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<td>2.67</td>
</tr>
<tr>
<td>5</td>
<td>3.33</td>
</tr>
</tbody>
</table>

**SOS-110: CRITICAL INFORMATION LITERACY INSTITUTIONAL REQUIREMENT POLICY**
Effective July 1, 2019, all undergraduate (associate and bachelor’s degree-seeking) students will be required to complete SOS-110: Critical Information Literacy at TESU as an online course. Second-degree bachelor’s students are exempt from this requirement. As of the effective date, TESU will no longer accept transfer credits toward completion of this requirement.

**CAPSTONE TRANSFER POLICY**
Effective Jan. 1, 2019, students enrolled in the University's bachelor’s degree programs will need to complete a minimum of 100 credits in the program before registering for a Capstone course.

In addition, students wishing to register for a Capstone course must have a GPA of 2.0 or higher before they can obtain permission to register. Students are also required to complete their Capstone course through Thomas Edison State University. The policy is designed to ensure that students are appropriately prepared to be successful in their Capstone endeavors.

As always, the University encourages students to schedule an advising appointment to discuss program requirements and course options. Students may call 609-292-2803, Monday - Friday, 10 a.m. to 4 p.m. (ET) or email academicadvising@tesu.edu at any time.

**CATALOG CURRENCY**
Students must use the Thomas Edison State University Undergraduate Catalog that is in effect on the date of enrollment to determine graduation requirements. However, if students change their degree program or allow their enrollment to lapse for more than three years, necessary graduation requirements will be required as listed in the Undergraduate Catalog in effect at the time the official change or re-enrollment is recorded in the Office of the Registrar.

**DEGREE REQUIREMENTS FOR RETURNING STUDENTS**
Enrolled students whose enrollment has lapsed may return within 36 months of the end of their enrollment and continue in the degree requirements that were in effect at the time of their initial enrollment if they continue in the same degree. If they re-enroll in a different degree, they will be required to complete the degree requirements in effect at the time of re-enrollment. Enrolled students whose enrollment has lapsed for more than 36 months and re-enroll will be required to complete the degree requirements in accordance with academic policies in effect at the time of re-enrollment. See Nursing Student Policies for the W. Carey Edwards School of Nursing returning students’ policy.

**CHANGE OF PROGRAM/DEGREE STATUS**
When students change their degree program or change from nondegree-seeking to degree-seeking status, they are required to follow the graduation requirements in effect at the time the official change is recorded in the Office of the Registrar. Students are required to request change of degree or an area of study/concentration/option in writing. Such requests should be addressed to the Office of Academic Advising.
TWO AREAS OF STUDY WITHIN ONE DEGREE
Students may complete up to two options within one associate degree. No more than 6 credits that are used in the first option may be used for the second option. All related required credits for each option, as well as all degree requirements, must be met at the same time. Students cannot complete a third option within one associate degree.

Students may complete up to two areas of study within one bachelor's degree. No more than 9 credits* that are used in the first area of study may be used for the second area of study. All related required credits for each area of study, as well as all degree requirements, must be met at the same time. Students cannot complete a third area of study within one bachelor's degree.

*Students pursuing the Bachelor of Science in Business Administration degree may complete up to two areas of study within one bachelor's degree. No credit for the first area of study may be used toward the second area of study. All related required credits for each area of study, as well as degree requirements, must be met at the same time.

DEFINITION OF CONCENTRATION FOR UNDERGRADUATE PROGRAMS
An area of study may offer concentrations, i.e., specializations within the field of study. Generally, students complete a portion of the core area of study requirements and then select focused courses to complete the concentration. A concentration includes a minimum of 12 semester hours and a maximum of 21 semester hours of specialized course work with no less than 50 percent of the concentration credits upper-level credits. The requirements and the curriculum for a concentration are determined by the academic School offering the concentration with the appropriate approval of the Undergraduate Academic Council and the provost.

There will be a notation on the final transcript that will identify the concentration. Concentrations will only be noted on the transcript at the completion of the degree.

ACADEMIC STANDING
The purpose of this policy is to define the minimum requirements for continued enrollment for undergraduate students. The policy applies to all Thomas Edison State University undergraduate students. Undergraduate financial aid recipients and students using military/veteran tuition assistance programs are required to meet the satisfactory academic progress (SAP) standards established by the TESU Financial Aid Office, and/or the Office of Military and Veteran Education in addition to the standards established by this policy.

At the end of every term, each undergraduate student's TESU grade-point average (GPA) is reviewed to determine academic standing. There are four levels of academic standing: (I) satisfactory, (II) warning, (III) probation, and (IV) dismissal.

The Office of the Registrar will notify undergraduate students who are placed on academic warning or probation via email. Students who are academically dismissed will receive notification via email and regular U.S. Postal Service mail. In all cases, Academic Advising and the School in which the student is enrolled will be notified at the same time as the student in order to assist and advise students.

Definitions of Levels of Academic Standing
1. Satisfactory
   A. Satisfactory academic standing is awarded for a TESU GPA of 2.0 or higher.

2. Warning
   A. A student whose TESU GPA is below 2.0 will be placed on academic warning. The student will remain on academic warning as long as the TESU GPA is below 2.0 and the term GPA is 2.0 or better.
   B. A student whose TESU GPA is below 2.0 for two consecutive terms will be placed on probation.

3. Probation
   A. A student will be placed on probation when:
      i. The student’s TESU GPA is below 2.0 for two consecutive terms, or
      ii. The TESU GPA is below 2.0 AND whose term GPA is below 2.0.
   > A student on probation whose term GPA is 2.0 or better, but whose TESU GPA is below 2.0, will return to academic warning.

4. Dismissal
   A. A student on probation whose term GPA is below 2.0 for two consecutive terms will be dismissed.
   > Regardless of TESU GPA, a student who has maintained a term GPA of 2.0 or better during a particular term will not be dismissed at the end of that term.
   B. Students academically dismissed from the University for the initial time will have a transcript notation of “Academic Dismissal.” Students academically dismissed from the University for the second and final time will have a transcript notation of “Permanent Academic Dismissal.”

Reinstatement
1. Students who are academically dismissed are not eligible to register for any Thomas Edison State University credit bearing option until they have successfully petitioned for reinstatement.
   A. The Academic Dismissal transcript notation is removed once the reinstatement occurs.

READMISSION
Applicants who do not enroll by paying an enrollment tuition during the 12-month period from the date of application must reapply by paying the Application Fee again and resubmitting all documents.

Readmission of Thomas Edison State University Graduates
Graduates of the University who return for a second degree must fill out an application for admission.
AWARD OF DEGREES

First Associate Degree
If a student has completed an undergraduate, advanced, or professional degree from a regionally accredited institution and applies for an associate degree, he/she must complete a minimum of 12 credits in the option beyond credits completed on the date the most recent degree, regardless of academic level, was awarded. The student must also meet all requirements specific to the degree.

First Simultaneous Associate and/or Baccalaureate Degrees
- Students who desire both a Thomas Edison State University associate degree and a Thomas Edison State University baccalaureate degree may have both degrees awarded together in the same graduation cycle.
- Students who desire to have awarded in the same graduation cycle two Thomas Edison State University baccalaureate degrees may do so providing 24 credits are different in the second degree’s core/area of study.
- Students who desire to have awarded in the same graduation cycle two Thomas Edison State University associate degrees may do so providing 12 credits are different in the second degree’s option.

Second Associate Degree
Students who have received one associate degree from a regionally accredited institution and wish to earn a second associate degree must:
- Complete a minimum of 12 additional credits for a second associate degree beyond the date the most recent degree, regardless of academic level, was conferred.
- Additional credits must be earned in the degree option or area of study where an option or area of study is part of the degree.
- Students must complete all requirements for the degree as listed in the current Thomas Edison State University Catalog.

First Baccalaureate Degree
Students who have earned a baccalaureate degree from a regionally accredited institution must follow the policies and procedures under “Second Baccalaureate Degree.” A student may have completed an associate degree or degrees prior to earning his/her first baccalaureate degree.

Enrollment in a First Baccalaureate Degree After Earning a Graduate Degree
If a student has earned a graduate or a professional degree from a regionally accredited institution, but has not earned a baccalaureate degree from a regionally accredited institution, the student must:
- Complete a minimum of 24 credits in the area of study and/or core of the baccalaureate degree. These credits must be earned after the date the most recent degree, regardless of academic level, was conferred.
- Complete all the general education requirements required for the baccalaureate degree.
- Complete all other baccalaureate degree requirements as listed in the current Thomas Edison State University Catalog.

Second Baccalaureate Degree
Students who have received one baccalaureate degree from a regionally accredited institution and wish to earn a second baccalaureate degree must:
- Complete a minimum of 24 credits including the required Capstone for the degree. These credits must be in the area of study and/or core of the degree. These credits must be earned after the date the most recent degree, regardless of academic level, was conferred.
- Additionally, students must complete all other degree requirements as listed in the current Thomas Edison State University Catalog.
- Graduates of TESU who are returning for a second degree should note that the Capstone courses LIB-495: Liberal Arts Capstone (for the TESU BA degrees) and APS-401: Current Trends and Applications (for certain BS applied sciences degrees) are degree-specific and therefore will have to be retaken and will count toward the required NEW credit.

The University will not award a third Thomas Edison State University associate or baccalaureate degree.

Second Master’s Degree
Students who have been awarded a master’s degree from a regionally accredited institution and wish to earn an additional master’s degree must:
- Complete an additional number of credits equivalent to two-thirds of the total number of credits required for the additional master’s degree (24 credits in a 36 credit degree, 28 credits in a 42 credit program, etc.). These credits must be earned after the date the most recent degree, regardless of academic level, was conferred.
- Adhere to any additional degree and transfer credit policies required by the School in which the student’s degree is to be earned.
- Graduate credits earned previously are transferable and applicable to a Thomas Edison State University graduate degree at the discretion of the dean of the School in which the student is enrolled.

Foreign Credentials
- If a student presents a foreign credential evaluation stating his/her foreign degree is equivalent to a U.S. associate degree, then the University will consider it a first associate degree and apply the “Second Associate Degree” policy and it may be applied toward the degree requirements for a bachelor’s degree.
- If a student presents a foreign credential evaluation stating his/her foreign degree is equivalent to a U.S. bachelor’s degree, then the University will consider it a first degree and apply the “Second Baccalaureate Degree” policy and it may be used for admissions to a master’s degree program.
Tuition Waiver Policy

> Only one degree at each level (associate, baccalaureate, master’s) is eligible for tuition waiver.

POLICY ON STUDENT IDENTITY VERIFICATION

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, Thomas Edison State University policy requires all students engaging in courses to verify their identity no later than 30 days after their first course registration with the University. For the purposes of this policy, “student” is defined as a person enrolling in a course with the University.

Thomas Edison State University will use one or more of the following methods for verification:

1. A secure login with user name and password
2. Proctored examinations
3. New or emerging technologies and practices that are effective in verifying student identification

Students must verify their identity to be permitted to progress in their course enrollment. In addition to the initial identity verification, students are required to comply with each identity verification prompt within a course in which they are enrolled. Refusal to do so may result in the student being removed from enrollment with the University and/or courses.

Procedure for Identity Verification in Academic Activity

The requirement to verify identity will be included in each Moodle course space. Identity verification in academic activity occurs in one or more of the following ways:

1. A secure login with user name and password
2. Proctored examinations
3. Biometric data match

Each academic activity will have a minimum of three verification instances.

Procedure for Identity Authentication Upon Request of University Staff or Outside of Academic Activity

Upon notification of the requirement or staff request, students are required to verify their identity within 14 business days. The University may withhold services or documents until verification is completed in accordance with the policy and procedures.

POLICY ON GRADING

Policy on Grade Point Average

Term and cumulative grade point averages (GPA) are included on Thomas Edison State University transcripts, which are based on graded credits attempted through Thomas Edison State University course work. Only grades that reflect attempted graded credits (A, A-, B+, B, B-, C+, C, C-, D, D+, F, J, FJ, and ZF) are used to calculate the official Thomas Edison State University GPA and are recorded on the transcript. The only F and IF grades that are printed on the transcript and included in the GPA calculation are those awarded for Thomas Edison State University courses that started on or after the July 2011 term. Thomas Edison State University courses with grades of W are recorded on the transcript, but will not be calculated into the GPA.

Thomas Edison State University courses with a grade of NC are not recorded on the transcript and are not calculated into the GPA. Thomas Edison State University credit earning options in which students receive grades of CR, such as TECEP®, prior learning assessment (PLA), and Practicum and e-Pack® courses, will not be calculated into the GPA, but will appear on the transcript.

Thomas Edison State University restarts the GPA calculation based on academic level only and does not restart the calculation at graduation. As such, there is no direct correlation between the GPA and graduation, except that in order to graduate, all students must meet the GPA standards set by the University as well as any individual standards set by the academic School that offers the degree the graduate earns.

Policy on D Grades

Students may transfer in or apply Thomas Edison State University course grades of D to their non-area of study requirements as long as their overall grade point average is at least a 2.0 or higher as determined by the School in which they are enrolled, with the following exceptions:

> All area of study courses must be graded C or better in order to apply to area of study requirements
> All required composition courses must be graded C or better
> No course in which a student earned a D- grade will be accepted in transfer

Grade Rounding Policy

Grades on course assignments and examinations that are determined by percentages involving decimals should be rounded up to the next whole number when equal to .5 or greater. When the decimal is less than .5 the grade is to be rounded down. This policy also applies to final course grades where the final course grade is determined using percentages with decimals.

Minimum Grade Point Average for Graduation

All undergraduate students at Thomas Edison State University are required to maintain an overall minimum average of C in their Thomas Edison State University courses in order to graduate. All area of study courses must be graded C or better in order to apply to area of study requirements for undergraduate students at Thomas Edison State University.

All undergraduate students at Thomas Edison State University are required to maintain a minimum average of C in all the credits applied to their degree (Thomas Edison State University and transfer credits) in order to graduate. All undergraduate students at Thomas Edison State University can only utilize a grade of C or better in the area of English composition in order to graduate.

Students must also meet any minimum required GPA standards established by their School to graduate from Thomas Edison State University.
An Apostille to:

To begin the process, please send signed written requests for the Treasury, Division of Revenue and Enterprise Services, to student to send to the State of New Jersey Department of Apostille certifications. Upon a student’s written request, Thomas Edison State University will honor requests for Requirement of Legalization for Foreign Public Documents. that have signed the 1961 Hague Convention Abolishing the

APOSTILLE CERTIFICATIONS
An Apostille is a form of authentication appropriate to countries that have signed the 1961 Hague Convention Abolishing the Requirement of Legalization for Foreign Public Documents. Thomas Edison State University will honor requests for Apostille certifications. Upon a student’s written request, the University will provide the required documents for the student to send to the State of New Jersey Department of the Treasury, Division of Revenue and Enterprise Services, to complete the Apostille Certification process.

To begin the process, please send signed written requests for an Apostille to:

Attn: Apostille Request
Office of the Registrar
Thomas Edison State University
111 W. State St.
Trenton, NJ 08608

Requests must include the following:

- The student’s contact information (including name, mailing address, telephone number, and email address)
- The document being requested: official transcript $15 fee, duplicate diploma $35 fee, letter certifying graduation - no fee
- An international money order or personal check (drawn from a United States bank) payable to “Thomas Edison State University” for the amount of the requested document
- A self-addressed return envelope so that the documents may be returned directly to the student once they have been processed by Thomas Edison State University

The student will then need to submit all required documents and fees to the State of New Jersey Department of the Treasury, Division of Revenue and Enterprise Services. For more information about what is required by the state of New Jersey to process the apostille request, please visit www.state.nj.us/treasury/

NON-DEGREE SEEKING STUDENT POLICIES
UNDERGRADUATE NONMATRICULATED STUDENT STATUS POLICY
Undergraduate nonmatriculated students are those students who enroll in courses or examinations but have not applied for admission to nor been accepted into a specific degree program at Thomas Edison State University. Nonmatriculated students do not receive advisement services and may not apply for graduation. Only a matriculated student may be awarded a degree. Generally, there is no limit to the number of courses or credit hours a student in nonmatriculated status may earn; however, some schools may put a limit on the number of credit courses a student may take as an undergraduate nonmatriculated student. Additionally, undergraduate nonmatriculated students may be restricted from enrolling in selected courses by the schools.

Undergraduate nonmatriculated students are governed by the policies in effect at the time of their course registration. Should a nonmatriculated student choose to enroll in the University and pursue a degree program, courses, and credits earned at Thomas Edison State University while an undergraduate nonmatriculated student will be evaluated based on the policies and degree requirements in place at the time the nonmatriculated student enrolls in a specific degree program. All students are governed by the curriculum and policies in place at the time the student becomes matriculated into a specific degree program.

INDIVIDUAL LEARNING ACCOUNT
Individual Learning Account is available to individuals who wish to document college-level military experience, licenses, college proficiency examinations, and college-level corporate training programs. To apply for an Individual Learning Account, complete a Nondegree Services Application.

The Individual Learning Account application fee entitles students to transcription services for one year. Students
are advised that credits transcripted under the Individual Learning Account program may or may not apply to a degree program at Thomas Edison State University or another college. It is the student’s responsibility to ensure that a receiving institution’s academic policy will allow transfer of each credit. Credit will not be transcripted in cases of obvious or apparent duplication or for courses deemed to be developmental. Individual Learning Account students who later decide to enroll at Thomas Edison State University should file an application for admission and submit the appropriate fees. At that time all credits will be reviewed for acceptance in the degree, and the student will be informed as to which credits are appropriate for the specific degree. Individual Learning Account is not available for foreign credentials.

GUIDE TO UNDERGRADUATE COURSES

To use this Catalog most effectively — making sure students register for the courses that are right for them and that they receive the appropriate course materials — students should familiarize themselves with the information in the following pages before choosing courses.

COURSE LOAD
Students are permitted to register for up to 16 credits at any one time. Overlapping more than 16 credits is not permitted including when a course is (or courses are) extended. Being registered for more than 16 concurrent credits at a time requires permission from an academic advisor.

COURSE CREDIT
The number of semester hour credits awarded for each course is specified in the course description. Most courses carry 3 credits. Courses yielding 6 credits are generally advanced, interdisciplinary courses, which combine study from a range of academic disciplines. The work required for these courses is equivalent to their credit value. Thus, a 6-credit course is equivalent to two 3-credit courses. Note that 6-credit courses may not be broken down into 3-credit courses or taken in different semesters.

TUITION AND FEES
For complete tuition and fees information, please visit www.tesu.edu/tuition.

MENTORS
When a student registers for a course, he/she will be assigned a mentor who will be assessing course assignments and examinations. Mentors are assigned according to their availability for the given semester. Except for prior learning assessment (PLA) courses, students may request a particular mentor, if students indicate a preference at the time of registration. That is, a student must indicate on the Registration Form, in the web registration, or to the Office of the Registrar when calling which mentor is preferred.

Mentors are expected to assess the work accomplished, and they are available to offer guidance on matters of course content when needed. However, since all Thomas Edison State University courses are for independent adult students, mentors are not considered tutors who assist students in remedial aspects of their work.

After a student registers, before the semester begins, the student will receive a confirmation email. Nursing, PLA, Guided Study and online students will receive access information for the online course site via their confirmation email.

TUTORIAL SERVICES
Thomas Edison State University offers students access to the Smarthinking online tutorial service free of charge. It is particularly helpful if students are taking mathematics, physics, Spanish, writing, statistics, accounting, economics (macro and micro), or chemistry. If students are taking other subjects but need help with writing, they may also access the service to get the help they need.

Students taking online courses will find a link to the service in each course they are taking. This link will describe the steps a student needs to take to set up a personal account. Students only need to set up an account once, even if they use it for more than one course.

All students receive information on accessing Smarthinking with their registration confirmation. Once they have the login information, students go to www.smarthinking.com and follow the instructions to set up a personal account.

GRADING
When a mentor receives an assignment from a student, he/she will assess the learning, make comments on the assignments, offer suggestions for improvement, and assign a letter or percentage grade. Students should keep copies of all assignments. If a student is working in an online, Guided Study, or nursing course, he/she must use the assignment link within myEdison®, the University’s online course delivery system powered by Moodle. A student also will be able to communicate with his/her mentor through online discussions of his/her work. Students should receive a response to their assignments within a week after submission.

Mentors will send the student his/her grade, and they will send their final grade report to the Office of the Registrar. Final course grades are available for viewing and printing online at Online Student Services approximately two weeks after a semester ends. The University will not release grades to students by any other means. A student who finds errors or omissions in a Grade Report, should report the error immediately — in writing — to the Office of the Registrar.

LATE SUBMISSION OF COURSE WORK POLICY
All course work (including, but not limited to: assignments, labs, quizzes, exams, and final projects) must 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), will be deducted for each week, or part thereof, that the assignment is late.

Students with documented evidence of an emergency which prevented prior communication with the mentor may present documentation to the mentor for consideration.
In order to receive credit for the discussion forum assignments, the student must actively participate during the assigned discussion period.

Course work will not be accepted after the last day of the term unless arranged as part of a Course Extension.

This policy applies to undergraduate and graduate students.

*Active-duty military students in receipt of Temporary Additional Duty orders (TDY) may be exempted from point deductions if their orders prescribe a return-to-class date that allows for sufficient time to complete the remaining course requirements, which is generally defined as allowing the student to miss no more than 1/3 of the total semester.

Military students with TDY orders shall follow the procedures, found on the OMVE website to establish new due dates without penalty for written assignments and discussion boards.

GRADE APPEALS
If a student feels the grade he/she receives in a course was submitted in error or was arrived at unfairly, the student must address the issue in writing to the academic dean of his/her School. Students are strongly urged to retain all graded work until they receive the correct and final grade for each course. The University will accept grade appeals only during the first 30 days after the grade is issued. Questions about grade appeals may be directed to 609-984-1130.

Final Grade Appeal policy and forms can be found at https://www.tesu.edu/current-students/student-forms.

CREDIT WITHOUT A LETTER GRADE
Thomas Edison State University will transcript credit (CR) without a letter grade for the following: prior learning assessment (PLA); e-Pack®; all testing programs (including TECEP®); business, industry, and corporate training programs evaluated and recommended for credit by the American Council on Education (ACE) or NCCRS; military training programs evaluated and recommended for credit by the American Council on Education (ACE); licenses, special training programs, and registries evaluated and recommended for credit by Thomas Edison State University; and credits from foreign universities.

Credits earned are automatically applied to Thomas Edison State University degree programs for enrolled students, but are not calculated into the GPA.

GRADE DEFINITION
Grading for Guided Study (GS), online (OL), blended (BL) and nursing (NU) and (NG) courses:

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<tr>
<th>Letter Grade</th>
<th>Grade Points Assigned</th>
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<td>A</td>
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<td>C-</td>
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Grading for prior learning assessment (PLA), e-Pack® (EP) courses, and TECEP® examinations (TE) is credit/no credit. No grade points are assigned for CR/NC grades.

GRADE NOTES
A final grade of F is assigned when:

- A student does not complete the course work and examination(s) for a course and does not request a withdrawal or extension before the course has ended; OR
- The overall average on all course work (including examinations) is below the passing level (59 or below).

A temporary grade of I, or “incomplete,” is assigned by the University when:

- A student has completed the required course work, including the final examination, by the end of the semester, but the mentor has not yet received the final examination. Once the mentor receives the final examination and has submitted a Change of Grade to the Office of the Registrar, the final grade will be posted. This I grade is not recorded on the student’s permanent transcript.

NOTE: Students may not request that mentors provide an I grade, or “incomplete,” for a course. If the student needs additional time to complete course work or examinations, he/she will need to request an extension from the University. Mentors cannot give extensions without the student having followed the full course extension request procedure. When no request for extension is filed, and examinations are not completed, the I converts to a grade of IF six weeks after the end of the term.

A grade of IF, or “incomplete failure,” is issued six weeks after the end of a term:

- As a replacement grade for students on extensions who do not complete the work; OR
- As a replacement grade for students who are originally assigned an I grade when the University does not receive a completed examination. This IF grade is recorded on the student’s permanent transcript.

ZF grade may be assigned to a student who has been found to have violated an Academic Integrity policy in a course. The grade represents a failure due to the violation and, as such, will be included in the student’s grade point average even if the student repeats* the course. The grade remains part of the student’s permanent transcript.

*See Policy on Course Repeat

A grade of NC, or “no credit,” is assigned to a TECEP® or e-Pack® courses when a student does not achieve a passing score, or a PLA/portfolio course when a student fails to complete the course and does not request an extension within the appropriate time frame. This grade is not recorded on the student’s permanent transcript.
To receive credit for the course, students must:

- Earn a passing average on the total of all assigned course work (e.g., examinations, assignments, discussion postings). Failure to complete and submit all assignments will negatively influence the final grade and may result in a failing grade for the course. In addition, a grade of C– or below in nursing courses is not accepted for credit toward any program in the W. Cary Edwards School of Nursing.

CREDIT HOUR POLICY

At Thomas Edison State University, a semester hour credit represents the amount of work typically needed for a student to achieve mastery of intended learning outcomes that have been established at the appropriate level and rigor for college-level work. Evidence of this mastery corresponds to minimum standards for the grade received.

Courses offered by Thomas Edison State University are designed with the expectation that students will need to spend approximately four hours on course-related work per credit per week. As such, for a 3-credit, 12-week course, students should expect to spend up to 144 hours (12 weeks x 4 hours x 3 credits or 8 weeks x 6 hours x 3 credits) on course-related work. Credit awarded for prior learning or other nontraditional methods is based on mastery of the same learning outcomes as are found in Thomas Edison State University courses. This meets or exceeds the applicable federal, state, and regional standards.

COURSE WITHDRAWALS AND REFUNDS

A withdrawal request must be processed online or be made on the Request for Course Withdrawal Form found in the Course Manual, online at www.tesu.edu/studentforms 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

Stopping payment on credit cards or checks does not constitute an official withdrawal, nor does it relieve the student from his/her financial obligation to the University. Failure to submit assignments or take examinations does not constitute an official withdrawal, nor does verbal notification to the mentor or to any member of the University staff before the end of the term.

A request for course withdrawal will only be accepted online or 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. Students will not be permitted to withdraw after an official course extension has ended.

A written withdrawal request must cite the student's course code, course name, and the mentor's name as well as the student's 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. If a student wishes to withdraw from a degree program at the University, the student must do so in writing to the Office of the Registrar.

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. Late registration and extension fees are not refundable.

REFUND AND TRANSFER POLICY

- Student who drops below 10 credits (online, guided study, e-Pack) before day 1 of the term is recalculated at the part time per-credit rate.
- Students in the Full Time Flat-Rate Tuition Option: Withdraws are not refunded after day 1 of the term UNLESS the student is withdrawing from all courses registered for in the term.
- Withdraw from all courses in a term will be refunded as follows:
  - Withdraw from all courses prior to day 1 of the term = 100%
  - Withdraw from all courses Day 1-7 = 75%
  - Withdraw from all courses Day 8-15 = 50%
  - Withdraw from all courses Day 16-21 = 25%
  - Withdraw from all courses after Day 21 = 0%

COURSE EXTENSIONS

Students are governed by the policies and procedures in effect on their course start date.

Students making satisfactory progress may apply for one 8-week extension per course. In order to apply for an extension, students must submit the Request for Extension form to the course mentor for certification no later than 7 calendar days prior to the initial end date of the term. 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, submitted by the student to the Office of the Registrar, no other documentation is required. The Office of the Registrar will process the request and notify the student of the extended 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 8 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. Requests for second extensions must be submitted to the dean of the program to which the student is enrolled. The decision of the dean is final.
Students cannot have more than 16 additional weeks added to the original last day of the term. Students may not request more than two extensions for a single course. Students will be permitted to withdraw after an official course extension has been processed as long as the extension hasn’t ended.

A percentage of the student’s final grade in an online course is based on his/her 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.

A student who is on extension must notify the Office of Test Administration by email (testing@tesu.edu) two weeks prior to the desired test date or at least two weeks prior to the extension end date to ensure that examinations are sent to the student’s proctor when he/she is ready to take them. For online exams, students must notify the Office of Test Administration by email (testing@tesu.edu) at least 3 business days in advance of the desired test date to ensure the exam link has been opened.

**NEW JERSEY NATIONAL GUARD TUITION PROGRAM (NJNGTP)**

**REGISTRATION**

A New Jersey National Guard Tuition Program (NJNGTP) registration package must be reviewed and approved for each new semester. This enables Thomas Edison State University to audit each registration for compliance under New Jersey legislation.

Likewise, since the Commander’s Certificate of Eligibility (commander’s cert) is only valid for a maximum of 60 days from the command signature, a new commander’s cert must be submitted with every NJNGTP registration package, unless that new registration is submitted within fewer than 60 days of the command signature date.

Students may register for and be active in no greater than 16 credits at one time. Students wishing to register for more than 15 credits must also seek approval from an academic advisor before the registration can be cleared for processing.

Any courses that are currently active, for which the tuition was waived using your Commander’s Certificate of Eligibility, count toward the 16-credit tuition waiver cap. An active course is one that is defined as open with an outstanding grade.

Any registrations submitted outside of the NJNGTP registration process, as outlined on the University website and within the NJNGTP registration package, will be ineligible for a tuition waiver.

**SATISFACTORY ACADEMIC PROGRESS**

Continued use of the tuition waiver requires that students maintain a minimum GPA of 2.0 at the undergraduate level and a minimum GPA of 3.0 at the graduate level.

The University performs an audit for every new registration, to ensure SAP compliance. Use of the waiver will no longer be available if it is determined that the SAP has fallen below the minimum threshold.

Any registrations submitted while not meeting SAP cannot be retroactively waived, as the minimum satisfactory requirements under the NJNGTP can only be applied while the student is in good standing.

**NONMATRICULATION**

Nonmatriculated students are ineligible to use the tuition waiver, as New Jersey legislation requires that a student be accepted into an undergraduate or graduate program of study. Furthermore, courses must apply toward a degree at Thomas Edison State University in order to qualify for a tuition waiver under the NJNGTP.

Exceptions will only apply if a student enrolled in a program in which Thomas Edison State University is expressly in a partnership, which excludes a student from such restrictions.

**NON-POST-9/11 GI BILL CERTIFICATIONS**

NJNGTP students who qualify for U.S. Department of Veterans Affairs (VA)-related benefits other than the Post-9/11 GI Bill® must indicate their wish use VA benefits with every registration submitted. Students are also responsible for submitting the appropriate forms to both the University and the VA, in order to activate and establish their benefits.

The VA determines benefit payout for a rate-of-pursuit below half time (3 credits or less) by assessing the tuition. As a result, students who register for 3 credits or less for a given term, under the NJNGTP, are not eligible to receive entitlements under VA policy, given there is no tuition to report.

Thomas Edison State University will submit a certification greater than 3 credits, upon request, as the VA does not use the tuition rate to calculate benefits for a rate of pursuit at or above the half-time rate.
### Military Repayment Policy

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<thead>
<tr>
<th>Day in Term</th>
<th>% of Term</th>
<th>Original Bill</th>
<th>Adjusted Per TESU Refund Policy (50% up to day 14)</th>
<th>Amount Entitled Based on up to 25.5% = 50% coverage; up to 60% = 90%; after 60% = 100% coverage</th>
<th>Amount Remaining for Student</th>
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MILITARY-RELATED WITHDRAWAL REQUESTS

A military withdrawal exception will be considered if supporting documentation, detailing a qualifying deployment or emergency activation is submitted along with the request, as it is understood that such situations are often accompanied with limited access to online resources. Thomas Edison State University will be unable to consider any withdrawal requests submitted after the course has closed that are not submitted for reasons of qualifying deployment or emergency activation.

Standard or scheduled military training exercises do not qualify for military waiver exceptions. While there are circumstances that may qualify for an exception-to-policy waiver, standard orders, especially those that are considered routine or voluntary, are scheduled on a regular basis and generally provide military members with ample time to plan their course schedule around military duty. As an alternative to a withdrawal, students may submit a course extension request; however, if the extension is awarded, the option for withdrawal will no longer be available, as only one exception can be awarded per course. For this reason, military students should carefully weigh their options based on the circumstances before submitting their request.

Non-GoArmyEd circumstantial withdrawal requests must be submitted to the Office of Military and Veteran Education, along with supporting documentation. Once the request and supporting documentation have been received, the Office of Military and Veteran Education will then make a recommendation on the student's behalf for an exception. GoArmyEd students should submit Withdrawal for Military Reasons (WM) through the GoArmyEd portal. If the course has already closed and a WM cannot be submitted through the GoArmyEd portal, then the student should submit a circumstantial withdrawal request as previously outlined. If the petition is approved, it is important to note that Thomas Edison State University can only report a withdrawal to GoArmyEd, as recoupment is a policy governed by the Army.

NURSING STUDENT POLICIES

The policies stated here apply to students enrolling in the RN-BSN/MSN degree program with degree requirements effective July 1, 2020.

RN-BSN/MSN applicants to the W. Cary Edwards School of Nursing may pursue the Bachelor of Science in Nursing (BSN) degree only, or both the BSN degree and the Master of Science in Nursing (MSN) degree by selecting the BSN/MSN option on the online application. For students enrolled in the BSN/MSN, up to 12 graduate nursing credits included in BSN degree requirements may be applied to MSN degree requirements*. A grade of B or higher must be earned in graduate nursing courses completed during the BSN program to be applied to the MSN degree requirements. The student will continue on to complete remaining MSN degree requirements upon 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. Registered nurses (RN) with a BSN degree may apply for the MSN degree.

ADMISSIONS

› Admission to all RN-BSN/MSN programs offered by the W. Cary Edwards School of Nursing is rolling.

› All RN-BSN/MSN applicants to the W. Cary Edwards School of Nursing must possess a current and valid unencumbered RN license, recognized in the United States.

› Provisional admission to the RN-BSN and RN-BSN/MSN programs is open to senior nursing students or graduates of an RN diploma program of nursing, or a regionally accredited college or university in the United States with an associate degree in nursing awaiting RN licensure. Students provisionally admitted to the program may enroll in NUR-342: Advancing Nursing Practice; HPS-200: Statistics for the Health Professions; PHI-475: Biomedical Ethics; or NUR-516: Advanced Health Assessment. Provisionally admitted students will have one year from the date of provisional admission to obtain RN licensure. Failure to do so within that time, will result in removal from the program.

› Full admission to the RN-BSN and RN-BSN/MSN programs requires that the applicant must be a graduate of an RN diploma program of nursing or a regionally accredited college or university in the United States or recognized foreign institution with an associate degree in nursing. A current and valid unencumbered RN license, recognized in the United States, must be submitted for full admission to the program.

ADMISSIONS PROCESS

All RN-BSN/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 - without restrictions, valid in the United States, to the Office of Admissions and Enrollment Services.

› Submit official transcripts for all college-level credit and examination score reports sent to the University’s Office of the Registrar.

› Submit official transcripts from the school of nursing awarding the diploma (if a graduate of an RN diploma school of nursing, including foreign diploma schools of nursing) to the University’s Office of the Registrar.

› Follow University procedure for evaluation of credit if a graduate of a foreign collegiate program of nursing.

› 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.

*Only 9 credits will transfer into the MSN Nurse Educator area of specialty.
All nursing students are advised to upgrade to:

Preferred System Requirements for Windows and Mac

Internet Connection (required):
> High-speed connection is recommended. Speeds below 10 Mbps may cause slower loading times for video-heavy courses.

Operating System:
> Windows or macOS recommended
> Linux and ChromeOS may have limited functionality for some of our technology and media tools.

Browser:
> Firefox or Chrome recommended
> Edge/Internet Explorer and Safari may have limited functionality for some of our technology and media tools.

Other Software:
> All students receive a Thomas Edison State University email account that provides free access to G Suite for Education (Google).
> Some course tools may require browser plugins or other software to be installed. More information is provided in those courses.

Peripherals for Video Related Activities:
> Webcam and microphone required. This includes those built into devices. Headphones with built-in microphone recommended.
> Some courses may require additional hardware. Details on these will be included in those specific courses.

Note: Operating systems, browsers, plugins, and other software should be kept up-to-date for security purposes and to ensure proper functionality.

For technical (computer) questions relating to online courses, call 609-777-5680.

ENROLLMENT
> Nursing students are considered “enrolled” when they have been accepted into the nursing program and have registered for and begun their first course. A student’s enrollment date is defined as the 10th day of a term for which a student registers paying the Per Credit Tuition Plan. This status may change if the student becomes inactive or takes a leave of absence.

> Acceptance in the MSN degree program for students selecting the BSNM option on application will be in effect following certification for graduation from the BSN degree.

> Program materials will be provided and all students will be given access to advisement services on acceptance.

> An Academic 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.

> Nonmatriculated students must obtain permission from the School prior to enrolling in BSN and MSN nursing courses.

INACTIVE RE-ENROLLMENT
Students returning to the BSN or MSN degree programs or the graduate nursing certificate programs will need to complete and submit the online application found at www.tesu.edu/apply. If a student’s state does not have an online license verification process, the student must resubmit a notarized copy of his/her license to Thomas Edison State University, Office of Admissions and Enrollment Services, 111 W. State St., Trenton, NJ 08608. In order for the re-enrollment to be processed, the University must validate the student’s license.

Note: Re-enrollment may place student into the newest curriculum, which may affect course requirements. Please contact a nursing advisor to re-enroll.

GRADING SCALE
Letter grades are assigned to online nursing courses according to the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
<th>Numerical Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Below 60</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (temporary grade)</td>
<td></td>
</tr>
<tr>
<td>IF</td>
<td>0</td>
<td>Below 60</td>
</tr>
<tr>
<td>ZF</td>
<td>0</td>
<td>(Academic Integrity Violation)</td>
</tr>
</tbody>
</table>

DEGREE/CERTIFICATE PROGRAM REQUIREMENTS
> Students may complete selected degree requirements by course, exam, or prior learning assessment (PLA).

> Rewriting or resubmission of assignments is not permitted.

> No assignments may be submitted after the last day of the course without an approved extension.

> Extensions must be approved by the mentor and submitted by the student to the Office of the Registrar no later than seven days of the course ending. Extension requires 50 percent of course work to be completed.
Three discussion posts on three different days is the minimum required for participation in each discussion forum.

Online nursing courses required for completion of the nursing degree or certificate programs are open only to RNs.

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 if the credit will meet program requirements.

**BSN UPPER DIVISION**

Upper-division nursing credits earned more than 10 years prior to the student’s enrollment date may not be applied to upper-division nursing requirements in the BSN degree program.

Courses transferred into the BSN program to meet upper-division nursing credit requirements must have been completed at a regionally accredited college or university, and a school of nursing accredited by a national nursing accrediting body (Commission on Collegiate Nursing Education (CCNE), Commission for Nursing Education Accreditation (CNEA), or Accreditation Commission for Education in Nursing (ACEN)).

Students enrolled in the BSN degree program will be governed by University policies in regard to general education credit requirements.

Students enrolled in the BSN degree program must earn a grade of C (73) or better in the nursing courses for the credit to be accepted toward the degree.

Students enrolled in the BSN degree program must achieve a minimum cumulative GPA of C (2.0) or better to graduate.

Students enrolled in the BSN degree program will be governed by academic policies for graduate nursing courses while enrolled in the graduate nursing courses required for the BSN degree.

Students enrolled in the BSN degree program may repeat each nursing course, one time each. (Except graduate courses, see above policy.)

**ACCELERATED 2ND DEGREE BSN PROGRAM**

As many policies are different from the RN-BSN-MSN program, please refer to the Accelerated 2nd Degree BSN Program Handbook for specific student policies.

**GRADUATION**

All students in the W. Cary Edwards School of Nursing degree programs will submit the Request for Graduation Form 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.

**APPEALS**

All students in the W. Cary Edwards School of Nursing will follow University policies on academic appeals as outlined in this Catalog. Appeals are to be submitted only after a course ends.

**NONENROLLED RNs**

Nonenrolled RNs who wish to try an online nursing course may take two courses prior to enrollment with prior approval of the School. Students must be enrolled in a nursing program at the end of the second nursing course.

**UPDATED CREDENTIALS FOR SELECTED COURSES**

Evidence of a current and valid unencumbered RN license and malpractice insurance is required at the time student registers for NUR-443 Public Health Nursing course in the BSN degree program.

**FORMAL COMPLAINTS**

A formal complaint is a written 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 Registrar at (609) 984-1180 or registrar@tesu.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:

A. **Grade or Academic Credit Appeal.**

   See Student Forms area of myEdison® or visit www.tesu.edu/studentforms.

B. **Academic Code of Conduct Policy.**

   See Page 172.

C. **Nonacademic Code of Conduct Policy.**

   See Page 174.

D. **Policy Against Discrimination and Harassment.**

   See Page 178.

E. **Disability Accommodations.**

   See Page 168.
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:

> 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. 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.

INTERNATIONAL STUDENT POLICIES

AMERICAN-EARNED CREDITS

International students with college-level learning assessed from another country must complete at least 30 additional U.S. college credits and meet all the area of study or concentration degree requirements to obtain a Thomas Edison State University bachelor’s degree and at least 15 additional U.S. college credits to earn an associate degree. All other conditions that apply to local students will apply to international students as well.

ELIGIBILITY

Foreign citizens are defined as those who live and have citizenship in countries where English is not the native language. Foreign applicants interested in becoming undergraduate students will be eligible for enrollment if they can provide scores from either the iBT TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System).

At minimum, TOEFL scores should be 79 on the internet-based test (iBT). At minimum, the IELTS score should be 6.5.

Students are responsible for taking either the TOEFL or IELTS and having the official scores sent to the Office of the Registrar at Thomas Edison State University by the Educational Testing Service (ETS).

For information on TOEFL, visit www.ets.org/toefl or write to:

TOEFL

Box 2877

Princeton, NJ 08541-2877, USA

For information on IELTS, visit www.ielts.org.

Thomas Edison State University recognizes the discipline necessary to complete a self-directed program of study. An external degree institution for adults, the University issues no visas and has no residential campus facilities. Therefore, it is suggested that international students without a strong command of the English language consider their higher education options before enrolling with the University.

Non-United States citizens who are residing outside the United States should be aware of the limitations and restrictions on services available to students.

INTERNATIONAL CREDIT POLICY FOR PRIOR LEARNING ASSESSMENT (PLA)

United States and international citizens living abroad (both enrolled and nonenrolled) will be given consideration for PLA. If English is not the official language of their country of citizenship, these students must submit a minimum score of 79 on the internet-based Test of English as a Foreign Language (TOEFL) or the IELTS (International English Language Testing System) with a minimum score of 6.5, prior to registering for PLA; have completed 24 college-level credits prior to the time of application, at least 6 credits of which are in English composition; and have a thorough understanding of the additional time and costs that may be associated with this process (postage, phone calls, etc.).
INTERNATIONAL CREDIT POLICY FOR GUIDED STUDY, ONLINE COURSES, e-PACK® COURSES AND TECEP® EXAMINATIONS

American citizens and international students residing outside of the continental United States can enroll in Guided Study, online, and e-Pack® courses, and TECEP® examinations. Prior to registering, students must first secure special approval. Such approval is usually based on the student’s ability to successfully utilize the Online Proctor Service (OPS) or to arrange for a suitable proctor to administer a pen/paper examination. All tests completed in the pen/paper format must be proctored by a full-time faculty member or an academic dean at an approved American university abroad, or with an approved DSST®/DANTES, CLEP®, or TOEFL test administrator at an official DSST®/DANTES, CLEP®, or TOEFL test site. Prior to registering for a Guided Study, online, or e-Pack® courses, or TECEP® examination, students living outside the United States must contact the Office of Test Administration to choose between an online examination (via OPS) or secure approval for a proctor to administer the pen/paper examination. Students are responsible for all costs associated with the mailing of course materials and, if utilizing pen/paper examinations, the mailing and transport of exams and the payment of proctoring fees. United States military personnel can utilize the OPS testing option if a suitable computer and hard-wired connection is available or take pen/paper exams through the education officer at a military base. This does not apply to military and diplomatic personnel and their families who have APO/FPO addresses. NOTE: International students must also have passed either the iBT TOEFL (Test of English as a Foreign Language) with a minimum score of 79 or the IELTS (International English Language Testing System) with a minimum score of 6.5.

INTERNATIONAL CREDIT POLICY FOR TRANSFER CREDIT

An enrolled student may transfer a maximum of 90 credits from international institutions.

INTERNATIONAL CREDIT EVALUATIONS

Thomas Edison State University will not evaluate transcripts from other countries. The University will accept the credit recommendations from one of the following agencies when the recommendations are based on a course-by-course evaluation and sent on an official transcript to Thomas Edison State University.

- Academic Credentials Evaluation Institute, Inc. (ACEI)
  www.acei-global.org
- Center for Applied Research, Evaluations & Education, Inc.
  www.iescaree.com
- Educational Credential Evaluators, Inc. (ECE)
  www.ece.org
- World Educational Services, Inc. (WES)
  www.wes.org
- SDR Educational Consultants
  www.sdeducational.org

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. There will be no mixing or matching of evaluations.

APPLICATION AND ENROLLMENT FOR INTERNATIONAL STUDENTS

To apply to Thomas Edison State University, submit the following documents:

1. a completed Thomas Edison State University Application Form;
2. application fee (payment must be in U.S. dollars); and
3. a TOEFL score report sent directly to Thomas Edison State University from the Educational Testing Service.

To enroll in Thomas Edison State University, select a tuition plan and pay tuition. After application, any credentials or documents submitted will be evaluated. When the evaluation has been completed, the student will be advised of any remaining degree requirements. It is the responsibility of the student to arrange for the completion of remaining degree requirements.

VISAS

Thomas Edison State University does not issue “Certificates of Acceptance” (Form I-20) to international students. Students who enter the United States on a student visa (F-1) through another college may enroll in Thomas Edison State University. However, it will be the student’s responsibility to keep his/her visa status current to be eligible for continued pursuit of a Thomas Edison State University degree. 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.

FEES AND REQUESTS FOR ADDITIONAL INFORMATION

Fees for international students residing in foreign countries cover extensive administrative costs. Students on nonimmigrant visas living in the United States will pay out-of-state fees. Details on fees are available upon request.
LEARNING 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. Thomas Edison State University's institutional outcomes are closely mapped to the Essential Learning Outcomes of the Liberal Education and America's Promise (LEAP) initiative as documented by the Association of American Colleges and Universities. The University Academic Council has approved specific institutional learning outcomes for all undergraduate students and graduate students, respectively.

UNDERGRADUATE INSTITUTIONAL LEARNING OUTCOMES

All Thomas Edison State University students who graduate from bachelor's degree programs will have the following competencies:

> WRITTEN COMMUNICATION
Communicate ideas effectively in writing using text, data, and images for addressing globally complex challenges.

> ORAL COMMUNICATION
Communicate ideas effectively orally using multiple modes of communication, as appropriate.

> INFORMATION LITERACY
Identify, locate, evaluate, and effectively and responsibly use and share information for the problem at hand.

> QUANTITATIVE REASONING/LITERACY
Demonstrate competency and comfort in working with numerical data, create complex and refined arguments supported by quantitative evidence, and clearly communicate those arguments in a variety of formats, as appropriate.

> DIVERSITY/INTERCULTURAL LITERACY
Recognize that they are members of a world community and demonstrate intercultural knowledge, skills, and attitudes that support effective and appropriate interaction in a variety of cultural contexts.

> ETHICAL LEADERSHIP
Assess their own ethical values and the social context of a given situation, recognize ethical issues in a variety of settings, apply ethical principles to ethical dilemmas, and consider the ramifications of alternative actions.

> CRITICAL THINKING
Critically explore issues and ideas, frame events, consider evidence, and analyze assumptions before accepting or formulating an opinion or conclusion.

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 curricular and co-curricular development in the spirit of continuous improvement of the learning experience.

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.

ADDITIONAL LEARNING OUTCOMES

HEAVIN SCHOOL OF ARTS, SCIENCES, AND TECHNOLOGY

Undergraduate outcomes

Bachelor's degree graduates from the applied science and technology areas will have the ability to:

> possess an appropriate mastery of the knowledge, techniques, skills, modern tools, and advanced technology of the discipline;
> demonstrate the ability to design, analyze, and effectively use systems, components and methods with a framework of quality and continuous improvement;
> demonstrate knowledge of the applicable standards for occupational health and safety, the environment, and regulatory procedure; and
> communicate effectively in the technical discipline.

Bachelor's degree graduates from the arts and sciences areas will have the ability to:

> explain key terms, concepts, and theories in an area of study in the arts and sciences;
> apply critical-thinking skills to problems in an area of study in the arts and sciences;
> communicate effectively, in both written and oral form; and
> apply research methods appropriate to the discipline.

SCHOOL OF BUSINESS AND MANAGEMENT

Undergraduate outcomes

Graduates of bachelor's programs in business and leadership will obtain competencies in the business core and a breadth of knowledge in the liberal arts and sciences, preparing them to apply these competencies to business situations. In addition they will be able to:

Degree Learning Outcomes - Bachelor of Science in Business Administration (BSBA):

> Business Content Orientation: Apply key theories, models, and applications within the global business context.
Analytic and Critical-Thinking Orientation: Demonstrate critical-thinking skills in business related situations.

Quantitative Reasoning Orientation: Employ empirical approaches to planning and decision making using quantitative reporting mechanisms.

Communication Orientation: Demonstrate written and oral skills appropriate for business communication.

Ethics and Legal Orientation: Analyze business and organizational situations using ethical approaches to decision making.

Technology Orientation: Apply technology to enable business growth, development, and sustainability.

Degree Learning Outcomes - Bachelor of Science in Organizational Leadership (BSOL):

Business Fundamentals Orientation: Apply key theories, models, and applications within the global business context.

Analytic and Critical-Thinking Orientation: Demonstrate critical-thinking skills in business related situations.

Quantitative Reasoning Orientation: Employ empirical approaches to planning and decision making using quantitative reporting mechanisms.

Communication Orientation: Demonstrate written and oral skills appropriate for business communication.

Ethics Orientation: Analyze business and organizational situations using ethical approaches to decision making.

Leadership and Advocacy Orientation: Employ leadership theories in a variety of business situations.

Organizational Culture, Behavior, and Change Orientation: Apply behavioral theories to organizational cultural and change.

Technology Orientation: Apply technology to enable business growth, development, and sustainability.

Degree Learning Outcomes - Bachelor of Science in Professional Studies (BSPS):

apply written and oral skills appropriate for business communication;

apply critical-thinking skills in business-related situations;

apply core supervisory and management principles to business operations;

apply strong ethical, cross-cultural, and quantitative skills when leading organizational operations;

employ empirical approaches to business planning and decision making;

examine elements of organizational culture including awareness, context, diversity, and ethical behavior to optimize business practices; and

apply technology to enable business growth, development, and sustainability.

W. CARY EDWARDS SCHOOL OF NURSING
Undergraduate outcomes

On completion of the Bachelor of Science in Nursing (BSN) degree program, the graduate will be able to:

Integrate current knowledge, ethical principles, evidence-based findings, and clinical reasoning to direct nursing practice decisions.

Apply principles of cultural humility and cultural sensitivity to inter-personal relationships and client/population-focused care.

Participate in inter-professional collaboration to promote optimal client outcomes.

Explore the effects of health policy on the financing, organization, and delivery of healthcare to individuals and populations.

Employ a range of information technologies and ethical standards to acquire knowledge, manage data, communicate information, and guide & validate nursing practice.

Demonstrate leadership skills and professionalism based on an understanding of the multidimensional role of the professional nurse.

JOHN S. WATSON SCHOOL OF PUBLIC SERVICE
Undergraduate outcomes

Graduates of the Associate in Arts in Human Services (AAHS) degree will have the ability to:

define key concepts in the area of study;

identify theories of professional practice;

explain the specific skills, techniques, and agencies necessary to serve client populations; and

explain cultural diversity as it relates to the field of human services.

Graduates of the Bachelor of Science in Human Services (BSHS) degree will have the ability to:

interpret and critically analyze the professional track;

apply theory to professional practice;

apply knowledge of the specific skills, techniques, and agencies necessary to serve client populations; and

apply knowledge of cultural diversity as it relates to field of human services; and

apply theories of management as it relates to human services.

Graduates of the Bachelor of Science (BS) degree in Homeland Security and Emergency Management will have the ability to:

use key terms, concepts, theories, and answer critical questions in area of study;

describe the historical development of the field, its origins, old and new, conceptual framework, and the interdependence of this field with research findings in other fields;
demonstrate independence and collaboration while participating in decision-making activities in a variety of settings;

define and apply appropriate constitutional legal principles to the design and implementation of strategies related to homeland security and emergency management;

seek out, research, and evaluate all available information regarding homeland security and emergency management concepts, strategies, and tactics, and select new or established methods based upon good analysis and best practices;

demonstrate the emergency management process of planning, organizing, response, and mitigation of potential threats and disasters;

describe the psychological and sociological impact of natural and man-made disasters on community members, businesses, and government, and apply this knowledge to emergency management strategies and practices; and

define and apply established principles of command and control, in cooperation with other agencies, in the assessment and mitigation of natural and man-made disasters.
ABOUT THOMAS EDISON STATE UNIVERSITY

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 has stated that Thomas Edison State University is “the college that paved the way for flexibility.”

OUR STUDENTS
Thomas Edison State University is composed of a worldwide community of learners. The University’s student body represents every state in the U.S. and approximately 61 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
- Current Total Enrollment: approximately 14,345
- Average student age: 35
- 38 percent of students are New Jersey residents
- 60 percent of students are out-of-state residents (including all 50 states and students from or studying in approximately 61 countries)
- 1 percent of students are international
- 1 percent of students are unknown
- 58 percent of students are male
- 42 percent of students are female

ACCREDITATION
Thomas Edison State University is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. 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 School of Business and Management’s Bachelor of Science in Business Administration; Master of Science in Management; Master of Science in Human Resources Management; and Master of Business Administration are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a specialized accreditation body for business education and is recognized by the Council for Higher Education Accreditation (CHEA).

The baccalaureate degree program in nursing, master's degree program in nursing and Doctor of Nursing Practice program at Thomas Edison State University are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The baccalaureate degree program in nursing at Thomas Edison State University is accredited by the New Jersey Board of Nursing, PO Box 45010, Newark, NJ 07101, 973-504-6430.

The Master of Arts in 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 Education Preparation Program (EPP) offers to P-12 educators for professional development, re-licensure, or other purposes.

Thomas Edison State University's bachelor's degrees in Nuclear Engineering Technology and Electronics System Engineering Technology are accredited by the Engineering Technology Accreditation Commission of ABET. ABET is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

Thomas Edison State University's associate degree program and undergraduate certificate in Polysomnography is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Accreditation documentation can be obtained by contacting the accrediting agency directly.

CONTACT INFORMATION:

Accreditation Council for Business Schools and Programs (ACBSP)
11520 W. 119th St.
Overland Park, KS 66213
(913) 339-9356
www.acbsp.org

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
25400 US Highway 19 N, Suite 158
Clearwater, FL 33763
(727) 210-2350

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791

Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St. SW, Suite 400
Washington, DC 20036
(202) 223-0077
www.caepnet.org
INFORMATION ON AWARDS AND HONOR SOCIETIES

Thomas Edison State University awards academic honors at both the undergraduate and graduate level. Eligibility for all awards and honor societies is determined at graduation automatically. Students do not have to apply to be considered. There are academic awards and honors that are awarded by the University as well as those for which a graduate is determined to be eligible to apply if they wish to apply for membership.

The following awards and honor society are awarded directly by Thomas Edison State University and the award/honor society is recorded on the permanent Thomas Edison State University academic record/transcript*. Graduates do not need to apply for the award or for honor society membership. Recipients are permitted to wear the academic award and honors cords/pins provided by the University at Commencement.

* The President’s List or President’s Award are not recorded on the transcript.

THE PRESIDENT’S LIST FOR UNDERGRADUATE STUDENTS
The president’s list distinction is bestowed on undergraduate program students who exhibit a commitment to academic excellence during their degree journey. Students qualifying for the president’s list must:

- Be an enrolled undergraduate student with a 4.0 grade point average (GPA) for the current term
- Be in satisfactory academic standing
- Complete a minimum of 6 graded credits within a specific term

Students who make the president’s list four times and become certified for graduation, qualify for the president’s award.

THE PRESIDENT’S AWARD FOR UNDERGRADUATE STUDENTS
To promote and reward the highest level of academic achievement, the president’s award is reserved for undergraduate program students who have consistently displayed superior academic achievement during the course of their degree journey. To qualify for the award, students must:

- Make the president’s list a minimum of four times
- Maintain a cumulative GPA of 4.0
- Complete minimum of 24 graded credits at TESU

Undergraduate students receiving the president’s award will be recognized during their respective commencement ceremonies for their achievement with a special honor cord and a special notation in the commencement program book.

THE PRESIDENT’S AWARD FOR GRADUATE STUDENTS
To recognize consistent academic excellence in students enrolled in graduate-level programs, the President’s Award is reserved for students who have consistently displayed superior academic achievement over the course of their TESU degree journey. To qualify for the award, students must:

- obtain a 4.0 GPA for 6 graded credits in a given term, for at least four terms
- maintain a cumulative GPA of 4.0
- complete a minimum of 24 graded credits at TESU

Graduate students receiving the President’s Award will be recognized during their respective Commencement ceremonies with a special honor cord and a special notation in the Commencement Program book.

ARNOLD FLETCHER AWARD
Dr. Arnold Fletcher was the University’s first vice president and played an instrumental role developing and leading the institution’s academic enterprise. Under his leadership, Thomas Edison developed its first degree programs, appointed its first Academic Council, created its first exam programs and courses, and became a pioneer in prior learning assessment. The Arnold Fletcher Award recognizes Thomas Edison State University bachelor’s degree graduates for exceptional achievement in online learning. Students must have earned at least 51 percent of their credits through Thomas Edison State University’s online courses with a minimum of 10 courses taken and have earned an overall grade point average of 3.5 or higher.

ALPHA SIGMA LAMBDA NATIONAL HONOR SOCIETY
Alpha Sigma Lambda National Honor Society was founded in 1945 to recognize adult students in higher education who have achieved academic excellence while fulfilling the many responsibilities of family, work, and community services. The Thomas Edison State University Lambda Tau Chapter was established in 1996. For induction into this society students must have an overall Thomas Edison State University grade point average of 3.2 and have earned from Thomas Edison State University at least 24 graded credits of which 12 credits are in liberal arts/sciences. Student members are selected only from the top 20 percent of the group of qualified students.

REGINA SANCHEZ-PORTER AWARD
This award is in honor and memory of Regina Sanchez-Porter, PhD, RN, and is given annually to a BSN graduate of the W. Cary Edwards School of Nursing. Dr. Sanchez-Porter was a member of the Thomas Edison State University Nursing Committee (1986-1991), as well as a clinical
examiner for Health Assessment & Teaching Performance Examination, a representative for Thomas Edison State University's BSN program, on the Regents College Nursing Faculty Subcommittee for Health Assessment and Teaching Performance Examinations, and an associate professor at Trenton State College's (now The College of New Jersey) School of Nursing. As a person, she was free-spirited, loveable, kind, competent, and always willing to volunteer her services to help others. As an educator and clinical examiner, she was warm and sensitive to individual needs and eager to share her expertise with others. As a practitioner, she was community-oriented and committed to the healthcare needs of culturally diverse populations. As a professional, she was committed to lifelong learning and was always updating her knowledge and skills.

ADDITIONAL HONOR SOCIETIES
Eligibility for membership in the following honor societies is determined by the University. The graduate is notified of eligibility who chooses to join the honor society if he/she wishes to do so. Membership in these honor societies is not automatic, nor is it recorded on the permanent Thomas Edison State University academic record/transcript. Only graduates who have chosen to be members are permitted to wear the academic honors cords/pins provided by the University or honor society at Commencement.

KAPPA DELTA PI HONOR SOCIETY
The Alpha Zeta Epsilon chapter of Kappa Delta Pi is the International Honor Society in Education at Thomas Edison State University.

Kappa Delta Pi is an honor society that recognizes 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.

While membership is an honor, membership will also afford individuals professional development opportunities with colleagues in education as well as access to membership benefits. Membership in the University's chapter, Alpha Zeta Epsilon, is open to students in either the Master of Arts in Educational Leadership program or the Graduate Certificate in Educational Leadership program in the Heavin School of Arts, Sciences, and Technology who have maintained a GPA of 3.75 or better.

ORDER OF THE SWORD AND SHIELD
The John S. Watson School of Public Service has been approved as a chapter of the Order of the Sword & Shield National Honor Society. Established in 2010, the Order of the Sword & Shield Honor Society is the first academic and professional honor society dedicated exclusively to the disciplines of homeland security, intelligence, emergency management, and protective security. Qualifying students in the School's Bachelor of Science degree in Homeland Security and Emergency Management and Master of Science in Homeland Security programs are invited to apply for membership.

Students applying to the Sword & Shield Honor Society must meet the following requirements:

- Completed 50 percent of the total number of credits required for degree completion in an undergraduate- or graduate-level homeland security degree program.
- Students enrolled in the bachelor's program must have a cumulative (GPA) of 3.25 or higher (on a 4.0 scale) for all credits currently applied to their degree program including transfer credits; or, be in the top 20th percentile of their class.
- Students enrolled in the master's program must have a cumulative (GPA) of 3.50 or higher (on a 4.0 scale) for all credits currently applied to their degree program including transfer credits; or, be in the top 20th percentile of their class.

DELTA MU DELTA INTERNATIONAL HONOR SOCIETY IN BUSINESS
The Delta Mu Delta International Honor Society in Business recognizes scholarship and achievement among students in business programs. The creation of Delta Mu Delta follows the tradition of honoring business programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Thomas Edison State University Omicron Nu Chapter was established in 2018.

Students invited into the Thomas Edison State University Omicron Nu Chapter must meet the following requirements:

- Students must be candidates for the Bachelor of Science in Business Administration, Master of Business Administration, Master of Science in Human Resources Management, or Master of Science in Management.
- Students must have completed at least 24 letter-graded credits with Thomas Edison State University.
- Bachelor degree students must have a Thomas Edison State University grade point average of at least 3.5 and rank in the upper 20 percent of eligible candidates.
- Master degree students must have a Thomas Edison State University grade point average of at least 3.85 and rank in the upper 20 percent of eligible candidates.

Thomas Edison State University’s honor society chapter candidate selection is yearly based on the University’s Commencement graduation cycle (December, March, June, and September). Students who meet the eligibility criteria for chapter membership the School of Business and Management will be notified.

SIGMA BETA DELTA INTERNATIONAL HONOR SOCIETY
The Sigma Beta Delta International Honor Society recognizes scholarship and achievement among students of business, management, and administration. The creation of Sigma Beta Delta follows a 200-year tradition of honoring scholastic achievement in higher education. The Thomas Edison State University 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 the Bachelor of Science in Organizational Leadership or Bachelor of Science in Professional Studies;
- Students must have completed at least 24 letter-graded credits with Thomas Edison State University;
- Students must have a Thomas Edison State University grade point average of at least 3.5 and rank in the upper 20 percent of eligible candidates.

Thomas Edison State University’s honor society chapter candidate selection is yearly based on the University’s Commencement graduation cycle (December, March, June, and September). Students who meet the eligibility criteria for chapter membership the School of Business and Management will notified.

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.

Students with any history of academic integrity violations are not eligible for any award or honors.

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

- the student must have at least a 3.0 GPA on a 4.0 grading scale;
- the student must be ranked in the top 35 percent of the graduating class (GPAs are reviewed when students have completed NUR-443: Public Health Nursing); and
- the student must demonstrate academic integrity and professional leadership potential.

Eligible undergraduate students who have completed their degree requirements and have been certified for graduation will receive an invitation via email during the summer term (no application process).

Criteria for membership in the Upsilon Rho Chapter for Accelerated 2nd Degree BSN Program students are as follows:

- the student must have at least a 3.0 GPA on a 4.0 grading scale;
- the student must be ranked in the top 35 percent of the graduating Accelerated 2nd Degree BSN Program class; and
- the student must demonstrate academic integrity and professional leadership potential.

Eligible Accelerated 2nd Degree BSN Program students will receive an invitation during their final term (no application process).

Students, alumni, and community nurse leaders who would like more information regarding the society may visit www.nursingsociety.org or for more information on Upsilon Rho Chapter contact the W. Cary Edwards School of Nursing at nursing@tesu.edu attention: Upsilon Rho Chapter.

HEAVIN SCHOOL OF ARTS, SCIENCES, AND TECHNOLOGY

The Heavin School of Arts, Sciences, and Technology provides an interdisciplinary approach to lifelong learning for adult learners interested in exploring values inherent in the applied sciences, technology, liberal arts, humanities, natural sciences, and social sciences. The curricula delve into a specialized depth of knowledge through areas of study, combined with the breadth of general education.

The School is named in honor of Gary Heavin ’02 and his wife, Diane, whose generous support of the University has played a key role in the creation of new academic programs and provided the Thomas Edison State University Foundation with a significant addition to its endowment.

ACADEMIC PROGRAMS

- Associate in Applied Science
- Associate in Applied Science degree: Criminal Justice
- Associate in Arts
- Associate in Science
- Associate in Science in Natural Sciences and Mathematics
- Associate of Science degree: Occupational Therapy Assistant*
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Cybersecurity
- Bachelors of Science in Health Information Management*
- Bachelor of Science in Health Sciences*
- Bachelor of Science in Medical Imaging Sciences*
- Master of Arts in Educational Leadership
- Master of Arts in Educational Technology and Online Learning
- Master of Arts in Liberal Studies
- Master of Science
- Master of Science in Cybersecurity
- Master of Science in Data Science and Analytics
- Master of Science in Information Technology
- Undergraduate Certificate in Communications
- Undergraduate Certificate in Computer Science
- Undergraduate Certificate in Criminal Justice
MISSION AND PURPOSE
The Heavin School of Arts, Sciences, and Technology provide learners with innovative degree programs that facilitate learning, engagement, and discovery in the applied sciences, technology, liberal arts, humanities as well as the natural and social science fields. The School's curriculum meets the educational and career needs of learners in work environments where opportunity is facilitated by practical knowledge, and applied skills.

The School's curriculum provides opportunities to achieve personal and career goals through programs in associate, bachelor’s, and master’s degree programs in more than 100 areas of study, allowing the flexibility to integrate skills and knowledge acquired outside academia by granting academic credit for professional licenses/certifications, apprenticeships, professional training, and military training.

Students may advance toward their academic goal by transferring credit from other regionally accredited institutions or by earning credit through alternative methods including examination programs, such as TECEP®, CLEP®, DSST®, portfolio assessment (PLA), and Program Learning Reviews.

The School's vision is to continually enhance its position as a leader in arts, science, and technology education through exemplary quality of graduates of our degree and certificate programs, in all aspects of their academic and professional endeavors, and in their civic and social responsibilities.

THE SCHOOL OF BUSINESS AND MANAGEMENT
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, the School's pedagogy, credit-earning opportunities, and formats meet the needs of self-directed adults who seek to achieve educational and professional goals.

MISSION AND PURPOSE
The School of Business and Management delivers a practitioner-oriented, competency-based business education within a learner-centered environment that prepares ethically responsible, value creating, and globally engaged business professionals, entrepreneurs, and leaders.

The School of Business and Management aspires to be the leader in the development and delivery of flexible, innovative, and relevant collegiate business, management, and leadership programs for adults. The dean, mentors, and staff take pride in offering flexible learning options to diverse populations of
The School curriculum offers students a wide range of business and management courses to complete their degrees. The School’s commitment to continuous quality improvement and degree offerings that are responsive to market needs, provides students with a unique advantage to compete in today’s rapidly changing and complex global business environment.

W. CARY EDWARDS SCHOOL OF NURSING

The W. Cary Edwards School of Nursing provides students with innovative degree programs that meet the educational and career needs of students who want an alternative to traditional campus-based instruction.

The flexible, self-paced programs serve the educational needs of RNs, society’s healthcare needs, and the nursing profession’s need for a clinically competent and technologically adept workforce prepared to assume leadership positions in nursing.

ACADEMIC PROGRAMS

- Accelerated 2nd Degree BSN (Bachelor of Science in Nursing) Program
- Bachelor of Science in Nursing (RN-BSN + RN-BN/MSN)
- Master of Science in Nursing
- Doctor of Nursing Practice
- Graduate Certificate in Nurse Educator
- Graduate Certificate in Nursing Administration
- Graduate Certificate in Nursing Informatics

MISSION, PHILOSOPHY AND PURPOSE

The W. Cary Edwards School of Nursing accepts and upholds the mission of the University in providing distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities. As such, 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, educators, 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 actively shapes the nursing profession by preparing nurses who are intellectually curious, clinically competent, and technologically prepared to assume leadership positions in nursing at the forefront of healthcare transformation.

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. The Doctor of Nursing Practice (DNP) degree prepares nurse leaders to function at the highest level in healthcare organizations. Competencies in organizational leadership, economics and finance, healthcare policy, population-focused care, and technology are emphasized.

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 are responsible for the promotion, maintenance, and restoration of health.

The W. Cary Edwards School of Nursing is committed to the belief that the School uses a teaching-learning process based on the principles of adult learning; demonstrates effective design and delivery of educational experiences in varied learning environments; provides for collaboration and collegial interaction among mentors, educators, and peers; effectively links theory, evidence-based practice, research, and technology; and extends 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 transforming the future of the 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 the healthcare community, and uphold 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.

JOHN S. WATSON SCHOOL OF PUBLIC SERVICE

The John S. Watson School of Public Service offers undergraduate and graduate programs focusing on public service that are designed for working adults interested in professional and personal growth.

ACADEMIC PROGRAMS
- Associate in Arts in Human Services
- Bachelor of Science degree: Homeland Security and Emergency Management
- Bachelor of Science in Human Services
- Master of Public Service Leadership
- Master of Science in Homeland Security
- Master of Science in Management - Public Service Careers
- Graduate Certificate in Counterterrorism
- Graduate Certificate in Emergency Management
- Graduate Certificate in Fundraising and Development
- Graduate Certificate in Homeland Security
- Graduate Certificate in Strategic Planning and Board Leadership for Nonprofits

MISSION AND PURPOSE

The mission of the John S. Watson School of Public Service is to serve higher education and the public interest as a school of innovation, information, and policy formulation; to support informed public policy and to strengthen leadership in local, county/regional, and state government, the nonprofit and private sectors; to provide applied research, technical assistance, program development, and policy analysis; and to strengthen the capacity of people and organizations providing services in the public interest.

This mission is inspired by Thomas Edison State University's mission of providing distinctive undergraduate and graduate education for self-directed adults through flexible, high quality collegiate learning and assessment opportunities, and grounded in the University's mission to fulfill the public service obligation inherent to American institutions of higher education.

GOALS AND OBJECTIVES

The John S. Watson School for Public Service will prepare 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; and nonprofit and community- and faith-based organizations.

The Watson School shall affect its mission by:
- reframing public service education and preparation;
- transforming theory and practice related to quality provision of services to the public;
- preparing skilled professionals in the public service professions and related fields to contribute effectively to the delivery of public services;
- developing model programs, through The John S. Watson Institute for Public Policy, for direct delivery to the public service sector;
- providing state-of-the-art blended learning opportunities and programs for adult learners in public service related professions;
- collaborating with the other schools within Thomas Edison State University to provide a rigorous and interdisciplinary course of study; and
- identifying and developing leaders within the public service professions.
GOVERNANCE

BOARD OF TRUSTEES
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.

THOMAS EDISON STATE UNIVERSITY BOARD OF TRUSTEES

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Anthony Yankowski, PsyD
Heavin School of Arts, Sciences, and Technology

Joseph Youngblood II, JD, PhD
Dean, John S. Watson School of Public Service

UNIVERSITY ACADEMIC COUNCIL
The University Academic Council is designed to promote and maintain the quality of the University’s academic offerings and to facilitate the work of the University in achieving its mission and goals. The University Academic Council has been delegated authority to review and make recommendations to the Board of Trustees on matters concerning the academic policies and programs of the University.

In meeting this obligation, the University Academic Council is responsible for making recommendations concerning the nature of degrees, academic program structure, content for general education standards, guidelines for areas of study, concentrations and specializations, distance learning, academic integrity, the evaluation of courses, student learning, methods of earning credit, and issues related to academic standing.

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

John Mellon, EdD
School of Business and Management
Council President
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 Undergraduate Council and Graduate Council.

HEAVIN SCHOOL OF ARTS, SCIENCES, AND TECHNOLOGY
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Assistant Dean
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Jane Bliss-Holtz, DNSc
Ana Maria Catanzaro, PhD
Interim Dean, ex-officio
Maureen Clark-Gallagher, MS
Assistant Dean/Director of Distance Learning

Mary Ellen Cockerham, DNP

Gary Fassler, MSN, RN
Alumni Representative

Brandi Megan Granett, PhD

Filomela A. Marshall, EdD, RN
Dean, ex-officio

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Lia van Rijswijk, DNP
Associate Dean

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Stephen Jones, MS, CBO, NJ CEM

Kirk Lew, MPLS

Michele Morrison, MSM

Ann Prime-Monaghan, MA, MS
Associate Dean

Christopher Schultz, MPA, MS
Assistant Dean

Gregory Seaton, PhD

Sharon Stoerger, PhD

Don Stoltz, MAT
Senior Program Advisor

Sarah Ukrainski, MBA

Joseph Youngblood II, JD, PhD
Dean, ex-officio
MENTORS AT THOMAS EDISON STATE UNIVERSITY

The University has approximately 588 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. The University requires that all graduate mentors hold a terminal degree; many also have extensive professional experience.

HEAVIN SCHOOL OF ARTS, SCIENCES, AND TECHNOLOGY

SCIENCE AND TECHNOLOGY DISCIPLINES

Mahmoud Al-Kofahi
PhD, Massachusetts Institute of Technology

Sohail Anwar
PhD, The Pennsylvania State University

Robert J. Bjerke
MBA, Bryant University

DeWayNe Randolph Brown
PhD, Virginia Polytechnic Institute and State University

Susan Cole
PhD, University of Fairfax

Russell B. DeVore
PhD, West Virginia University

Derrek Dunn
PhD, Virginia Polytechnic Institute and State University

Taun S. ElAli
PhD, University of Dayton

Larry Feldman
PhD, Electric Power Research Institute, Moscow, Russia

Harry E. Fettermen
PhD, The Pennsylvania State University

Vladimir I. Gavrilenko
DSc, Academy of Science, Kiev, Ukraine

Adam Geesey
MS in Nuclear Engineering, The Pennsylvania State University

Jordan E. Goldberg
MS, Drexel University

Reg Hackshaw
EdD, Columbia University

Abul Faiz M. Ishaq
PhD, McMaster University, Canada

Judson Kenoyer
MS, San Diego State University

Edward Kulik
MS, University of Phoenix

Jamieson Brett Lewis
MS, SUNY Institute of Technology

Kenneth D. Lewis
PhD, University of Illinois at Urbana-Champaign

John Martin
EdD, West Virginia University

Daniel Nussbaum
PhD, Michigan State University

Robert O’Brien
MBA, University of Rhode Island

Gbekeloluwa B. Oguntimein
PhD, Iowa State University

Charles Pak
PhD, Nova Southeastern University

Debra Poelhuis
MS, Indiana State University

Pawel Roszko
MBA, Embry-Riddle Aeronautical University

Vuyette Schlusser
PhD, Columbia University

Michael Silas
PhD, Rensselaer Polytechnic Institute

Robert Steele
MS, Idaho State University

Brian Usilane
DSc, George Washington University

Steven P. Visniski
DBA, University of Phoenix

Jelena Vucetic
PhD, University of Belgrade

Maureen Wallace
PhD, The Graduate Center, City University of New York

Joyce A. Walsleben
PhD, State University of New York

Ernest W. Wohng III
MS, University of Maryland, University College

ARTS AND SCIENCES DISCIPLINES

Thomas A. Adamo
MA, Monmouth University

Rajendra Adhikari
PhD, University of Arkansas

Mohammad Ahrar
PhD, Salve Regina University

Shara Ali
PhD, University of St. Andrews (Scotland)

Kelly Alverson
PhD, South Dakota State University

Pamela Allen
DM, University of Phoenix

Marcos Arandia
PhD, University of Dallas

Ralph J. Argen, III
PhD, State University of New York at Buffalo

Nicholas Barrella
MS, Fairleigh Dickinson University

Robert Bass
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Augustus Black
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Miles Blanton
PhD, University of North Carolina at Chapel Hill

Csaba Boer
MS, New York University

Ildiko Boer
MS, Montclair State University

Mustafa Bostanci
PhD, Walden University

E. Thomas Boulette
PhD, Iowa State University

Corey Boyer
MS, Florida Institute of Technology

John Bradley
MSLS, Drexel University

Elizabeth Brown
MSW, Temple University

Christine Buel
EdD, North Central University

Raushan Buzyakova
PhD, Moscow State University

Robert Campbell
PhD, University of Kentucky

Philip Cantor
MBA, Rutgers, The State University of New Jersey

Lynn Cates
PhD, The University of Texas, Austin

Nishi Chawla
PhD, The George Washington University

Derek W. Clem
MFA, Illinois State University

James Cliber
MA, University of Nebraska-Lincoln

Langdon D. Clough
MEd, Northeastern University

Jim Cody
DLitt, Drew University

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<th>University/Institution</th>
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<td>(609) 777-2956</td>
<td><a href="mailto:enrolled@tesu.edu">enrolled@tesu.edu</a></td>
</tr>
<tr>
<td>Office of Financial Aid</td>
<td>(609) 633-9658</td>
<td>(609) 633-6489</td>
<td><a href="mailto:finaid@tesu.edu">finaid@tesu.edu</a></td>
</tr>
<tr>
<td>Office of the Registrar</td>
<td>(609) 984-1180</td>
<td>(609) 777-0477</td>
<td><a href="mailto:registrar@tesu.edu">registrar@tesu.edu</a></td>
</tr>
<tr>
<td>Course and TECEP® Registration</td>
<td>(609) 633-9242</td>
<td>(609) 292-1657</td>
<td><a href="mailto:registration@tesu.edu">registration@tesu.edu</a></td>
</tr>
<tr>
<td>ADA Coordinator</td>
<td>(609) 984-1141, ext. 3415</td>
<td>(609) 943-5232</td>
<td><a href="mailto:ada@tesu.edu">ada@tesu.edu</a></td>
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<tr>
<td>Test Registration</td>
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<tr>
<td>Examinations other than TECEP®</td>
<td>(609) 984-1181</td>
<td>(609) 777-2957</td>
<td><a href="mailto:testing@tesu.edu">testing@tesu.edu</a></td>
</tr>
<tr>
<td>Course and TECEP® Examination Proctor Requests</td>
<td>(609) 984-1181</td>
<td>(609) 777-2957</td>
<td><a href="mailto:testing@tesu.edu">testing@tesu.edu</a></td>
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UNIVERSITY ADMINISTRATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>FAX</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavin School of Arts, Sciences, and Technology</td>
<td>(609) 984-1130</td>
<td>(609) 984-0740</td>
<td><a href="mailto:heavin@tesu.edu">heavin@tesu.edu</a></td>
</tr>
<tr>
<td></td>
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<td><a href="mailto:scienceandtechnology@tesu.edu">scienceandtechnology@tesu.edu</a></td>
</tr>
<tr>
<td>School of Business and Management</td>
<td>(609) 984-1130</td>
<td>(609) 292-7608</td>
<td><a href="mailto:schoolofbusiness@tesu.edu">schoolofbusiness@tesu.edu</a></td>
</tr>
<tr>
<td>W. Cary Edwards School of Nursing</td>
<td>(609) 633-6460</td>
<td>(609) 292-8279</td>
<td><a href="mailto:nursing@tesu.edu">nursing@tesu.edu</a></td>
</tr>
<tr>
<td>John S. Watson School of Public Service</td>
<td>(609) 777-4351</td>
<td>(609) 777-3207</td>
<td><a href="mailto:watsonschool@tesu.edu">watsonschool@tesu.edu</a></td>
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<tr>
<td>Office of Alumni Affairs</td>
<td>(609) 633-8592</td>
<td>(609) 943-3023</td>
<td><a href="mailto:alumni@tesu.edu">alumni@tesu.edu</a></td>
</tr>
<tr>
<td>Office of Student Financial Accounts</td>
<td>(609) 984-4099</td>
<td>(609) 984-4066</td>
<td><a href="mailto:bursar@tesu.edu">bursar@tesu.edu</a></td>
</tr>
<tr>
<td>Office for Professional Learning Reviews</td>
<td>(609) 633-6271</td>
<td>(609) 984-3898</td>
<td><a href="mailto:plr@tesu.edu">plr@tesu.edu</a></td>
</tr>
<tr>
<td>Center for Learning and Technology (CLT)</td>
<td>(609) 292-6317</td>
<td>(609) 292-9892</td>
<td><a href="mailto:clt@tesu.edu">clt@tesu.edu</a></td>
</tr>
<tr>
<td>Office of Military and Veteran Education</td>
<td>(609) 281-5215</td>
<td>(609) 984-7143</td>
<td><a href="mailto:militaryeducation@tesu.edu">militaryeducation@tesu.edu</a></td>
</tr>
</tbody>
</table>

The University closes for a winter break the last week in December and is also closed for most New Jersey state holidays.
DIRECTIONS TO THOMAS EDISON STATE UNIVERSITY

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 HANOVER HALL

> Turn right at the second traffic light onto West Hanover Street.
> Thomas Edison State University’s Hanover Hall is located at 167 W. Hanover St.
To the KELSEY COMPLEX 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 Complex is located at 111 W. State St.
- Thomas Edison State University’s Center for Learning and Technology is located at 102 W. State St.

To the KUSER MANSION and GEORGE A. PRUITT HALL

- 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.
- Thomas Edison State University’s George A. Pruitt Hall is located at 301 W. State St.
- The nursing simulation lab is located in George A. Pruitt Hall.

FROM PENNSYLVANIA AND DELAWARE

- If you are coming from Pennsylvania or Delaware, take Interstate 295 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 HANOVER HALL

- Turn right at the second traffic light onto West Hanover Street.
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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 COMPLEX
Metered parking is usually available near the Kelsey Complex. Handicap-accessible parking is available on West State Street.

2. CENTER FOR LEARNING AND TECHNOLOGY
Metered parking is usually available near the W.J. Seaton Center for Learning and Technology. Handicap-accessible parking is available on West State Street.

3. HANOVER HALL
Metered parking is usually available near the Hanover Hall. Handicap-accessible parking is available in front of the building.

4. KUSER MANSION
Parking is available behind the building. Handicap-accessible parking is available next to the main entrance of Kuser Mansion.

5. GEORGE A. PRUITT HALL
Parking is available at George A. Pruitt Hall.

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