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

Content for this Graduate Catalog was current as of July 1, 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.

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

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

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

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message from the president

Choosing to earn your graduate degree as an adult is a bold investment in your professional and personal future.

Thomas Edison State University graduate students are often balancing their studies with demanding jobs and career transitions, family responsibilities, and other personal and civic commitments. 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. We excel at making your graduate education work with your life.

Inside our Graduate Catalog you’ll find the academic policies and procedures that will guide your experience at the University, providing details and requirements for each of the graduate degree and certificate programs we offer. This Catalog also includes pertinent information about the learning outcomes and objectives you’ll achieve once you’ve 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 academic and professional goals.

To your success,

Merodie A. Hancock, PhD
President
2020-2021 GRADUATE CALENDAR

**July 2020 Term**
Course registration: May 25 - June 26, 2020
Late Registration: June 27 - July 3, 2020
Term start date: Monday, July 6, 2020
Deadline for 100% refund: July 5, 2020
Deadline for 75% refund: July 12, 2020
Deadline for 50% refund: July 19, 2020
Deadline for 25% refund: July 26, 2020
Term ends: Sept. 27, 2020

**October 2020 Term**
Course registration: Aug. 28 - Sept. 25, 2020
Late Registration: Sept. 26 - Oct. 2, 2020
Term start date: Monday, Oct. 5, 2020
Deadline for 100% refund: Oct. 4, 2020
Deadline for 75% refund: Oct. 11, 2020
Deadline for 50% refund: Oct. 18, 2020
Deadline for 25% refund: Oct. 25, 2020
Term ends: Dec. 27, 2020

**January 2021 Term**
Course registration: Nov. 27 - Dec. 25, 2020
Late Registration: Dec. 26, 2020 - Jan. 1, 2021
Term start date: Monday, Jan. 4, 2021
Deadline for 100% refund: Jan. 3, 2021
Deadline for 75% refund: Jan. 10, 2021
Deadline for 50% refund: Jan. 17, 2021
Deadline for 25% refund: Jan. 24, 2021
Term ends: March 28, 2021

**2020-2021 SCHOOL OF BUSINESS AND MANAGEMENT GRADUATE CALENDAR**

**July 2020 Term**
Course registration: May 25 - June 26, 2020
Late registration: June 27 - July 3, 2020
Term start date: Monday, July 6, 2020
Deadline for 100% refund: July 5, 2020
Deadline for 75% refund: July 12, 2020
Deadline for 50% refund: July 19, 2020
Deadline for 25% refund: July 26, 2020
Term ends: Sept. 27, 2020

**October 2020 Term**
Course registration: Aug. 28 - Sept. 25, 2020
Late Registration: Sept. 26 - Oct. 2, 2020
Term start date: Monday, Oct. 5, 2020
Deadline for 100% refund: Oct. 4, 2020
Deadline for 75% refund: Oct. 11, 2020
Deadline for 50% refund: Oct. 18, 2020
Deadline for 25% refund: Oct. 25, 2020
Term ends: Dec. 27, 2020

**May 2021 Term**
Course registration: April 3 - April 23, 2021
Late registration: April 24 - April 30, 2021
Term start date: Monday, May 3, 2021
Deadline for 100% refund: May 2, 2021
Deadline for 75% refund: May 16, 2021
Deadline for 50% refund: June 27, 2021
Term ends: June 27, 2021

**September 2020 Term**
Course registration: Aug. 1 - Aug. 21, 2020
Late registration: Aug. 22 - Aug. 28, 2020
Term start date: Monday, Aug. 31, 2020
Deadline for 100% refund: Aug. 30, 2020
Deadline for 50% refund: Sept. 13, 2020
End of 8-week term: Oct. 25, 2020

**March 2021 Term**
Course registration: Jan. 30 - Feb. 19, 2021
Late registration: Feb. 20 - Feb. 26, 2021
Term start date: Monday, March 1, 2021
Deadline for 100% refund: Feb. 28, 2021
Deadline for 50% refund: March 14, 2021
End of 8-week term: April 25, 2021

**November 2020 Term**
Course registration: Oct. 3 - Oct. 23, 2020
Late registration: Oct. 21 - Nov. 3, 2020
Term start date: Monday, Nov. 2, 2020
Deadline for 100% refund: Nov. 1, 2020
Deadline for 50% refund: Nov. 15, 2020
End of 8-week term: Dec. 27, 2020

**May 2021 Term**
Course registration: April 3 - April 23, 2021
Late registration: April 24 - April 30, 2021
Term start date: Monday, May 3, 2021
Deadline for 100% refund: May 2, 2021
Deadline for 50% refund: May 16, 2021
End of 8-week term: June 27, 2021

**End of 8-week term:**
- **Jan. 28, 2021**
- **May 28, 2021**
- **Aug. 27, 2021**
- **Dec. 27, 2021**
# Section 1

## Methods of Learning and Earning Credit

**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/academics/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.

**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 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 PRIOR LEARNING ASSESSMENT

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

GRADUATE PLA

Students enrolled in a Thomas Edison State University graduate degree may apply to earn prior learning assessment (PLA) portfolio credit for most courses required by the degree. Portfolio assessment opportunities for Thomas Edison State University courses are based on a student’s demonstration of mastery of the stated learning outcomes. For certain electives, matriculated students may present course descriptions from graduate courses offered at other regionally accredited colleges or universities as a basis for earning credit through prior learning assessment, subject to the dean’s approval. This policy may be limited by external accrediting bodies or by the nature of the course. Not all graduate degree programs will accept PLA credit. Please check with the individual school’s academic dean regarding whether the degree in question accepts PLA credit. No more than half of the credits required for a graduate degree may be earned through prior learning assessment.

Graduate PLA Course Proposal Forms can be found on the Student Forms page at http://www.tesu.edu/current-students/Student-Forms.cfm and must be sent directly to the dean’s office for approval.

ABOUT GRADUATE TRANSFER CREDIT

Students in a TESU graduate program may transfer graduate-level credit if credits meet the following requirements:

> graduate credits previously earned at other regionally accredited colleges or universities;

> courses have been evaluated by American Council on Education (ACE) and recommended for graduate credit; and/or

media service schools that have been evaluated by the ACE Office of Educational Credit and Credentials and recommended for graduate credit.

Transfer credit meeting the criteria may be used to meet core and elective graduate program requirements. The grade received for a transfer course must be a B or better. When the grade received is P for Pass or CR for Credit, the sending institution must equate it to a B or better. Students may transfer up to 12 credits. Courses taken for transfer credit after admittance to the program require prior approval of the dean of the school in which the student is enrolled. Transferred graduate credits that were earned seven or more years prior to the student’s enrollment date may not be applied to the degree without permission of the appropriate School dean.

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: https://bncvirtual.com/tesu 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.
GRADUATE PROGRAM AND COURSE OFFERINGS ARE LISTED ALPHABETICALLY:

- Doctor of Business Administration
- Doctor of Nursing Practice*
- Master of Arts in Educational Leadership*
- Master of Arts in Educational Technology and Online Learning
- Master of Arts in Liberal Studies
- Master of Business Administration
- Master of Public Service Leadership
- Master of Science
- Master of Science in Accounting
- Master of Science in Cybersecurity
- Master of Science in Data Science and Analytics
- Master of Science in Healthcare Management
- Master of Science in Homeland Security
- Master of Science in Human Resources Management
- Master of Science in Information Technology
- Master of Science in Management
- Master of Science in Management – Public Service Careers
- Master of Science in Nursing*
- Graduate Certificate in Clinical Trials Management
- Graduate Certificate in Counterterrorism
- Graduate Certificate in Cybersecurity
- Graduate Certificate in Cybersecurity - Critical Infrastructure
- Graduate Certificate in Data Analytics
- Graduate Certificate in Digital Humanities
- Graduate Certificate in Educational Leadership*
- Graduate Certificate in Emergency Management
- Graduate Certificate in Fundraising and Development
- Graduate Certificate in Geropsychology
- Graduate Certificate in Healthcare Management
- Graduate Certificate in Homeland Security
- Graduate Certificate in Hospitality Management
- Graduate Certificate in Human Resources Management
- Graduate Certificate in Industrial–Organizational Psychology
- Graduate Certificate in International Business Finance
- Graduate Certificate in Nurse Educator*
- Graduate Certificate in Nursing Administration*
- Graduate Certificate in Nursing Informatics*
- Graduate Certificate in Online Learning and Teaching
- Graduate Certificate in Organizational Leadership
- Graduate Certificate in Professional Communications
- Graduate Certificate in Project Management
- Graduate Certificate in Strategic Planning and Board Leadership for Nonprofits

*These programs require valid professional certificates and/or licenses.

COURSE DESCRIPTIONS

**ACC-501: PRINCIPALS OF FORENSIC ACCOUNTING**
(3 credits)

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

Advisory: Students considering enrolling in this graduate course should have a thorough understanding of the business transaction cycle and, at a minimum, a background in both financial accounting and auditing, obtained through either prior course work or professional experience. Working knowledge of Microsoft Excel is required.

**ACC-507: GOVERNMENT AND NOT-FOR-PROFIT ORGANIZATION ACCOUNTING**
(3 credits)

This course analyzes and evaluates the accounting principles and techniques used by state and local governments and not-for-profit organizations. The course explores the role of the Governmental Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB) in establishing accounting standards and disclosure requirements for state and local governments and not-for-profit organizations. Course content illustrates the modified accrual basis of accounting and the classification of funds. This course also discusses the accounting measurements, recognition, and disclosures for certain transactions related to government-type and business-type activities. Additionally, the course analyzes the required financial statements for state and local governments as well as the required financial statements for not-for-profit organizations. Students will also analyze and discuss the financial reporting and disclosures required for local governments who have filed for bankruptcy.
ACC-601: INTERMEDIATE ACCOUNTING III (3 credits)
This course discusses accounting for investments, revenue recognition, income taxes, pensions and postretirement benefits, and leases. The course also covers principles involved in accounting for changes of various types as well as for correction of errors. This course will also summarize the preparation of statements of cash flows as well as full disclosure in financial reporting. Throughout, the course will analyze the impact of international accounting standards on accounting issues. The material makes references to both the U.S. Accounting Standards issued by the Financial Accounting Standards Board (FASB) and the International Financial Reporting Standards (IFRS) issued by the International Accounting Standards Board (IASB). *Advisory: Working knowledge of Microsoft Excel is required.*

ACC-602: ADVANCED ACCOUNTING (3 credits)
Advanced Accounting provides valuable information about accounting for home office and branches, business combinations and consolidations. Also, the course focuses on concepts and techniques of accounting for partnerships and foreign currency transactions. The course provides various techniques for solving some of the more complex problems in the business environment. *Advisory: Working knowledge of Microsoft Excel is required.*

ACC-603: ACCOUNTING THEORY (3 credits)
This course studies the generally accepted accounting principles (GAAP) as they affect today's practitioners. The course emphasis is on accounting conceptual framework and philosophy that includes income, liability, and asset valuation based on inductive, deductive, and capital market approaches. The course also surveys price-level changes, monetary and nonmonetary factors, problems of ownership equities, and the disclosure of relevant information to investors and creditors. *Advisory: Working knowledge of Microsoft Excel is required.*

ACC-604: FUNDAMENTALS OF ACCOUNTING I (3 credits)
This course presents a comprehensive study of the theory and practice of financial accounting and explains the role of generally accepted accounting principles (GAAP) and Financial Accounting Standards Board (FASB) and their impact on financial statement presentation. Students will demonstrate how financial transactions from the beginning of the business cycle to closing entries affect the health and condition of an entity as well as identifying and proposing corrections to the financial statements. Finally, students will interpret financial results of an entity through applying financial ratios and evaluating management’s financial disclosures. *Advisory: Working knowledge of Microsoft Excel is required.*

ACC-605: FUNDAMENTALS OF ACCOUNTING II (3 credits)
Fundamentals of Accounting II provides a review of accounting theory and how theory impacts accounting including the importance of accounting standards. It also provides a comprehensive analysis of the underlying elements of accounting and financial theories and their application to financial statements. Additionally, students will be exposed to the relationship between theory and accounting events and transactions and their recording and reporting in the financial results. Finally, students will discuss real-world examples to form a richer understanding of financial accounting and applications.

ACC-606: FEDERAL TAXATION (3 credits)
Federal Taxation presents an analysis of the U.S. federal tax system, including taxation of individuals, taxation for property transactions, corporate taxation, partnership taxation, and federal gift and estate taxation. Students will focus on key concepts that underlie federal taxation along with application techniques, filing requirements, tax formulas, and tax calculations. Students will evaluate the various influences on and implications of applying the Internal Revenue Code (IRC) and the regulations set down by the Internal Revenue Service (IRS).

ACC-607: ACCOUNTING AND INFORMATION SYSTEMS DESIGN AND IMPLEMENTATION (3 credits)
Accounting and Information Systems Design and Implementation focuses on the development, design, and implementation of accounting information systems with an emphasis on process integrity, risk assessment, internal controls, and prevention of both fraud and computer crime. The course examines the systems development life cycle, threats to the system, information privacy, and availability controls. Students will extend their exploration of the role of information technology in business with an evaluation of data mining techniques and issues surrounding e-commerce.

ACC-700: MANAGERIAL ACCOUNTING FOR DECISION MAKING (3 credits)
This course will provide an overview of how managerial accounting information supports the operational needs of businesses in planning, controlling, and decision-making strategies. The goal is to provide both theoretical and practical applications of advanced managerial accounting. Cost analysis is integrated through evaluating various cost processes including product costing, activity-based costing, and just-in-time.

ACC-701: AUDITING AND ACCOUNTING INFORMATION SYSTEMS (3 credits)
This course combines the concepts, standards, and processes in auditing with the accountant’s role in designing and technology operations. Audit topics covered include an overview of professional standards, the role of the internal and external auditor, independence and ethics, risk assessment, and internal control. Students will develop process flow charts and substantive tests for various general ledger and subsidiary accounts. Students will develop and evaluate various accounting information systems including online, web-based, and other computer systems. Evaluation of accounting systems and the compliance of Sarbanes-
Oxley Act includes in-depth discussion of development and management of effective internal control processes. 
Advisory: Completion of ACC-700: Managerial Accounting for Decision Making is required to be successful in this course. Students are responsible for ensuring they have acquired the knowledge needed prior to registering.

**ACC-702: FINANCIAL ESSENTIALS FOR ACCOUNTANTS (3 credits)**
This course provides a study of finance techniques, concepts, and procedures related to the role of auditors, senior-level accountants, and controllers in business organizations including discussions related to the functions and management responsibilities. Central to this will be addressing two issues: understanding what corporate finance is and how a controller provides analysis and recommendations in the financial activities of a firm. 
Advisory: Completion of ACC-702: Financial Essentials for Accountants is required to be successful in this course. Students are responsible for ensuring they have acquired the knowledge needed prior to registering.

**ACC-703: EMERGING ISSUES IN ACCOUNTING (3 credits)**
This course offers a study on emerging issues pertinent to accounting, auditing, and management. It introduces concepts including International Financial Reporting Standards (IFRS) convergence with U.S. generally accepted accounting procedures (GAAP), forensic accounting and fraud schemes, business ethics, and insight into developing nonfinancial measures for financial statement presentation. 
Advisory: Completion of ACC-702: Financial Essentials for Accountants is required to be successful in this course. Students are responsible for ensuring they have acquired the knowledge needed prior to registering.

**APS-501: HUMAN PERFORMANCE IMPROVEMENT (3 credits)**
This course is designed to explore the field of human performance improvement and focuses on the concepts and principles of human performance technology, human performance technology models, training needs assessment, and knowledge management. Other topics include performance improvement interventions, such as behavioral and job task analysis, work redesign, performance management and coaching, and instructional strategies to improve workplace performance.

**APS-502: ADVANCED QUALITY ANALYSIS (3 credits)**
Advanced Quality Analysis course will explore the most up-to-date quality methods, research, and tools that companies need to succeed in today's challenging environment. Students will explore today's quality management landscape and the universal applications, procedures, techniques, and strategies used in attaining superior and sustainable business results through quality.

**APS-510: PROJECT MANAGEMENT FOR TECHNOLOGY (3 credits)**
This course introduces project management from the standpoint of a manager who must organize, plan, implement, and control tasks to achieve an organization’s schedule, budget, and performance objectives. Tools and concepts such as project charter, scope statement, work breakdown structure, project estimating, and scheduling methodologies are studied. Students will practice with Microsoft Project software to be able to manage a project from start to deployment. What is a project? How is it managed? What is the best approach? This course will answer those questions and many more. This is an opportunity to learn the project management fundamentals that can guide a project through a maze of challenges to successful completion. Successful projects do not occur by luck or by chance. In fact, many projects do not achieve their organization’s goals.

**APS-600: ENHANCING PERFORMANCE IN TECHNOLOGY ORGANIZATIONS (3 credits)**
This course provides an overview of the most successful strategies and approaches for achieving performance improvement in technology-based organizations, using the latest research findings and examples of high performing technology organizations. Topics covered include organizational capabilities in managing costs and productivity, performance measurement, leadership system for high performance, enhanced quality in products and services, employee engagement, and enhanced customer engagement and satisfaction as well as performance capabilities (such as organizational values, adaptability, flexibility, agility, responsiveness, and decisiveness) that enable organizations to anticipate and respond to change. The Baldrige Criteria for Performance Excellence are examined as assessment tools for achieving desired organizational capabilities. Discussion also covers specific approaches that contribute to high performance and organizational effectiveness, such as customer relationship management, supply chain management, Six Sigma, lean methodologies, and other process improvement tools. Successful applications of these strategies and approaches are illustrated through practical applications.

**APS-601: TECHNOLOGY INNOVATION AND COMMERCIALIZATION (3 credits)**
This course examines the relationship between sustainable growth, innovation, and the commercialization process. Particular emphasis is placed on how to drive profitable innovation through a dynamic process of constantly creating new business models, improving customer experiences, opening new markets, and commercializing or launching new products. Students will research innovative technologies; identify processes that transform technology innovations, research, and results from the laboratory to the real marketplace; determine their commercialization potential; and discuss different types of legal protection.
**APS-602: MANAGING PEOPLE IN TECHNOLOGY-BASED ORGANIZATIONS (3 credits)**

Regardless of the size and purpose of the organization and the level of technology involved, people are the common denominator when managing in an information-based global economy. Success or failure hinges on the ability to attract, develop, retain, and motivate a diverse array of appropriately-skilled employees. The purpose of this course is to help students appreciate the value of effective management of people in technology-based organizations as well as to provide the approaches, tools, and methods for doing so. The course will aid students in influencing performance in technological organizations by showing the linkages between contemporary organizational behavior theories and their application. The course has a pragmatic perspective, and the theory-practice link relies on real-life examples, current events, and case studies. Students will both understand organizational behavior concepts and be able to apply them to technology-based organizations. The course focuses on three levels of managing behavior in organizations: managing individual employees; managing groups and relationships effectively; and managing behavior across the organization. In addition, the course will cover emerging organizational behavior topics facing technology-based organizations, such as managing a global workforce, virtual organizations and teams, motivating for creativity/innovation, designing high performance work systems, developing learning organizations, self-efficacy, transformational leadership, work-life balance, the linkage of motivation theory to practice, creating a culture for high performance, and change management.

**APS-610: COST ESTIMATION AND FINANCIAL MANAGEMENT FOR ENGINEERS AND TECHNOLOGISTS (3 credits)**

Decisions on large and small programs, whether in government or industry, always have a financial component and financial impacts. This course will provide students with an understanding of the financial aspects of decision making. The focus will be on the application of cost estimates and cost benefit analyses to program and financial management, budget preparation and justification, the understanding and use of financial statements, and program control. In addition, the course will help participants to become informed consumers of cost estimates and cost benefit analyses. Being informed includes evaluating the strengths and weaknesses of the cost-benefit analysis approach as well as the role of risk and uncertainty, comprehending sensitivity analysis, and knowing the right questions to ask when the individual is the recipient of a cost-benefit analysis.

**APS-700: MASTER PROJECT IN APPLIED SCIENCE AND TECHNOLOGY (3 credits)**

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

**AVM-501: AVIATION SAFETY AND SECURITY PROGRAMS MANAGEMENT (3 credits)**

This course examines programs employed by air carriers and airport operators in operating and maintaining various safety and security services. Special emphasis is on the Safety Management System (SMS) as well as the federal guidelines and their applications at commercial service airports. This course will build on subjects learned in TESU AVF-303: Aviation Safety Management. Additional topics include: history and evolution of SMS, components of SMS, safety regulations, and aviation security programs.

**AVM-502: AIR CARRIER OPERATIONS (3 credits)**

This course integrates the fundamentals of economics, operations, marketing, and finance in developing the overview of Air Carrier Operations. While these major topics are found in any industry, the uniqueness of Air Carrier Operations requires that they be examined in detail specific to the aviation industry. For example, flight routing structure and queuing are clearly unique to Air Carrier Operations and would not be found in a marketing course. Other fundamental content in the course includes security, regulations, and international flight scheduling. The manager with a broad understanding of the industry and its competitive environment is better equipped to work interdisciplinary assignments within the industry and, ultimately, to succeed and progress in an airline operations career.

**BFO-701: BUSINESS FORECASTING (3 credits)**

This course introduces students to the business forecasting process. They will examine and apply the most commonly used business forecasting methods. Emphasis is on methods that are replicable, testable, and have been shown to work. Simple forecasting methods, time series graphs, judgmental forecasts, time series regression and decomposition, exponential smoothing, and Auto Regressive Integrated Moving Average (ARIMA) models will be investigated. The course discusses practical issues related to the forecasting process.

**CCR-610: CHANGE, CONFLICT, AND RESOLUTION (3 credits)**

This graduate-level course examines change, conflict, and resolution in both historic and contemporary contexts and invites students to apply these concepts to personal and professional lives while reflecting on their local, national, and global significance. Through assigned texts and readings, class discussions, and independent research in interdisciplinary subject areas, students will develop an understanding of change, conflict, and resolution as they relate to diverse cultures and eras, including the civil rights movement, women's rights, civil disobedience, working within the system, and revolution. The course will
provide students with practical insights culled from a deep understanding of global change and will empower them with tools to steer and manage change in their lives and communities.

**CMP-500: NETWORK AND COMPUTER SECURITY (3 credits)**

This course is designed for graduate students who are either in the information technology (IT) field or going into IT security, who have some understanding of hardware, operating systems, software, and networks, but not necessarily any background in computer science practices. The course covers the principles, approaches, and standards in computer security. In addition, the course introduces students to security functional requirements, fundamental security design principles, and computer security strategies. This includes fundamentals of securing computers and networks as well as defending networks from security attacks. Topics cover infrastructure security, software and system security, and management issues.

**COM-610: PROFESSIONAL COMMUNICATIONS THEORY (3 credits)**

This course provides an overview of major communication theories with an emphasis on communication styles and approaches operative in today’s workplace environment. Strategic planning, analysis, and critical thinking in light of contemporary trends and issues will be studied. The focus will be the application and evaluation of theories through case analysis and discussion. Students will have the opportunity to engage in self-assessment of communication competence and learn strategies for enhancing their abilities. Problems in the context of professional communication will be identified and theory-based solutions generated.

**COM-620: ADVANCED PROFESSIONAL AND BUSINESS WRITING (3 credits)**

This course is a comprehensive study of professional and business writing. The focus is to develop documents appropriate to audience and purpose that are well-argued and conform to standards of professional and business writing. It will examine such topics as the formation of professional communication as a discipline, business ethics, new media platform for business, and intercultural business and professional communication. The course will also explore the context, purpose, audience, style, organization, format, results, and strategies for persuasion in typical workplace messages.

**CSR-610: CORPORATE SOCIAL RESPONSIBILITY (3 credits)**

This course introduces students to the concept of corporate social responsibility, which involves an examination of whether organizations should expand their focus to serving stakeholders to also considering the impact of the firm’s activities on diverse stakeholders. Practicing corporate social responsibility requires that a corporation meld business goals with societal expectations. To do so means addressing complex questions such as: What obligations do businesses have to the societies in which they operate? Can the interests of corporations and their outside stakeholders be aligned or are they in inherent conflict? This course examines these and other questions without prescribing simple solutions.

**CTM-510: INTRODUCTION TO CLINICAL TRIALS RESEARCH AND DRUG DEVELOPMENT (3 credits)**

This course introduces students to the field of clinical research and provides an overview of the environment, Food and Drug Administration (FDA) approval processes and regulations, and various elements involved in the development and conduct of clinical trials.

**CTM-520: CLINICAL TRIALS RESEARCH: PRACTICE TO POLICY (3 credits)**

This course provides students with an understanding of clinical research methods as well as current issues concerning drug and device development in the United States. Students will learn how to formulate a scientific literature search to inform their research efforts and will develop the skills that are necessary for critical evaluation of published studies. The design of clinical research will also be discussed in detail so that the student is prepared to recommend what type of study is best suited for answering a particular research question. This will include a discussion about prospective versus retrospective and cross-sectional designs, randomization and blinding methods, and parallel group versus cross-over studies. Next, students will learn about the various approaches for conducting a survey as a part of clinical research, with a discussion about the relative merits of conducting a survey versus using other sources of data. Specific study endpoints will also be discussed in detail, including economic/cost measures, health-related quality of life measures, and work productivity measures. Reliability and validity of study endpoints will be explored so that students are prepared to identify possible sources of error and bias in clinical studies. Finally, students will develop an understanding of current issues related to clinical research, including controversies surrounding the relationship between industry sponsors and researchers as well as the impact of biotechnology and the generics market on product development.

**CTM-530: INTRODUCTION TO CLINICAL TRIALS DATA MANAGEMENT (3 credits)**

This course provides an overview of the clinical data management process in pharmaceutical research settings. Introduction to Clinical Trials Data Management is one of four courses in the Clinical Trials Management curriculum.

**CTM-540: ETHICAL ISSUES AND REGULATORY PRINCIPLES IN CLINICAL TRIALS (3 credits)**

The purpose of this course is to gain a better understanding of the ethical issues and regulatory principles in clinical research. Each module has been designed to be a step-wise approach to understanding clinical research and how today’s regulations...
impact tomorrow's drugs. Modules 1-3 take students through basics regulations. Module 1 discusses the basic of the Food and Drug Administration (FDA) by exploring the FDA's structure, history, and goals; Module 2 is an introduction to basic guidelines used when conducting clinical trials; and Module 3 talks about the primary applications that must be submitted to the FDA for drug approval. All 10 modules discuss ethics in clinical research; Modules 4-5 dig deeper into the realm of ethics by exploring early ethical guidelines, such as the Nuremberg Code and the Declaration of Helsinki; Module 5 then applies these guidelines to current practice. Modules 6-8 take the time to explore essential regulatory documents, regulatory inspections, and adverse event and safety monitoring, all essential aspects of running clinical trials. Finally, Modules 9-10 explore regulatory guidelines outside of the United States by discussing the basic regulatory guidelines in 21 other countries around the world. Each module has exercises designed to further enhance the student's drug development knowledge through reading, discussion boards, and assignments.

**CYB-510: CYBERSECURITY FOUNDATIONS (3 credits)**

Cybersecurity Foundations covers fundamental concepts of the interdisciplinary field of cybersecurity by taking into consideration both technical and management aspects. Students analyze cyber threats and vulnerabilities and examine common cyber defense technologies, processes, and procedures. Students are exposed to how cybersecurity can be enforced, in networks, operating systems, and software development lifecycle (SDLC). The course also introduces students to the human, legal, privacy, and ethical aspects of cybersecurity. The goal is to prepare students for advanced study in cybersecurity.

**CYB-520: NETWORK DEFENSE AND SECURITY (3 credits)**

Network Defense and Security offers in-depth coverage of secure network design concepts, intrusion detection and prevention systems, network monitoring and mapping tools, web filtering, packet filtering, and advanced malware protection. Proactive methodologies for assessing and analyzing both host-based and network-based vulnerabilities are examined. Appropriate network defense measures and technologies are identified and evaluated. The course also examines the nomenclature of mobile and wireless networks and security of mobile systems and devices.

**CYB-521: FOUNDATIONS OF UTILITY CYBERSECURITY (3 credits)**

This course introduces foundational cybersecurity concepts applied to utilities as part of critical infrastructure. Topics covered include: fundamental security concepts and nomenclature; types of utility networks and systems including information technology (IT) and operational technology (OT), such as industrial control systems (ICS) and supervisory control and data acquisition (SCADA); risk management concepts; the pairing of threats to defensive countermeasures; introduction to applicable standards and control frameworks; and presenting cybersecurity plans to decision makers. This course lays the foundation for the graduate certificate. It is recommended that this course be taken first.

**CYB-522: CYBERSECURITY RISK MANAGEMENT IN UTILITY ENVIRONMENTS (3 credits)**

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

**CYB-523: PROTECTIVE SECURITY CONTROLS IN UTILITY SYSTEMS (3 credits)**

In this course students will learn how to identify, develop, and apply security controls in utility information technology (IT) and operational technology (OT) environments with a focus on protective security controls. These controls are implemented to mitigate inherent risks and reduce the chances of utility systems being compromised. Such controls include identity and access management, awareness and training, asset management, secure network architecture and segmentation, secure coding practices, personnel security, and physical security. Students will use risk-based frameworks, regulations, standards, best practices, and security control catalogs to identify and select applicable protective controls in utility environments.

**CYB-524: MONITORING, DETECTION, RESPONSE, AND RECOVERY IN UTILITY ENVIRONMENTS (3 credits)**

The students will learn methods and techniques for monitoring information technology (IT) and operational technology (OT) environments. Along with developing an expertise in system monitoring techniques, students will learn methods for detecting compromise and develop strategies for effectively responding to and recovering from compromise. Students will learn methods and techniques such as network baselining, perimeter and internal monitoring and defense, situational awareness, intrusion detection, detecting exploits, “kill chain” management, event analysis and correlation, incident response, evidence collection and preservation, and system recovery and restoration.
Students analyze security organizational dynamics, including managing people, processes, and technology, to design a cybersecurity strategy in a modern enterprise. This course provides the knowledge and skills necessary to integrate security requirements into technology acquisition and identification and managing supply chain risks across the life cycle. Using case studies, students will apply concepts learned throughout the program to solve real-world utility and network system security challenges.

**CYB-525: INTEGRATING CYBERSECURITY INTO THE SYSTEM LIFE CYCLE**  (3 credits)
This course focuses on integrating security into the entire system and solution life cycle. Topics include system planning, architecture, design, acquisition, development, implementation/operation, sustainment, and disposal. Students will learn the importance of ensuring that security practices are identified and integrated into utility networks and systems projects. In addition, this course will help students develop knowledge and skills needed for integrating security requirements into technology acquisitions and identifying and managing supply chain risks across life cycle. Using case studies, students will apply concepts learned throughout the program to solve real-world utility and network system security challenges.

**CYB-530: OPERATING SYSTEMS SECURITY**  (3 credits)
This course explores the fundamentals of modern operating systems (OS), including basic operating system structure, file systems and storage, memory management techniques, process scheduling and resource management, and threads. Course activities evaluate OS-level mechanisms as well as policies designed to detect and defend against cyberattacks. Lab activities explore applications of OS security techniques such as authentication and memory protection.

**CYB-560: INTEGRATING CYBERSECURITY INTO THE SYSTEM LIFE CYCLE**  (3 credits)
This course covers the fundamental concepts, tools, and techniques of digital forensics and cyber investigation. Topics include the identification, preservation, collection, examination, analysis, and presentation of digital evidence for administrative, civil, and criminal investigations. Applications of appropriate tools and technologies used for securing, handling, and preserving digital evidence are explored. The legal and ethical aspects associated with digital forensics and cyber investigation are examined in depth.

**CYB-570: CYBER RISK MANAGEMENT AND INCIDENT RESPONSE**  (3 credits)
This course delves into practical methods and techniques used for assessing and managing cybersecurity risks to an organization. Both quantitative and qualitative risk assessment methodologies are covered. Common cybersecurity risk assessment/management models and frameworks are evaluated and applied. Another major area of focus is cyber incident response and contingency planning consisting of incident response planning, disaster recovery planning, and business continuity planning.

**CYB-580: CYBERSECURITY STRATEGY, GOVERNANCE, AND ETHICS**  (3 credits)
This course provides the knowledge and skills necessary to design a cybersecurity strategy in a modern enterprise, including managing people, processes, and technology. Students analyze security organizational dynamics, cybersecurity policy, and governance oversight including audit and control functions to ensure compliance and efficacy. Students also learn to navigate the human, legal, privacy, and ethical aspects of cybersecurity.

**DAA-703: DATA ANALYTICS AND VISUALIZATION WITH CAPSTONE PROJECT**  (3 credits)
This course prepares students to access, analyze, manage, and present data to an organization’s decision makers. The focus of this course is to prepare students to effectively and efficiently use tools for data mining and data visualization. An essential skill within business intelligence (BI) is the ability to effectively communicate analysis, which includes providing a recommendation to decision makers. This course provides students the ability to do this in a test environment. The Capstone project integrates all concepts learned with the use of a BI application.

**DAM-702: PREDICTIVE ANALYTICS FOR BUSINESS INTELLIGENCE**  (3 credits)
This course is intended for business students with the goals: 1) To provide the key methods of predictive analytics and advanced BI concepts; 2) To provide business decision-making context for these methods; 3) Using real business cases, to illustrate the application and interpretation of these methods. The course will cover R Programming, trends in predictive analytics, and understanding available application programs that can be deployed within the business enterprise.

**DBA-800: CRITICAL THOUGHT AND INFORMED ACTION: MODELS OF DECISION MAKING AND ORGANIZATIONAL ACHIEVEMENT**  (3 credits)
This course will focus on the development of effective models of decision making in a dynamic business environment. The decisions that business leaders make on a daily basis define and refine the culture and impact the ability of the organization to achieve successful outcomes. Exploring and critically thinking about the model(s) used to make these decisions is important in creating a business executive with the skills necessary to lead an organization to accomplish the defined goals. Topics will include the exploration of methods, techniques, and theoretical frameworks associated with creating a systematic approach to complex decision making. By the end of the course, students will have a toolbox of effective decision-making tools and techniques that can be applied to increase effective outcomes.

**DBA-801: THE GLOBAL BUSINESS CONTEXT: TRENDS, ISSUES, AND MARKETS**  (3 credits)
This course provides a strategic analysis of the contemporary influences on globalization. Under investigation are the technological, sociocultural, demographic, political, legal, economic, and environmental factors in establishing and fostering worldwide business entities. Through readings and projects, students will critically evaluate topics such as trending opportunities, emerging markets, barriers to entry, national cultures and social structures, and contingency...
planning. Students will also debate cases on international financial management, cross-cultural leadership, and various negotiation styles.

**DBA-802: SEMINAR IN ECONOMICS AND FINANCE: MODELS AND MATRICES OF SUSTAINABILITY (3 credits)**
The interactive seminar concentrates on applying economic theory and tools in examining real-world problems. Learners will utilize library journals and online resources to analyze economic and financial problems, and will work collaboratively in groups to maximize discussion and participation. Topics in the seminar include understanding consumer behavior, business approaches to economic problems, tax policy, and welfare economics.

**DBA-803: SEMINAR IN ORGANIZATIONAL DYNAMICS: LEADERSHIP, CULTURE, AND CHANGE (3 credits)**
This course explores the interrelated individual and group behavior topics of leadership, culture, and change. Students reflect upon the classic theories in these subject areas and analyze the applicability of these theories to modern organizations. The course increases self-awareness in the areas of leadership style, the effects of culture on the individual and the individual on culture, and relationship to change as students analyze the interconnectedness of these concepts and their importance to organizational effectiveness. By understanding themselves better in terms of leadership, culture, and change, students will be more prepared to be effective organizational leaders.

**DBA-804: SEMINAR IN STRATEGIC PLANNING AND ORGANIZATIONAL EFFECTIVENESS (3 credits)**
This course will focus on the importance of analyzing all elements of the strategic plan to reach optimum organizational effectiveness. Strategic planning is a cornerstone of crafting a successful organization that is forward thinking, action oriented, and able to adjust to a dynamic fluid marketplace. The elements of the strategic plan provide the framework for reaching the organizational vision and mission. Topics will include utilizing appropriate research methods and internal and external analysis tools, choosing an appropriate strategic approach to the marketplace, and using this information to craft a five-year strategic plan that acts as a living document to guide effective leader decision making. By the end of the course, students will have analyzed existing strategic plans, critiqued these plans, and created a new plan to improve effectiveness in an existing organization.

**DBA-805: SEMINAR IN MARKETING AND ENTREPRENEURSHIP (3 credits)**
This course examines how organizations can leverage advanced marketing information, unique applications of consumer data, and organizational knowledge to effectively communicate value to consumers. Furthermore, this course addresses the importance of entrepreneurship and how this mindset can be encouraged and developed within organizations and by individual entrepreneurs. Topics include a full range of core principles and advanced theories to build upon current knowledge and expand students’ understanding of marketing, ranging from market-oriented planning and competitive positioning to pricing and integrated communications, along with the variations of entrepreneurship. Emphasis is placed on applying advanced concepts through interactive discussions, cases, practical examples, and various doctoral-level assignments. By the end of the course, students will have developed an appreciation of advanced, next-level insights into the influence and impact that marketing has on organizational success. Students also gain significant insight in understanding how research and theory intersect with and increase marketing effectiveness at various organizational levels.

**DBA-806: EMPIRICAL ENTREPRENEURSHIP: DATA, TECHNOLOGY, AND BUSINESS INTELLIGENCE (3 credits)**
This course focuses on the development of techniques for assessing technology relative to entrepreneurship. It evaluates the trends and issues associated with the intersections among management, technology, and business. Central to the course is examining the integration of business strategy with technology, the evolution and predictive role of big data within the global business context, and modalities and methods for translating data into new knowledge, languages, and applications promoting empirical entrepreneurship.

**DBA-807: SEMINAR IN LAW, ETHICS, AND GLOBAL SOCIETY (3 credits)**
This course is an empirical and academic exploration of the impact of law and ethics on business practices. The course focuses on developing a practical and ethical approach to business in both domestic and international environments. Students analyze the value of a unified body of law in facilitating domestic business activity through consistency of expectations; they will compare this with the more varied influences that impact doing business around the world. Throughout the course, students evaluate best practices in legal compliance and ethics. Specific bodies of law including business law, employment law, labor law, and international law will be examined.

**DBA-808: TEACHING ADULTS: ARCHETYPES, TOOLS, AND TACTICS - ANDRAGOGY LAB (3 credits)**
This course explores how to effectively design and teach business courses by examining diverse, effective structures and delivery methodologies. Topics include a full range of core teaching principles and advanced educational concepts to expand students’ understanding of what effective teaching means, ranging from learner psychology and curriculum design to quality teaching dynamics and the use of active learning in the “classroom.” Emphasis is placed on demonstrating effective business education foundations through interactive discussions, illustrative cases, practical examples of educational design, and various doctoral-level
assignments. By the end of the course, students will have developed an appreciation of how to effectively design and deliver traditional and adult student courses in on-campus, online, and hybrid environments. Learners also gain significant insights into connecting professional experiences into their teaching while leveraging academic resources effectively.

**DBA-809: ORGANIZATIONAL CONSULTING: PROCESS CONSULTATION, AVOCATION, AND BUSINESS SUSTAINABILITY (3 credits)**

This course will focus on the process of consulting for organizations of all sizes and defining the role of the consultant through the development of a contract for services and deliverable schedules. A consultant must be able to create rapport with the client and define achievable objectives for the contracted services. Defining and agreeing on achievable objectives is the first step in the process. Once defined, the consultant must design an approach to gathering data, analyzing markets, and interpreting the information to meet objectives successfully. This allows the consultant to advocate for a specific set of choices that meet business objectives and support sustainability. By the end of the course, students will be able to create a contract, develop SMART (specific, measurable, attainable, realistic, and time bound) objectives, select data collection methods that fit specific scenarios, interpret information, and advocate for a set position in writing.

**DBA-910: SCHOLAR-PRACTITIONER FIELD PROJECT I - RESEARCH METHODS, PROJECT IDENTIFICATION, FRAMING, AND SITE PREPARATION (3 credits)**

This is the first of three scholar-practitioner field project courses. The course focuses on enabling students to identify and frame a degree culminating field project. The student works collaboratively with the Capstone mentor to identify and examine a business-based problem, choose the research method, integrate and apply key knowledge acquired from the Doctor of Business Administration (DBA) curriculum, initiate site selection, and prepare activities that facilitate Institutional Review Board (IRB) approval. The central focus of the course is formulating a project proposal that is data driven and supported by evidence-based literature and contemporary field experience. Key field project products completed in this course include: Capstone project proposal, problem statement, research questions and related theory, and professional practice literature review.

**DBA-920: SCHOLAR-PRACTITIONER FIELD PROJECT II - RESEARCH METHODS SUPERVISED PRACTICUM: DATA COLLECTION AND ANALYSIS (3 credits)**

This is the second of the three scholar-practitioner field project courses. This course builds on the work accomplished in the first course (DBA-910) as students conduct the field project. Students will apply critical thinking, analysis, synthesis, and evaluation skills they have developed throughout the degree program. Central to this course is the integration of data collection and cogent analysis within the context and conditions of the field project.

**DHM-510: INTRODUCTION TO DIGITAL HUMANITIES (3 credits)**

This course gives an overview of a field of study, research, teaching, and invention that explores what it means to be a human being in the networked information age. Students will engage in an interdisciplinary investigation of transmedia tools and methodologies for the creation and presentation of information. This course will be divided into two sections. In the first section, students will examine the history and emergence of digital humanities as a subfield co-created by librarians, computer scientists, historians, anthropologists, archaeologists, and scholars in visual art, media studies, literature and rhetoric, and composition. In the second section, students will learn and experiment with concepts and methods afforded by practitioners in digital humanities. In so doing, students will generate a project in which they will interrogate what it means to study the value of human expression in the context of a networked society.

**DHM-610: DIGITAL COMMUNICATION (3 credits)**

This course offers a study of theories and concepts of writing and rhetoric in digital media with emphasis on the uses of textual and visual media in digital spaces, such as websites, blogs, podcasts, and vlogs. Students will investigate topics in the emerging field of digital rhetoric and writing. The course will facilitate students’ reflective interrogation of how they can command resources for writing in digital spaces to the greatest professional and academic effect. Students will explore how all digital spaces have rhetorical concerns and how their effectiveness – often understood as “usability” – is dependent on contextual factors like audience and occasion. In other words, students will explore how new and emerging technological means of communication and design can be better understood and deployed with the benefits of rhetorical study. This course will also help build the course offerings in the Professional Communication area of the Master of Arts in Liberal Studies (MALS) degree program and provide opportunities to students who are interested in digital publication as well as those who are interested in theories of digital composition and rhetoric.

**DHM-620: SOCIAL MEDIA AND SOCIAL CHANGE (3 credits)**

This course gives an investigation of the role of social networking technologies in creating communities in digital and physical spaces. Students will examine how social networking and peer collaboration technologies have engendered participation in campaigns and movements for social change in the digital information age. Students will thoroughly explore the concept of “social change” itself by identifying the values embedded in dominant cultural narratives of progress and decline. Students will then turn their attention to the ways individuals and groups implement social media technologies to support or forestall social, political, and cultural changes. There will be particular focus on the social media tools that communities use to disseminate and preserve valuable cultural information and knowledge when freedoms of expression are limited by
external controls. Students will analyze and apply concepts of network theory to create a project that traces the presence and function of social media in relation to a particular community campaign or movement.

**DHM-710: MAPPING TIME, SPACE, AND IDENTITY (3 credits)**
Geographic information system (GIS) technology offers a means for understanding how human beings inhabit and construct identities across time and space. Mapping Time, Space, and Identity explores how practitioners in the field of digital humanities deploy GIS tools to capture, analyze, and present data that illuminates how humans understand and create location in relation to selfhood. Students analyze scholarship based on nonlinear models of historical change, models that can be expressed in the spatial logics of trees, graphs, and maps. Considering such models of analysis, students will implement GIS and visualization technologies to conduct and support their investigations. Students will emerge from the course with a better understanding of how GIS mapping tools can be applied to the study of the humanities as well as in personal narrative.

**DMA-704: DIGITAL MARKETING ANALYSIS (3 credits)**
Through relevant and applied business examples, Digital Marketing Analytics provides learners the opportunity to interpret, evaluate, and integrate digital marketing data. Students will learn to formulate and enact intelligent data-driven strategies and incorporate fundamental web marketing analytics into existing business practices. Core content will focus on identifying and understanding digital marketing metrics to gauge success of traditional, digital, interactive, and social media marketing efforts. Through an examination of available systems and relevant examples, learners will further their understanding of the digital value chain and how to capitalize on emerging trends.

**DSI-508: PROGRAMMING 2: R (3 credits)**
This course is for students who have an introductory background in R programming. Students will learn how R works with numeric vectors and special values, and how to deal with special values. Students will start working with R to handle text data and learn about regular expressions, dates, classes, and generic functions as well as matrices, data frames, and lists.

**DSI-509: TEXT MINING (3 credits)**
In this course students will be introduced to the essential techniques of text mining, understood here as the extension of data mining’s standard predictive methods to unstructured text. This course will discuss these standard techniques and will devote considerable attention to the data preparation and handling methods that are required to transform unstructured text into a form in which it can be mined. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-510: FORECASTING ANALYTICS (3 credits)**
In this course students will learn how to choose an appropriate time series forecasting method, fit the model, evaluate its performance, and use it for forecasting. The course will focus on the most popular business forecasting methods: regression models, smoothing methods including moving average (MA) and exponential smoothing, and autoregressive (AR) models. It will also discuss enhancements such as second-layer models and ensembles, and various issues encountered in practice. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-511: INTRODUCTION TO NETWORK ANALYSIS (3 credits)**
In this course students will learn a mix of quantitative and qualitative methods for describing, measuring, and analyzing social networks. Students will also learn how to identify influential individuals, track the spread of information through networks, and see how to use these techniques on real problems. Graduate students enrolled in this course will
complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-530: SQL - INTRODUCTION TO DATABASE QUERIES** (3 credits)
In this course students will learn to extract data from a relational database using SQL (Structured Query Language), so statistical operations can be performed to solve problems. The focus is on structuring queries to extract structured data (not on building databases or methods of handling big data). Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-601: PREDICTIVE ANALYTICS 1 - MACHINE LEARNING TOOLS - WITH PYTHON** (3 credits)
In this course, students will be introduced to the basic concepts in predictive analytics, also called predictive modeling, the most prevalent form of data mining. This course covers the two core paradigms that account for most business applications of predictive modeling: classification and prediction. Four machine learning techniques will be used: k-nearest neighbors, classification and regression trees (CART), and Bayesian classifiers. The course will also cover the use of partitioning to divide the data into training data (data used to build a model), validation data (data used to assess the performance of different models or, in some cases, to fine tune the model), and test data (data used to predict the performance of the final model). The course includes hands-on work with Python, a free software environment with statistical computing capabilities. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-602: PREDICTIVE ANALYTICS 2 - NEURALS NETS AND REGRESSION - WITH PYTHON** (3 credits)
In this course, students will continue work from Predictive Analytics 1, and be introduced to additional techniques in predictive analytics, also called predictive modeling, the most prevalent form of data mining. Predictive modeling takes data where a variable of interest (a target variable) is known and develops a model that relates this variable to a series of predictor variables, also called features. Four modeling techniques will be used: linear regression, logistic regression, discriminant analysis, and neural networks. The course includes hands-on work with Python, a free software environment with capabilities for statistical computing. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-603: PREDICTIVE ANALYTICS 3 - DIMENSION REDUCTION, CLUSTERING, AND ASSOCIATION RULES - WITH PYTHON** (3 credits)
In this course, students will cover key unsupervised learning techniques: association rules, principal components analysis, and clustering. Predictive Analytics 3 will include an integration of supervised and unsupervised learning techniques. The course includes hands-on work with Python, a free software environment with capabilities for statistical computing. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-604: PREDICTIVE ANALYTICS 1 - MACHINE LEARNING TOOLS - WITH R** (3 credits)
In this course, students will be introduced to the basic concepts in predictive analytics, also called predictive modeling, the most prevalent form of data mining. This course covers the two core paradigms that account for most business applications of predictive modeling: classification and prediction. Four machine learning techniques will be used: k-nearest neighbors, classification and regression trees (CART), and Bayesian classifiers. The course will also cover the use of partitioning to divide the data into training data (data used to build a model), validation data (data used to assess the performance of different models or, in some cases, to fine tune the model), and test data (data used to predict the performance of the final model). The course includes hands-on work with R, a free software environment for statistical computing.

**DSI-605: PREDICTIVE ANALYTICS 2 - NEURAL NETS AND REGRESSION - WITH R** (3 credits)
In this course, students will continue work from Predictive Analytics 1, and be introduced to additional techniques in predictive analytics, also called predictive modeling, the most prevalent form of data mining. Predictive modeling takes data where a variable of interest (a target variable) is known and develops a model that relates this variable to a series of predictor variables, also called features. Four modeling techniques will be used: linear regression, logistic regression, discriminant analysis, and neural networks. The course includes hands-on work with R, a free software environment with capabilities for statistical computing. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-606: PREDICTIVE ANALYTICS 3 - DIMENSION REDUCTION, CLUSTERING, AND ASSOCIATION RULES - WITH R** (3 credits)
In this course, students will cover key unsupervised learning techniques: association rules, principal components analysis, and clustering. Predictive Analytics 3 will include an integration of supervised and unsupervised learning techniques. The course includes hands-on work with R, a
free software environment with capabilities for statistical computing. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-608: R PROGRAMMING INTERMEDIATE (3 credits)**

This course will help to prepare students to become experienced data analysts looking to unlock the power of R. It provides a systematic overview of R as a programming language, emphasizing good programming practices, and the development of clear, concise code. After completing the course, students should be able to manipulate data programmatically using R functions of their own design. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-610: OPTIMIZATION - LINEAR PROGRAMMING (3 credits)**

In this course, students will learn how to apply linear programming to complex systems to make better decisions – decisions that increase revenue, decrease costs, or improve efficiency of operations. The course introduces the role of mathematical models in decision making, then covers how to formulate basic linear programming models for decision problems where multiple decisions need to be made in the best possible way, while simultaneously satisfying a number of logical conditions (or constraints). Students will use spreadsheet software to implement and solve these linear programming problems. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-611: NATURAL LANGUAGE PROCESSING (3 credits)**

This course acquaints students to the algorithms, techniques, and software used in natural language processing (NLP). Students will examine existing applications, particularly speech understanding, information retrieval, machine translation, and information extraction, with regard to work in computational linguistics and artificial intelligence. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-612: DEEP LEARNING (3 credits)**

In this online course, students will learn about the rapidly evolving field of Deep Learning. The surge in deployed applications based on concepts and methods in this field is an indication of its potential to help fully realize the promise of artificial intelligence (AI). At the end of this course students will understand the basic concepts underlying the representations and methods in deep learning and analyze some applications where deep learning is most effective.

Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-613: ANOMALY DETECTION (3 credits)**

In this online course, students will learn how to examine data with the goal of detecting anomalies or abnormal instances. This task is critical in a wide range of applications ranging from fraud detection to surveillance. At the end of this course students will have understood the different aspects that affect how this problem can be formulated, the techniques applicable for each formulation, and knowledge of some real-world applications in which they are most effective. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-614: CUSTOMER ANALYTICS IN R (3 credits)**

In this course students will work through a customer analytics project from beginning to end, using R. Students will start by gaining an understanding of the problem and the context, and continue to clean, prepare, and explore the relevant data. Work will focus on feature engineering, handling dates, summarization, and working with the customer life cycle concept in data analysis. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-621: INTEGER AND NONLINEAR PROGRAMMING AND NETWORK FLOW (3 credits)**

In this course students will learn to specify and implement optimization models that solve network problems. Students will also learn how to solve integer programming (IP) problems and nonlinear programming (NLP) problems. Students will use spreadsheet-based software to specify and implement models. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

**DSI-622: INTERACTIVE DATA VISUALIZATION (3 credits)**

Students will learn about the interactive exploration of data, and how it is achieved using state-of-the-art data visualization software. Participants will learn to explore a range of different data types and structures (Time Series, scatterplots, parallel coordinate plots, trellising, etc.). They will learn about various interactive techniques for manipulating and examining the data and producing effective visualizations. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.
DSI-623: REGRESSION ANALYSIS (3 credits)
In this course, students will learn how multiple linear regression models are derived, use software to implement them, learn what assumptions underlie the models, learn how to test whether data meet those assumptions and what can be done when those assumptions are not met, and develop strategies for building and understanding useful models. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

DSI-625: RISK SIMULATION AND QUEUING (3 credits)
This course covers important modeling techniques. Students will learn how to construct and implement simulation models to model the uncertainty in decision input variables so that the overall estimate of interest from a model can be supplemented by a risk interval of possible other outcomes (risk simulation) and the variability in arrivals over time (customers, cars at a toll plaza, data packets, etc.) and ensuing queues (queueing theory). Students will also learn how to employ decision trees to incorporate information derived from models to actually make optimal decisions. Students will use spreadsheet-based software to specify and implement models. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

DSI-640: SPATIAL STATISTICS WITH GEOGRAPHIC INFORMATION SYSTEMS (3 credits)
Spatial analysis often uses methods adapted from conventional analysis to address problems in which spatial location is the most important explanatory variable. This course is directed particularly to students with backgrounds in either computing or statistics, but who lack a background in the necessary geospatial concepts. Spatial Statistics with Geographic Information Systems will explain and give examples of the analysis that can be conducted in a geographic information system such as ArcGIS. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

DSI-700: APPLIED PREDICTIVE ANALYTICS (3 credits)
In this course students will apply data mining techniques in a real-world case study. The case study concerns microtargeting in political campaigns, but the principles apply equally to any marketing campaign involving individual-level messaging. This course is really a "lab" for practically testing student's skills in a real world context. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

DTM-531: ADVANCED DATABASE SYSTEMS (3 credits)
This course covers advanced database management system design principles and techniques. Course topics include access methods, query processing and optimization, transaction processing, distributed databases, object-oriented and object-relational databases, semi-structured data, search engines, transaction management, advanced indexing, multidimensional data, performance evaluation, advanced structured query language (SQL), and database tuning. Students learn about the advanced object-relational features such as binary large objects (BLOBs), abstract data types, and methods. In addition, students learn about database programming including the use of triggers and stored procedures.

DTM-532: DATA WAREHOUSE DESIGN (3 credits)
Corporate data is used to make strategic business decisions. Business intelligence (BI) is used to present data in such a way as to help businesses survive in a competitive market. A data warehouse (DW) is a read-only analytical database that is used as the foundation for BI systems and is designed to consolidate data from the various data stores supported by an organization. This course will focus on the design and technical aspects of building a data warehouse. The topics covered will include the data warehousing life cycle, data warehouse architectures, system planning, warehouse requirements gathering, schema development, warehouse design, and other implementation issues.

DTM-533: DATA ANALYTICS (3 credits)
Data Analytics refers to the use of analysis techniques and processes to enhance productivity and business gains. Analytics is a multidimensional discipline that uses mathematics and statistics, descriptive techniques as well as predictive models to extract and present valuable knowledge from data stores. Organizations use analytics to process business data in an effort to describe, predict, and improve business performance. In this course, students will develop the knowledge and skills needed to extract and categorize data and to identify and analyze behavioral data and patterns using methodologies and techniques tailored to meet organizational requirements. Students will learn to apply frameworks for information optimization, visual analytics, data discovery, predictive analytics, and right-time and real-time analytics.

DTM-534: INFORMATION RETRIEVAL (3 credits)
This course explores the theories and methods used to search and retrieve text and bibliographic information from document repositories. Information retrieval focuses on the analysis of relevance and utility of information. The course will explore data organization and representation, and information access techniques; categorization, content analysis, data structures used for unstructured data, indexing and indexes, clustering and classification methodologies; search and navigation techniques; and search engines. In this course, students will learn to use statistical and
linguistic methods for automatic indexing and classification, Boolean and probabilistic approaches to indexing, query formulation, and output ranking. In addition, students will learn to develop and analyze various data filtering methods, measures of retrieval effectiveness, and retrieval methodologies.

**DTM-535: DATA MINING AND KNOWLEDGE MANAGEMENT (3 credits)**

This course will serve to introduce students to data mining and knowledge management. Data mining (DM) is concerned with the discovery of “hidden” knowledge in large data sets. This knowledge represents one aspect of an organization’s intellectual capital and is often expressed in the form of trends or major themes that reoccur in the data. Knowledge management (KM) systems are designed to exploit the results of data mining and facilitate the analysis and evaluation of both tangible and intangible knowledge assets. In this course students will explore data mining methods used for prediction and knowledge discovery. These methods include regression, nearest neighbor, clustering, K-means, decision trees, association rules, and neural networks. In addition, students will become familiar with the current theories, practices, tools, and techniques used to management knowledge assets.

**EDL-500: EFFECTIVE LEADERSHIP - FROM THEORY TO PRACTICE (3 credits)**

Effective Leadership - From Theory to Practice provides students with an opportunity to study and apply a problem-based learning approach to the Professional Standards for Educational Leaders (PSEL). This scenario-based approach provides suggested responses that are grounded in theory and best practices. It also provides the prospective leader with an opportunity to move beyond mere reflective discussion by analyzing the suggested responses to the challenges posed in the scenarios. This practice is commonly used in the fields of law, business, and medicine. By using such an approach, the prospective school leaders have an opportunity to reflect, examine, compare, and make judgments about well-documented responses. Additionally, newly hired school administrators can use standards that inform leader behavior, relate those standards to specific theories, and then transform those theories into practice (ISLLC 1, 2, 4, 5; NJDOE 1, 2, 4, 5).

**EDL-510: THE INQUIRY PROCESS - A FRAMEWORK (3 credits)**

This course will introduce students to action research. Future educational leaders will study an intervention chosen specifically to respond to a research problem identified through reflection. The goal of the course and of action research is for students to gain better knowledge of their practice while improving the situation in which the practice is conducted. Students will develop competencies as an educational leader as outlined in the Interstate School Leaders Licensure Consortium standards (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

**EDL-520: STANDARDS-BASED CURRICULUM DEVELOPMENT, PRE-K - 12 (3 credits)**

Curriculum revision is an ongoing process that requires professional guidance and support. Potential educational leaders need to understand the importance of curriculum development in the success of the educational experience and recognize the organization and relevance of curriculum change. Through the examination of various curriculum designs, educators will visualize an overview of systematic curriculum development. Standards-Based Curriculum Development, Pre-K-12 allows students to examine essential components of a cohesive curriculum based on such influences as national and state standards established to guide local curricular planning and development to meet the changing needs of students and other stakeholders in a diverse community. Processes for development of curricula at classroom, building, and district levels, regardless of grade, academic discipline, or kind of student, will be considered in preparation for hands-on experience in creating curriculum in the student’s primary discipline. Integrating differentiated instruction through various curriculum designs will allow the educator to develop necessary skills, as an instructional leader, to facilitate his or her faculty’s creation of successful curriculum documents. The entire process, from initial needs assessment to implementation, will be the focus of this course (ISLLC 1, 2, 3, 4, 5; NJDOE 1, 2, 4).

**EDL-530: CRITICAL ISSUES IN CURRICULUM DESIGN AND EVALUATION, PRE-K - 12 (3 credits)**

This course is designed to guide the student in the process of identifying and analyzing emerging and developing issues in curriculum design, development, implementation, and evaluation. Such issues may include academic standards, diversity, technology, testing and assessment, innovative programs, and state and federal legislation. Included are the identification of curriculum sources, how these sources influence trends, how these trends emerge and evolve, their impact on student achievement, and how professionals, particularly supervisors, curriculum developers, teacher-leaders, and teachers, can use these trends and issues to improve student learning. Students study both the positive and negative aspects of the issues and develop a responsible approach to critically assess the importance and significance of emergent and future issues in order to function as responsible professionals (ISLLC 2, 4, 6; NJDOE 2, 4, 6).

**EDL-540: CURRICULUM LEADERSHIP AND SUPERVISION (3 credits)**

This course provides students with multiple opportunities to critically analyze and apply various contemporary theories of effective school leadership to their professional practice. All theories are aligned with the national ISLLC standards and the NJDOE state standards, research-based frameworks informing the knowledge base, dispositions, and performances of effective school leaders. The course focuses on the performance aspects of effective leadership including empowering others, building collaborative organizational
EDL-550: SCHOOL LAW (3 credits)
A large and growing body of case law relating to public schools continues to impact schools and educational practice. Educational leaders must know how the legal process deals with controversial issues, especially those related to schooling, which play a central role in our culture. Issues of equity, gender discrimination, providing for disabled students (IDEA), Title I and Title IX regulations, racial and ethnicity discrimination, sexual harassment, First Amendment rights pertaining to freedom of expression and freedom of speech in student publications, objectionable instructional materials, religion in the schools, and Fourth Amendment rights pertaining to searches and seizures of student property will be addressed. Students focus on these and other problem areas that frequently result in litigation involving school districts, principals, and other educators as named parties. Students critically assess the impact of federal and state constitutions, statutes, and regulations on the operation of schools. They explore interactions among national, state, and local regulations and examine the impact of federal law and New Jersey state cases on the rights of students, parents, and public school employees. Of special importance, students learn about procedural due process considerations and the constitutional rights of personnel and students balanced against the duties of the school (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

EDL-660: HUMAN RESOURCES ADMINISTRATION (3 credits)
This course discusses the productive role of human resources (HR) administration within a school district and evaluates HR methodologies used by today’s school district managers. This course focuses on the key foundational components and HR strategies that will provide clear rules of engagement for employees while utilizing them as an advantageous asset. This course also discusses the effective and innovative processes that will allow school districts to acquire, develop, and retain “difference maker” employees. Also explored are the intricate challenges involved in creating competitive and cost-effective compensation and benefits programs. In the field of education, another key focus involves devising standards of performance and measuring and communicating these standards to employees. Other topics covered in this course are workforce development, risk management, employee relations, and high performance work systems (ISLLC 2, 5, 6; NJDOE 2, 5, 6).

EDL-660: BUDGET FORECASTING AND FISCAL PLANNING (3 credits)
The primary focus of this course is on the development of school and district budgets and budget forecasting, with consideration of the impact of local, state, and federal funding laws on budget development processes. Students will examine the cyclical nature of budget development and how school budgets are collaboratively constructed; compare and contrast expenditures of like districts; analyze a budget; review various models for implementing a budget and project how the budget should be implemented and coordinated to align with the educational vision; and forecast future fiscal needs based on variables such as enrollment trends, population projections, state reimbursements for student attendances, and housing pattern changes. School financing will be examined through the lens of historical, current, and future funding issues (ISLLC 3; NJDOE 3).

EDL-690: DEVELOPING SCHOOL AND COMMUNITY PARTNERSHIPS (3 credits)
This course explores the family and community factors that affect teaching and learning. The course examines how school initiatives can enhance family and community supports for children’s learning. Students learn how to nurture a sense of “school community,” garner public support, increase parental involvement, and engage community agencies as educational partners. Students learn to design school initiatives to strengthen productive ties with families and the community. Ultimately, students will be developing competencies as educational leaders as outlined in the Interstate School Leaders Licensure Consortium (ISLLC 1, 2, 4, 5, 6) and New Jersey Department of Education (NJDOE 1, 2, 4, 5, 6) standards.

EDL-700: FIELD-BASED PRACTICUM (3 credits)
The Field-Based Practicum is a culminating activity for students completing the Master of Arts in Educational Leadership (MAEdL) program. It requires the student to engage in a 150-hour Practicum experience, and thus the completion of 300 hours of Practicum activities, at a school site or at an alternative site where the student can put leadership theory into practice, working with a local school administrator and the course mentor. The student will design and implement a series of administrative, supervisory, curricular, and professional development activities that address the standards developed by the Interstate School Leaders Licensure Consortium (ISLLC). Activities will be structured to address each of the six ISLLC Standards during the 12-week Practicum. On completion of the activities, the student will develop a final report that includes artifacts as well as analysis and reflective commentary on the Practicum (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

Note: School of Business Administration students are required to complete 150 hours for their program.
EDL-710: PROFESSIONAL PORTFOLIO DEVELOPMENT (3 credits)
As the capstone experience in the Master of Arts in Educational Leadership (MAEdL) program, Professional Portfolio Development requires students to prepare an electronic portfolio that demonstrates their achievement of program and ISLLC standards. This portfolio will show how the student has developed and how he or she has applied learning. The process of portfolio development involves: goal setting; decision making; and analysis in the selection of artifacts that document and recognize propositional and procedural knowledge and personal and professional attributes of leadership; and self-evaluation and reflection. Students will learn how professional electronic portfolios are defined, organized, and evaluated. A second goal of this course is to prepare students to retool their portfolio for continued professional and academic advancement beyond the degree program. Students will be expected to substantiate standards-based competencies and the required evidence of site-based participation in educational leadership roles and responsibilities, letters of endorsement or support from qualified site administrators, class assignments and research papers, reflective journal entries, contact logs with mentors, and self-assessment narratives (ISLLC 1, 2, 3, 4, 5, 6; NJPSTSL 1, 2, 3, 4, 5, 6).

EDL-880: PRINCIPLES OF EMERGENCY MANAGEMENT (3 credits)
This course examines the all-hazards approach to emergency management by the Federal Emergency Management Agency (FEMA), focusing on the role of emergency management leadership during the four phases of the emergency management cycle: mitigation, preparation, response, and recovery. This course studies the concepts of emergency management through practical and timely discussions and assignments. Students will experience the theories of emergency management through practical application and critical analysis.

EDM-610: LEGAL/POLICY/REGULATORY ISSUES IN EMERGENCY MANAGEMENT (3 credits)
This course will provide students with the knowledge of the legal, regulatory, and policy environment within which emergency managers and other key stakeholders/responders practice in their profession. Enabling and controlling legislation and case law will be examined. Policies and regulations that are created and used to guide, mandate, and develop strategies and procedures found within the phases of emergency management at all levels of government will be explored.
**EDM-620: HAZARD MITIGATION AND PREPAREDNESS STRATEGIES (3 credits)**
This course will explore hazard mitigation and its role in disaster management. In addition, students will study the preparedness phase of emergency management to include the planning process, program development, and training methods for response to man-made and natural emergencies/disasters. Topics include government and private sector programs, best approaches, and mitigation of issues/events.

**EDM-630: ALL-HAZARDS RESPONSE AND RECOVERY PLANNING (3 credits)**
This course explores how disaster response operations and recovery activities require the adherence to NIMS (National Incident Management System) and the adoption of FEMA’s Whole Community approach to emergency management at all levels of government to effectively implement the plans needed for successful response and recovery operations. In addition, students study and apply the various federal frameworks and concepts such as the National Response Framework and the National Disaster Recovery Framework to highlight the importance of how planning efforts and operational responses work together to create a more resilient nation by starting at the local level. It is imperative to understand there will always be a recovery operation to every response. Albeit minimal at times, it is another component of the preparedness process that must be considered.

**EDT-500: FOUNDATIONS OF EDUCATIONAL TECHNOLOGY: THEORIES AND PRACTICES (3 credits)**
This course focuses on the conceptual framework of technology, theories, and practices in educational environments. Students are provided the opportunity to investigate educational technology, analyze theories related to instructional design, and apply 21st century skills to teaching with technology.

**EDT-510: CURRICULUM DEVELOPMENT IN EDUCATIONAL TECHNOLOGY (3 credits)**
This course provides an overview of curriculum development and the infusion of relevant education technology as it applies to individual needs in the on-site and online environments. The course will provide a framework for integrating technology with teaching and the overall development of knowledge in curriculum and classroom instruction.

**EDT-520: LEADERSHIP AND SUPERVISION IN EDUCATIONAL TECHNOLOGY (3 credits)**
This course is designed to provide both a theoretical and a practical foundation for current and future school leaders in the adoption and adaption of technology in administrative, curriculum, and instructional areas. The course will trace the development of educational technology today and provide the basis for leaders at all levels to make sound judgments about using technology to improve student learning and professional effectiveness. Included will be an examination of data-driven decision making and the overall collection and use of data.

**EDT-700: CAPSTONE PROJECT IN EDUCATIONAL THEORY AND ONLINE LEARNING (3 credits)**
Capstone Project in Educational Technology and Online Learning provides for a research-based Capstone experience for degree candidates in the Master of Arts in Educational Technology and Online Learning (MAETOL) program. For the Capstone project, students will synthesize prior knowledge with the research necessary in the course to complete the first three chapters of a research-based technology plan for his or her selected level. This culminating experience provides the student with a practical study that could be conducted in or applied to his or her own educational situation or future positions.

**EDT-710: PRACTICUM IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING (3 credits)**
This course provides students an opportunity to articulate and apply best practices gained from courses taken in the Master of Arts in Educational Technology and Online Learning program to design and implement a formal evaluation of an educational technology or online learning program. Major topics include: types of evaluation, evaluation design and theory, measurement, sampling, data collection, data analysis, and presentation and utilization of findings. The course focuses on the capacity-building potential of evaluation and its impact on the quality and delivery of educational technology and online learning programs and requires students to complete a formal evaluation of an existing educational technology or online program. Students will be expected to conduct data analysis and are expected to design and execute all aspects of the evaluation; identify and critique the state of the empirical evidence related to the evaluation; and prepare and report project findings and implications.

*Note: Students are required to spend a minimum of 60 hours engaged in an educational technology and/or online learning program as a part of their program evaluation. In this regard students should contact and begin working with a supervising administrator as soon as possible to set up supervised tasks and experiences. Students will record and log the time spent engaged in the educational technology and/or online learning program in a Practicum Self-Report Log that may be downloaded from the course website. The supervising administrator will be asked to certify and sign-off on the Practicum Self-Report Log, without which the student cannot pass and receive credit for this course.*

**EIO-520: ECONOMIC ISSUES IN ORGANIZATIONS (3 credits)**
This course explores the complex relationship of strategic economic issues within an organization and the organization’s interaction with other firms in the industry. The course begins with a brief overview of the basic economics of the firm and uses those principles to drive an analysis of the firm’s activities and interactions with other firms. The course examines different market structures to see how overall economic structure affects decision making and interactions; this basic structure will be used to analyze competition with other firms in obtaining resources, setting prices to maximize profits, and reacting to decisions of competitors. The course also examines methodologies for evaluating results and explores ways to use that analysis in making future decisions.
ENP-732: ENTREPRENUERSHIP (3 credits)
This course provides an overview on the principles of entrepreneurship. It is designed to introduce students to the core concepts and tools used to increase the likelihood of organizational success in launching and managing new ventures in the for-profit sector. Students will be required to develop and present a business plan for a new, or existing, venture, including the production of market research, organizational needs, and financial statements to support an investment in the enterprise.

ETH-590: ETHICS FOR MANAGERS (3 credits)
Successful business practice is firmly grounded in ethics. This course introduces students to foundational principles in ethics for business and life. Students will explore ethics from both theoretical and practical perspectives. Ethics for Managers provides the opportunity for students to critically analyze and evaluate their own views, as well as those of others, in order to develop solid approaches to challenging dilemmas. Significant debates and methodologies in business will be explored.

ETM-750: ETHICS FOR MANAGERS (3 credits)
Successful business practice is firmly grounded in ethics. This course introduces students to foundational principles in ethics for business and life. Students will explore ethics from both theoretical and practical perspectives. Ethics for Managers provides the opportunity for students to critically analyze and evaluate their own views, as well as those of others, in order to develop solid approaches to challenging dilemmas. Significant debates and methodologies in business will be explored.

Note: This is a Master of Business Administration (MBA) course.

EUT-500: RENEWABLE AND ALTERNATIVE ENERGY (3 credits)
This course examines renewable and alternative energy sources such as wind, solar, biofuel, and energy storage. Other concepts include material efficiency issues, recycling, composting, and the concept of life-cycle design. The course also addresses conservation strategies that aid in the development of a more ecologically and economically sustainable future. Students will research renewable and alternative energy innovations, identify the processes they use to capture and store energy, and describe their commercialization potential.

FIN-710: FINANCIAL MANAGEMENT (3 credits)
This course reviews the basic concepts and tools of finance for the purpose of decision making. Topics analyzed include investment decisions, capital budgeting, cost of capital, working capital management, valuation of securities, interest rates, corporate liabilities, and risk and return. The course addresses the formation of capital structure, the optimal capital structure, and its choice on the value of the firm.

FSA-712: FINANCIAL STATEMENT ANALYSIS (3 credits)
This course provides an overview on the principles of finance and tools for evaluating a firm’s business operations and predicting its future condition. The course is designed to develop a critical user's perspective to analyze and interpret financial statements to gain further insights into firms’ performance. The course describes the details of financial statements and their use by investors, creditors, analysts, auditors, and other interested parties. Main topics include, but are not limited to, financial ratio and profitability analysis, pro forma forecasting, earnings analysis, risk analysis, quality of financial reporting, and evaluating firm's financial health. The course is targeted to a wide range of students, including those preparing for careers in general management as well as in investment banking, financial analysis, and consulting.

GER-510: ADULT DEVELOPMENT AND AGING (3 credits)
This course offers an in-depth exploration of the developmental processes acting within individuals from adulthood through old age. A biopsychosocial perspective provides the framework for understanding the various influences on adult development. Major developmental theories are examined to differentiate between normative and non-normative aging processes. Students evaluate both contemporary research and theoretical concepts as they study aging from demographic, historical, biological, psychological, and sociocultural perspectives. Throughout the course, students examine and integrate the dynamic internal and external variables associated with successful aging to optimize developmental outcomes for the aging population.

GER-610: GEROPSYCHOLOGICAL ASSESSMENT (3 credits)
This course prepares the student to engage in a variety of data collection methods (e.g., interviewing, observation, self-report, psychological testing, integration of interdisciplinary assessments) in order to assess mood, cognition, decision making, functional capacities, and level of risk, with consideration of the interaction between these factors and biosocial factors for older adults. Students will gain familiarity with screening instruments and will examine diagnosis and referral to other agencies.
GER-620: GEROPSYCHOLOGICAL INTERVENTION (3 credits)
This course prepares students to develop effective psychological interventions as well as health promotion and prevention programs for older adults. Discussed are a variety of therapeutic modalities (individual, family, and group psychotherapy) and evidence-based theoretical models (cognitive, behavioral, interpersonal, environmental, systemic). Course work will emphasize the importance of providing care in diverse settings and collaborating with interdisciplinary teams. Students will also explore program evaluation strategies used to assess the efficacy of interventions and programming.

GER-710: GEROPSYCHOLOGICAL CONSULTATION (3 credits)
This course prepares the student to consult with families, professionals, service agencies, communities, and legal systems in the area of geropsychology. The student will learn how to work within an interdisciplinary care team and will become conversant with relevant ethical and legal standards and social policies. Consideration is given to issues of cross-cultural understanding and communication in consulting and collaborating with diverse groups of professionals and clients.

Note: The major course topics are based in part on the Pike's Peak Geropsychology Knowledge and Skill Assessment Tool (Council of Professional Geropsychology Professional Training Programs, 2008).

GLM-550: GLOBAL MANAGEMENT (3 credits)
This course examines the issues and challenges facing managers in a global business context. Specifically, the course explores and analyzes international aspects of organizational behavior, human resource management, labor relations, corporate strategy, and political risk. In doing so, the course covers both micro-level topics (for example, cross-cultural communication) and macro-level considerations (for example, formulation of international strategy).

GMK-703: GLOBAL MARKETING (3 credits)
This course allows students to apply marketing concepts to global markets. Product, price, distribution, and communication strategies are examined in the global context. This course will also apply issues of research, segmentation, targeting, and positioning to global markets. Global Marketing emphasizes cultural, political, regulatory, and economic factors that come into play when marketing in other countries. Students taking this course will also analyze and assess the marketing tools, practices, and experiences that are used to address business opportunities and issues. The course will examine programs and mechanisms used to create sustainable competitive advantage in the global marketplace. Students taking Global Marketing will collaborate to create a marketing strategy for a specific product to be marketed in a specific country and/or region of the world.

GSM-730: GLOBAL STRATEGIC MANAGEMENT (3 credits)
This course will explore the challenge of strategically managing in complex organizations within a global environment. It will explain the importance of historical artifacts related to the evolution of strategic management, investigate the driving forces of strategy deployment in highly competitive markets, analyze the impact of business- and corporate-level strategies in organizations quest to compete on the global landscape, and examine the complexities of resource allocation within complex organizations. Students will also be exposed to the practice of assessing, crafting, and employing strategic decisions that allow an organization to realize its long-term goals, while dealing with current challenges.

HCD-703: HEALTHCARE DELIVERY (3 credits)
Operations management is the design and management of the processes that transform inputs into finished goods or services. This course presents an analysis of the operations within health service organizations like hospitals and other health care institutions, and provides management tools and principles that are used to plan, organize, staff, and control the essential processes and systems of those health care organizations. The course also presents advanced techniques that can be used to manage and improve health care services to the benefit of both an organization and its patients. The primary areas of operations management that will be discussed include operations planning, financial management, supply and inventory management, technology management, and process and quality improvement activities.

HCF-701: HEALTHCARE FINANCE (3 credits)
This course focuses on some of the unique components of finance as they relate to a healthcare facility and some of the major issues they are faced with. Students will strive to develop an understanding of the healthcare industry and the unique aspects related to healthcare finance. Increased knowledge of major national issues pertaining to Medicare and Managed Care payment systems and how they affect the economics of providers will be explored. Students will also develop an understanding of significant and nonsignificant financial management and management process issues. A preview of the healthcare industry and its effect on healthcare finance will also be explored. Additional topics include reimbursement systems, managed care, insurance, Medicare and Medicaid, DRG prospective payment, accessibility, eligibility, budgeting, and planning. Emphasis will be placed on the application of these topics to aid in making managerial decisions.

HCL-704: HEALTHCARE LAW (3 credits)
This course provides a foundation in healthcare law and how it can be used to improve the quality of healthcare delivered. Topics include tort law, medical personnel, information management, patient consent, legal reporting, patient rights, management of healthcare data, ethics, AIDS, and end of life issues. Emphasis is placed on establishing
foundational knowledge of the different aspects of the legal system as it pertains specifically to healthcare. This includes understanding historical implications that shape the legal system as we know it today. This course will also strive to understand the responsibility to protect the needs of the uninsured and those who face barriers to quality care.

**HCM-500: 21ST CENTURY HEALTHCARE SYSTEMS (3 credits)**
This course presents the 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 fundamentals of management in modern healthcare. This course introduces an overview of the healthcare stakeholders in a variety of settings as well as key health and medical terms. Students will also examine current trends in modern healthcare delivery.

**HCM-501: ORGANIZATION OF THE HEALTHCARE VALUE CHAIN (3 credits)**
Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods, and information technology. The roles of patients, physicians, hospitals, insurers, and pharmaceutical companies through the lens of the healthcare value chain. The interaction between the government and these different groups will also be covered using the most contemporary healthcare legislation as the backdrop.

**HCM-502: HEALTHCARE ADMINISTRATOR LEADERSHIP (3 credits)**
This course explores how healthcare organizations can create sustainable competitive advantage in a volatile, reimbursement driven industry. Topics include external and internal environmental analysis, strategy formulation, organizational design and control, and the impact of mergers and alliances on industry performance. This course also explores the theories, processes, and practical techniques of negotiation so that students can successfully negotiate and resolve disputes in a variety of situations including interpersonal and group settings. Emphasis is placed on understanding influence and conflict resolution strategies; identifying interests, issues, communication strategies, and positions of the parties involved; analyzing co-negotiators, their negotiation styles, and the negotiation situations; and managing the dynamics associated with most negotiations. The course will also discuss the role of motivation as a tool for the encouragement of growth and creativity. Practical skills are developed through the use of simulations and exercises.

**HCM-503: QUALITY IMPROVEMENT STRATEGIES IN HEALTHCARE (3 credits)**
This course will focus on the methods used by managers to assess the quality of hospital or provider healthcare and evaluate the tying of reimbursement to healthcare outcomes. Topics will include the history of healthcare outcomes analysis; the framework for outcome studies; and how the consumer and the payers define and demand quality. 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 where they get medical care. Specific issues facing the healthcare manager and the need to synthesize complex and often disparate outcomes will be addressed as well.

**HCO-702: STRATEGIC MANAGEMENT WITHIN A HEALTHCARE ORGANIZATION (3 credits)**
This course introduces students to the importance of strategic thinking and planning, and the management of strategic momentum, and the impact this has on the healthcare industry. Students will understand the role of the leader in managing healthcare organizations. The course will discuss various ways that strategic leaders need to think in order to change the environment by carrying out the strategic plan. Students will also develop a thorough understanding of the analytic strategic management process.

**HIT-541: FOUNDATIONS IN HEALTH INFORMATICS (3 credits)**
This course combines diverse disciplines such as information technology (IT), information science, social science, management science, behavioral science, communications, and healthcare to improve the quality and safety of patient care. Informatics is “the science, the how and why, behind health IT,” according to the Centers for Disease Control and Prevention. The tools used in health informatics include computer systems, clinical guidelines, health nomenclature, and information and communication systems. It is applicable to various health-related domains including public health, nursing, dentistry, occupational therapy, pharmacy, physical therapy, and biomedical research. In this course, students will learn to collect, store, analyze, and present health-related data in a digital format and to improve health outcomes by applying informatics concepts, theories, and practices to real-world situations.

**HIT-542: CLINICAL INFORMATICS (3 credits)**
Clinical informatics (operational informatics) is the application of informatics and information technology to deliver healthcare services. It is the study and use of data and information technology aimed at improving the patient’s ability to monitor and maintain his/her own health. The application of clinical informatics includes various aspects including clinical decision support, visual imaging, clinical documentation, healthcare provider order entry systems, system design and implementation, and user adoption issues. The data and clinical decision support used in this field are developed for and used by clinicians, patients, and caregivers. This course will provide students with the knowledge and skills needed to ensure the optimal functionality of present and future informatics systems by providing opportunities for them to design, build, and test clinical information systems that address real-world
problems. Students will learn to identify clinical practice workflow and process issues, and to provide leadership and guidance in the definition of system and process requirements that will serve to optimize system performance and facilitate technology utilization by clinical practitioners.

**HIT-543: ELECTRONIC HEALTH RECORDS MANAGEMENT** (3 credits)

Electronic health records (EHRs) capture patients’ health information, such as medical history, allergies, laboratory test results, radiology images, and payment in an electronic form that enables clinicians and other providers to access and share the information across medical specialties or facilities. Electronic health records are composed of many separate systems that function together to capture, create, share, maintain, and store an accurate and complete patient health record. Students in this course will learn the various systems, applications, standards, and specifications that must be in place in order to meet the goal of true interoperability. This course prepares students to understand and use electronic records in a medical setting. It introduces students to current frameworks for the implementation and management of electronic health information using common electronic data interchange systems. Students will develop the skills and knowledge needed to address the medical, legal, sanction, and regulatory requirements of electronic health record systems.

**HIT-544: TELEHEALTH SYSTEMS** (3 credits)

Telehealth refers to the actual delivery of remote clinical services using information technology. It makes use of electronic information and telecommunications technologies to support off-premise clinical healthcare, patient and professional health-related education, public health management, and health administration. The technologies used in telehealth include videoconferencing, the internet, store-and-forward imaging, streaming media, and terrestrial and wireless communications. Applications of telehealth run the gamut from something as simple as two health professionals discussing a case over the telephone to a surgeon conducting remote robotic surgery at a medical institution on a different continent. Telehealth changes the location where healthcare services are routinely provided and includes preventative, maintenance, and curative features. Students in the course will develop the skills and knowledge needed to design and implement fully functional telehealth solutions.

**HIT-545: LEGAL, ETHICAL, AND SOCIAL ISSUES IN HEALTH INFORMATICS** (3 credits)

Notwithstanding the potential for electronic health records to revolutionize healthcare, significant complex legal, ethical, and financial questions related to their use serve to impede their widespread adoption. Legal and ethical issues surrounding ownership, economics, privacy, data security, the use (or misuse) of decision support systems, and accountability as well as regulatory compliance are central to the debate surrounding health informatics. All these issues affect the requirements, design, implementation, and evolution of these systems. In this course, students will learn to develop solutions that address key legal and ethical challenges germane to health informatics.

**HLS-500: TERRORISM AND HOMELAND SECURITY IN THE U.S.** (3 credits)

This course examines the phenomenon of terrorism as it relates to the United States as well as to American interests in other countries, primarily in the time period from the Cold War to the present. The attacks on the United States on Sept. 11, 2001, and the subsequent adoption of a formal U.S. Department of Homeland Security will be examined in the context of the global terrorist threat and the more general concept of homeland security. Emphasis is on the identification and understanding of appropriate definitions and concepts so that students may critically evaluate the threats present and the range of responses available in our democratic society. Appropriate historical foundations, as well as essential components of a mechanism for homeland security, will be presented. Other key topics include the relationship between homeland security and preparation; terrorism response and recovery mechanisms; and goals, objectives, and strategies. The importance of coordinating various plans and strategies among local, state, and federal government response organizations will be stressed.

**HLS-501: NATURAL DISASTERS AND SECURITY PLANNING** (3 credits)

This course will investigate a wide range of natural disasters and develop appropriate plans for mitigating resulting problems. Natural disasters include a variety of events from earthquakes, tornadoes, floods, and fires to the outbreak of disease and may themselves trigger secondary disaster situations such as chemical spills, nuclear incidents, and power outages. This course focuses on the impacts of disasters on security, critical resources, and key infrastructure.

**HLS-505: FOUNDATIONS OF HOMELAND SECURITY** (3 credits)

This course provides a broad, up-to-date, multidisciplinary overview of homeland security as a contemporary subject of interest and inquiry. Issues of public policy, public administration, law, emergency management, intelligence, border and infrastructure security, public safety, and the social/behavioral impacts of terrorism and homeland security will be considered.

**HLS-510: PROTECTING THE HOMELAND: BALANCING SECURITY AND LIBERTY** (3 credits)

This course will examine the development of various situations that have evolved since the day of the terrorists’ attacks, on New York City and Washington, D.C., on Sept. 11, 2001. Since that day, the events which transpired have been seen to have made many Americans feel more vulnerable than ever before. After the events of that day, the United States Congress quickly enacted the USA PATRIOT Act, which permitted a number of extraordinary
and unprecedented changes to civil liberties without judicial oversight. This course will examine the USA PATRIOT Act, along with the wars in Afghanistan and Iraq, which were initiated by the events of 9/11. This course will allow students the opportunity to examine and understand why the government and the public began to question and scrutinize the country’s intelligence mechanisms, and national security structure and procedures. During this course there will an opportunity to examine the creation, development, and organizational structure of the Department of Homeland Security (DHS). As part of the examination of DHS, there will be opportunities to also examine entities such as the Transportation Safety Administration (TSA), which was established after 9/11. This course will also examine other developments including the detention and torture of “enemy combatants” in Iraq and Guantanamo Bay, Cuba, and consider whether the nation’s security needs justify the consequent restrictions on our freedoms.

HLS-610: THE PSYCHOLOGY AND SOCIOLOGY OF DISASTER (3 credits)
This course explores best practices for mitigating the adverse psychological and social impacts of disaster. The course discusses types of disasters, the way trauma typically affects victims, the means for assessing trauma after a disaster, the importance of early intervention during the response phase, and approaches suitable for the longer recovery phase of disaster. This course uses current government and law enforcement sources to discuss specific disasters from the last two decades, both acts of terrorism and natural occurrences.

HLS-611: INTERNATIONAL LEGAL AND ETHICAL ISSUES (3 credits)
This course examines statutory, constitutional, military, and international legal principles and their relation to the design and implementation of national and international strategies related to homeland security in both the domestic and global arenas. Emphasis will be on legal and due process actions and the legality of those actions in domestic, military, and international settings. There will be an intense focus on the exposure, explanation, and understanding of the existing domestic and international laws and treaties. This course will provide the student with exposure to a multitude of issues in the area of homeland security by examining the basic concept of investigating and prosecuting terrorism and its affect both domestically and internationally. The method of study and exposure to these topics is designed to facilitate the student in the development of the ability to identify, understand, and perform critical thinking and written assessment of concepts directly relating to legal and due process issues relating to terrorism and homeland security challenges.

HLS-615: DOMESTIC AND GLOBAL INTELLIGENCE FOR SECURITY MANAGEMENT (3 credits)
This course acquaints students with several concepts and practices that are necessary for collecting, analyzing, and evaluating intelligence and managing the intelligence as a function. It also explores the influence of intelligence on shaping homeland security executive decision making at the international, federal, state, and local levels. This course examines the structures, roles, and interactions of the foreign and domestic intelligence communities, the intelligence gathering and analysis capabilities of criminal justice and private sector entities, and the use of intelligence processes to support homeland security investigations, planning, and policy formulation. Through the study of current and past homeland security events, students in this course will develop an understanding of the intelligence tradecraft, analytic, and research skills required for intelligence work. This course also explores the ethical, Constitutional, and civil liberties issues associated with the collection of information by homeland security agencies. Also examined are topics related to assessing the reliability and validity of information, intelligence sharing, and covert and counterintelligence operations of domestic and international intelligence agencies.

HLS-620: HOMELAND SECURİTY PREPARENESS: PREVENTION AND DETERRENCE (3 credits)
This course focuses on how strategic planning, incident management, and intelligence techniques are brought together to provide the necessary foundation for anti-terrorism preparedness. The assignments in this course are designed to give students engagement in these areas. Students will learn how potential acts of terrorism are deterred and prevented through vigilance, observation, and the reporting of suspicious indicators of terrorist acts. Emphasis is placed on the level of planning and management involved in preparedness, prevention, and deterrence, and to the implementation of specific techniques and strategies. The topics that will be covered in this course will include the protection of infrastructures, various aspects of the National Incident Management System, and various aspects of data collection and analysis techniques. In addition the course will address threat and vulnerability assessments, information sharing, resource planning, intelligence failures, and terrorism prevention and deterrence.

HLS-625: TECHNOLOGY AND INFORMATION SECURITY (3 credits)
This course covers a wide range of cybersecurity and technology concepts. War, crime, and terrorism have affected the domains of land, sea, air, and space for decades. As technology has become more pervasive in our society, a fifth domain has become evident: the cyber domain. Traditional crimes and acts of terror have become leveraged with technological capabilities that give criminals and terrorists a greater advantage than before. In addition, this environment makes it more difficult for law enforcement and intelligence agencies to prevent, detect, and prosecute those that commit horrific acts. This course explores topics in information technology security management. It examines the necessary technical, physical, and administrative controls required to protect information and information systems that are likely to become vulnerable to a cyberattack. Topics within the
course include cryptography, disaster recovery, business continuity of operations, network and host security, threats and vulnerabilities, access control, forensics and incident handling, and legal issues involving computers.

**HLS-630: PROTECTING THE HOMELAND: RESPONSE AND RECOVERY (3 credits)**

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

**HLS-640: FUNDING AND PROGRAM ADMINISTRATION FOR HOMELAND SECURITY (3 credits)**

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

**HLS-645: PANDEMICS, BIOTERRORISM, AND BIOSECURITY (3 credits)**

Resurging epidemics are now gaining national attention in a way not seen for generations. These threats join the long-standing challenge of potential domestic and foreign state sponsored biowarfare attacks on the U.S. and growing awareness of the threat of bioterrorism. This course will examine the national and international political, legal, and policy dimensions of response to these threats. It will explore how the interagency community works at local, tribal, state, national, and international levels to meet these growing challenges.

**HRM-530: HUMAN RESOURCES MANAGEMENT (3 credits)**

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

**HRM-540: LIFESTYLE BENEFITS AND COMPENSATION IN THE NEW MILLENNIUM (3 credits)**

This course examines both the theory and practice of total compensation. Topics include strategic compensation, employee compensation and benefits, job evaluation, external competitiveness and market analysis, incentives and variable pay, employee motivation, compensation administration, and the compensation of special groups. A variety of approaches are employed to examine organizational compensation policy and design. Consideration is given to the interaction between human resource managers and managers throughout the organization in order to realize effective compensation programs. This course balances theory and practice. There will be many opportunities to apply compensation theory in required weekly discussions and in both the individual and group projects. The course will emphasize the strategic aspects of compensation and how the organization can achieve a sustainable competitive advantage through compensation policy/programs. By the end of this course, students should have a very in-depth understanding of how to establish, organize, and administer an effective and equitable compensation system.

**HRM-550: STRATEGIC RECRUITMENT AND SELECTION (3 credits)**

Regardless of industry, business unit, or department, people are every organization’s key source of competitive advantage. In the war for talent, organizations have two choices: develop strategic human resources (HR) systems that support the recruitment and selection of highly qualified employees, or hire employees with a poor fit, draining organizational resources and resulting in poor outcomes. Not only is recruiting the right people a difficult and daunting task, but selecting the best organizational fit is a significant challenge. Organizations must design a recruitment and selection process from a strategic perspective to successfully win the talent war. This course will focus on the best practices of strategic HR planning. Throughout the course students will be introduced to successful recruitment and selection programs and methods that can be adapted to any organization.

**HRM-560: THE ENTREPRENEURIAL ORGANIZATION: LEARNING AS COMPETITIVE ADVANTAGE (3 credits)**

This course explores three key concepts and best practices associated with cultivating entrepreneurial behavior within organizations. Integrating adult learning, organizational learning, and knowledge management are central to adapting entrepreneurial behaviors and practices. In this course, students will consider the necessity of understanding adult learning theory to create a culture that supports entrepreneurial behavior. Students will also consider the importance of organizational learning and knowledge management on enabling stakeholders to adopt entrepreneurial orientations and practices, and they will apply these orientations and practices toward advancing entrepreneurialism in the workplace. Finally, students
will identify the theoretical and practical intersection points among these topics and analyze the importance of adult learning, organizational learning, and knowledge management on promoting an entrepreneurial organization.

HRM-570: THE EFFECTIVENESS OF A MARKET-CONNECTED CULTURE (3 credits)
This course includes a critical examination of how human resource professionals can participate in creating and maintaining an effective organization that responds to the marketplace and services its customers effectively. Emphasis is placed on the internal and external cultures and environments, the emergence of a knowledge economy, and the importance of intellectual capital.

HRM-600: MANAGING THE HUMAN RESOURCES ENTERPRISES (3 credits)
The profession of human resource management (HRM) has become a major strategic partner with senior management and as a proactive consultant with operational managers within many organizations. Assuming these roles has increased the credibility of human resource management as a key component to enhance the effectiveness and productivity of employees within contemporary organizations. As important as these proactive interventions for HRM professionals, it is also critical for HRM to have an enterprise perspective. Through research and analysis, this course will assess the contemporary research in the field of HRM and examine the ways that HRM incorporates greater efficiency and effectiveness in responding to the challenges facing human resources and organizations. This course will analyze and assess important HRM functions and programs that include social media, technology, risk management, talent management, diversity workforce, retention management, employee engagement, organizational branding, and delivery models.

HRM-610: HUMAN RESOURCES AS A STRATEGIC PARTNERSHIP (3 credits)
Managing strategically is a complex, rational, well thought out sequence of activities and approaches that addresses the various competitive challenges organizations face. Human resource management faces a series of challenges and opportunities to be regarded as a strategic partner with other senior leadership executives. One manner in which to accomplish this is to earn a seat as a partner during the strategic planning process. There are many roadblocks, however, on the road to becoming an organizational partner, which results in frustration, resentment, confusion, and possibly a regression back to maintaining nothing more than an administrative function. A key, however, to the successful acceleration of human resources showing they can add value is by gaining critical information from the voices of the organization’s customers and integrating these into a roadmap that will take human resources from the role of “caretaker” to “organizational leader.” All of the human resource management functions must be implemented and maintained with a strategic focus. It is not only considering the present challenges but also planning for future developments that will have an impact on the organization. This course will focus upon those critical elements that will help turn human resources away from “paper pushing” and toward a value added facilitator of strategic change.

HRM-620: THE LEGAL AND ETHICAL ENVIRONMENT OF HUMAN RESOURCES (3 credits)
This course provides a careful examination of the significant ethical and legal issues facing the human resource professional. While there is a focus on employment law, there is an equally strong consideration of ethical issues, which human resource personnel must address and share with other decision makers in the organization.

HRM-760: HUMAN RESOURCE MANAGEMENT - TALENT MANAGEMENT (3 credits)
Talent management builds a practical framework for managers and business leaders to understand how the strategic management of people improves performance. This course will help participants maximize the performance of their employees and learn techniques that result in superior organizational performance. It also presents a comprehensive overview of how to effectively develop a talent management strategy. Topics covered include turnover analysis, job and skills analysis, performance management, recruiting and selection, and designing effective rewards systems.

HRM-761: HUMAN RESOURCE MANAGEMENT IN THE 21ST CENTURY GLOBAL WORKPLACE (3 credits)
This course examines the evolution of human resource management in select countries. Learners analyze macro trends and issues influencing the development and implementation of key components of international human resources. Areas covered include employment law, regulation, talent management, and organizational effectiveness within contemporary organizations. In addition, learners study the effects of emerging sociopolitical economic and culture thought and action worldwide relative to human resource practices.

HRM-762: HUMAN CAPITAL MANAGEMENT IN MULTICULTURAL ORGANIZATIONS (3 credits)
This course examines the integration of human resources (HR) into an enterprise wide strategic approach to acquisition of new talent. The course explores the creation of synergy between human resource managers and diversity programs. Learners are challenged to describe the importance of creating a culture that embraces diversity to develop and harness human synergies that increase productivity using workforce engagement, diversity, inclusion, and teaming. Learners evaluate multiculturalism and consider the global imperative leading to the development of an informed global perspective, enabling the development of a high-performance workplace using concrete strategies and practical tools.
HRM-763: THE HRM PROFESSIONAL AND ATTORNEY RELATIONSHIP (3 credits)
This course analyzes the multidimensional partnership between human resource professionals and legal counsel. Learners examine key elements of law with focus on deductive thinking, fact patterning, and modes of legal expression. Learners evaluate the foundational tenets of legal training, in turn enabling them to engage legal counsel with increased knowledge, competencies, and skills relative to building effective and equal partnership relations.

HRM-764: TECHNOLOGY, DATA, AND ANALYTICS AS CHANGE AGENTS (3 credits)
This course examines the role of human resources related technologies on enterprise evolution and productivity. Learners evaluate contemporary human capital management applications associated with talent selection, development, and management. In addition, learners will evaluate the roles, models, and methods of data management and predictive analytics and their application to workplace productivity.

HRM-801: SEMINAR IN GLOBAL HUMAN RESOURCE MANAGEMENT (3 credits)
This course focuses on the methods used by global human resource managers to craft a human resource plan that effectively operationalizes the workforce to reach the strategic plan. Topics will include forecasting workforce needs in a global environment; creating effective hiring strategies that fit the country dynamics and position needs; hiring the right person for the organizational context and cultural dynamics; training employees to effectively lead people that represent a diverse cultural background; development succession management systems that allow for talent, breadth, and depth to increase global effectiveness; and developing compensation plans that address multi-country employees. By the end of the course, students will be able to identify the issues associated with a global workforce and develop a human resource plan that creates a strong talent pool and utilizes the cultural differences to improve organizational outcomes.

HRM-802: SEMINAR IN WORKFORCE TECHNOLOGIES (3 credits)
This course focuses on the methods used by global human resource managers to craft a human resource plan that effectively operationalizes the workforce to reach the

IAS-551: FOUNDATION OF INFORMATION ASSURANCE (3 credits)
This course focuses on the unique advantages provided by advanced workforce technologies and the current operational challenges that the use of these technologies creates in an organization. Today's global workforce can be challenging to track and to utilize to the fullest potential to reach successful organizational outcomes. Effective deployment of appropriate human resources technologies increases the ability to run analytics that support effective strategic planning. Analytics provide a foundation for crafting the workforce elements of the strategic plan and reinforcing the collection of the appropriate workforce knowledge, skills, and abilities (KSAs) for long-term organizational success. By the end of this course, students will be able to identify the available technologies in the marketplace, evaluate these technologies based on the analytical capabilities, and define how these analytical capabilities would best support the strategic planning process.

IAS-552: VULNERABILITIES, THREATS, AND ATTACKS (3 credits)
The impact of a security breach can be devastating to any organization. Information technology (IT) practitioners must have the skills to identify and address system vulnerabilities including weaknesses related to hardware, software, interrelated systems, and personnel. In this course, students will explore current and potential threats to information assets and will develop a comprehensive awareness of prevailing trends in malicious attacks. This course will provide students with the skills and knowledge needed to secure organizational resources and to develop effective methods to detect and monitor internal and external malicious activity. Topics covered in this course include: passive and active attacks, technology audits, physical security, computer security policies, contingency planning, business impact analysis, password management, information warfare, intrusion detection, risk assessment and auditing, operational security, permissions and user rights, service patches, securing network services, and security baseline analyzers. Students will learn to identify threat vectors and to develop strategies for implementing a prioritized, risk-based approach to mitigating security.
IAS-553: COUNTERMEASURES DESIGN AND IMPLEMENTATION (3 credits)
A countermeasure in computer security is any action, device, procedure, or method that can be used to mitigate a threat, vulnerability, or attack by either eliminating it, preventing it, minimizing its effect, or by discovering and reporting it so that corrective action can be taken in the future. In this course students will learn the principles of active defense. They will develop the skills and knowledge needed to design and implement multilayered (defense in depth) security strategies as well as expertise in using tools to harden and secure networks and organizational assets. Course topics include: threat vectors; data encapsulation at Open Systems Interconnect (OSI) layers 2, 3, 4, and 5; packet decoding; network firewalls; intrusion prevention; network address translation (NAT); access control lists (ACLs); virtual private networks (VPNs); virtual local area networks (VLANs); proxies; border routers; web application, and database security; securing the operating system (OS) and services; vulnerability assessment; baseline audits; forensics; logging; encryption; authentication; wireless security; and network access control and security tools.

IAS-554: POLICIES AND PROCEDURES DEVELOPMENT AND IMPLEMENTATION (3 credits)
Information technology professionals, whether in the public or private sector, must ensure that their information systems comply with privacy and security laws, regulations, directives, and any organizational policies, procedures, and guidelines. This challenge can be a daunting task and confronts both public and private organizations alike. To meet this charge, they develop and implement security policies and procedures that explicitly define the organization’s security protocols. Security policies are custom-created, dynamic standards of business conduct. While the best practices of the information security field form the basis of any security policy, each organization has unique requirements that shape policies used to manage security. Students in this course will develop the skills and knowledge needed to access the security posture of an organization and then apply the information gathered during this assessment to inform stakeholders about the challenges inherent to their unique information assurance landscape. They will learn to develop processes and define policies that achieve the targeted level of security for an organization based on the level of risk mitigation required. With respect to securing networks and systems people are often the weakest link. To address this challenge, students in this course will learn to develop policies and best practices for members of technology groups as well as for system users. Students will develop training documentation for management, technical, and user populations that exposes them to the policies and processes required to secure information technology and to align these with the business objectives of the organization.

IAS-555: COMPUTER FORENSICS AND INFORMATION SYSTEMS AUDITING (3 credits)
Computers are increasingly used to commit crimes and evidence of these crimes is often recorded on those computers. Computer forensics is the application of computer investigation and analysis techniques to the process of discovering and preserving potential legal evidence. Systems auditing is concerned with ensuring that adequate security controls are in place to prevent or at least discover fraud or other misuse of information technology (IT) resources. Legal evidence might be sought in a wide range of computer crimes or misuse, and students in this course will develop an understanding of forensic and auditing and will develop the skills needed for discovering and preventing theft of trade secrets, theft of or destruction of intellectual property, and fraud. They will learn how to recover deleted, encrypted, or damaged file information and to plan and execute audits of security and other related IT procedures. This course is intended to provide a foundation in computer forensics and auditing, and provide hands-on practice in applying forensic and auditing techniques.

IBF-500: INTERNATIONAL BUSINESS POLICY AND OPERATIONS (3 credits)
This course examines the development and implementation of business policies and operations in the global environment. Global business issues and challenges are studied from the perspective of how organizations in both host and home countries work to operate within the intricacies and sensitivities of world cultures. The course will also touch upon topics such as globalization and international business ethics, political and legal environments, foreign exchange markets, global supply chain management, global marketing, international financial management, and international human resources management. Real-world global challenge cases will be analyzed in the context of international business policy.

IBF-501: COMPARATIVE ECONOMIC AND POLITICAL ANALYSIS (3 credits)
This course advances students’ understanding of economic and political systems. Students learn to examine and compare the economic, political, legal, educational, financial, and social organization and structures of countries from the perspective of the global manager. Particular emphasis is placed on using analytical outcomes in the management of international operations and foreign direct investment.

IBF-503: U.S. AND INTERNATIONAL ACCOUNTING (3 credits)
This course advances students’ understanding of accounting principles employed under the U.S. generally accepted accounting principles (GAAP) and the International Financial Reporting Standards (IFRS). Students will master the organization and content of financial statements that are prepared using both U.S. GAAP and IFRS. This course will examine the key differences between U.S. GAAP and IFRS regarding fair value measurements, accounting for
stock options, comprehensive income, revenue recognition, income tax, and accounting for derivatives and financial instruments. In addition, the course presents detailed discussions and information regarding the presentation of financial statements in both U.S. GAAP and IFRS, along with examination of the conceptual framework for the U.S. Financial Accounting Standards Board (FASB) and the International Accounting Standards Board (IASB).

**IBF-504: CORPORATE AND MANAGERIAL FINANCE (3 credits)**
This course addresses the roles, functions, and perspectives of financial decision makers. In particular, the goals and objectives of financial management as well as issues of agency and value creation are examined. Students learn to evaluate financial institutions and markets, and also financial models, ratios, and analytical techniques. Financial statement analysis, operating and capital budgeting, and the systematic use of finance in value creation are key themes.

**IBF-507: FINANCIAL MODELING (3 credits)**
This course teaches students to design and build financial models for analysis and forecasting in business contexts involving valuation, strategic planning, project management, and corporate research. The focus is empowering students with the tools and techniques necessary to apply economic and financial theory in managerial decision making through modeling and simulation.

**IBF-509: INTERNATIONAL FINANCE (3 credits)**
This course addresses global financial issues. Students examine the international monetary system, foreign exchange theory and markets, foreign exchange exposure and management of foreign exchange risks, financing of global operations, interest rate and currency swaps, foreign direct investment theory and strategies, political risk assessment and management, multinational tax considerations, international capital budgeting, working capital management, and international trade finance.

**IBF-510: INTERNATIONAL MARKETING (3 credits)**
This course introduces the students to concepts and perspectives in international and global marketing. Students examine marketing theory, strategies, and practices in international and global markets. They learn to examine international marketing opportunities and the metrics and methods used to research and forecast international markets. Students also examine methodologies for market entry, market expansion, and exit strategies for international markets. The course features a special focus on analysis and measurement of marketing performance.

**INV-711: INVESTMENTS (3 credits)**
The course will cover investment setting, asset allocation, global investments, functioning of securities markets, portfolio management, asset pricing model, and models of risk and return. It analyzes financial statements, company, industry, and macroeconomic valuation of stocks and bonds. It also examines derivative securities and contracts such as forward, futures, and options. It further provides a conceptual base for investment managers, individual investors, and corporate financial managers.

**IOP-510: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (3 credits)**
This course presents an overview of psychological theories, principles, and research surrounding the reciprocal influence of individuals on organizations and vice versa. It includes an introduction to the field of personnel psychology as well as topics relevant to human behavior and attitudes in organizations (e.g., work motivation and leadership).

**IOP-610: PSYCHOLOGICAL FACTORS IN SELECTING AND GROWING ORGANIZATIONAL TALENT (3 credits)**
This is a graduate-level course that covers the trajectory of the hiring process, from writing an effective job recruitment advertisement to recruitment strategies, interviewing, and selection with an emphasis on the psychological factors that play a role in these stages. The course further addresses employee management issues that arise after hiring, such as placement, appraisal, satisfaction and productivity, retention, and human factors considerations.

**IOP-620: UNEARTHING AND ENHANCING ORGANIZATIONAL TALENT THROUGH PSYCHOLOGY (3 credits)**
This course prepares the student to apply psychological theories and research in order to create effective employee training and development programs, such as those that deal with issues of workplace diversity, harassment, discrimination, cross-cultural communication and understanding, and ethics.

**IOP-710: THE PSYCHOLOGY OF LEADERSHIP, MOTIVATION, AND TEAMWORK (3 credits)**
This course presents an overview of the psychological theories and research related to the effective leadership and motivation of employees as well as those that relate to creating positive teamwork and group dynamics.

**LAP-500: LIBERAL ARTS AND THE PROFESSIONAL LIFE (3 credits)**
This course seeks to define the liberal arts and explore their relevance in today’s world. Proceeding from the past to modern times, the course provides a broad overview of the liberal arts throughout the world, including history, the arts and sciences, literature, the social sciences, and philosophy/religion. With graduate mentor guidance, students will conduct independent research and will relate their findings to workplace or community experiences. As its major objective, this course examines the content, meaning, and interrelationship of the liberal arts and their direct relevance to the intellectual and moral formation of the working professional. Students will explore a selection of texts that illuminate fundamental issues outside of the workplace, in
which professionals exercise their responsibilities. As part of the Master of Arts in Liberal Studies (MALS) curriculum, this course provides a basis for subsequent courses by encouraging an appreciation of the liberal arts as a formative influence in Western history and culture and establishing a common understanding of the implications of the professions and professionalism.

**LCO-610: LEADING CHANGE IN COMPLEX ORGANIZATIONS (3 credits)**
This course focuses on organizational change and examines the importance of change, how change agents can work with others to affect meaningful change in organizations, and why change will become increasingly significant to organizations in the future. Students will examine and apply a change process that provides them with an opportunity to think about change, to reflect on stories of individuals who have changed their organizations, and to put learning into practice in current organizational settings.

**MAN-630: MANAGEMENT CAPSTONE (3 credits)**
Candidates for completion of the Master of Science in Management (MSM), Master of Science in Healthcare Management (MSHCM), or the Master of Human Resources Management (MSHRM) degree will complete an independent project demonstrating their conceptual, analytical, research, and practical management skills achieved through the courses in either program. The project, called a Capstone because it represents a crowning achievement much as a capstone does in architecture, is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates the student's ability to synthesize and utilize the skills and knowledge students have gained in previous courses in the MSHRM, MSHCM, or MSM programs.

*Prerequisites: This course requires completion of ORR-510: Organizational Research. Students may not take ORR-510 and the Management Capstone during the same term.*

*Note: This is the last course taken to complete the degree program (academic advisor approval must be obtained prior to registration).*

**MBA-730: MBA CAPSTONE (3 credits)**
Candidates for completion of the Master of Business Administration (MBA) degree will complete an independent project demonstrating their conceptual, analytical, research, and practical management skills achieved through the courses in the program. The project, called a Capstone because it represents a crowning achievement much as a capstone does in architecture, is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates the student's ability to synthesize and utilize the skills and knowledge gained throughout the MBA program.

*Prerequisites: This course requires completion of ORR-710: Organizational Research. Students may not take ORR-710 and the Management Capstone during the same term.*

*Note: This is the last course taken to complete the degree program (academic advisor approval must be obtained prior to registration).*

**MCO-740: MANAGEMENT COMMUNICATIONS (3 credits)**
This course sharpens written, oral, and listening skills to meet the demands of a successful managerial communicator. Emphasis is placed on strategically evaluating and creating articulate communications relative to managerial situations along with effectively and efficiently developing procedures for solving communication problems. Topics include structuring message content and argument; communication style, tone, and strategy; presentation graphics; ethics; and technologically mediated, intercultural, and crisis communications.

**MKM-560: MARKETING MANAGEMENT (3 credits)**
This course is an in-depth survey of marketing. The flow of goods and services between consumers and marketing organizations, marketing environments, competitive markets, and factors are examined. Specific attention is given to market identification and segmentation, target market selection, strategic planning along with implementation and evaluation, the nature and development of products, pricing, distribution, and promotion.

*Note: This is a Master of Business Administration (MBA) course.*

**MKM-700: MARKETING MANAGEMENT (3 credits)**
This course is an in-depth survey of marketing. The flow of goods and services between consumers and marketing organizations, marketing environments, competitive markets, and factors are examined. Specific attention is given to market identification and segmentation, target market selection, strategic planning along with implementation and evaluation, the nature and development of products, pricing, distribution, and promotion.

**MKR-700: MARKETING RESEARCH (3 credits)**
This course examines the essential analysis skills required for making quality marketing decisions. Developing a market research design demands necessary quantitative and qualitative abilities to identify and define market opportunities and issues; generate, improve, and assess marketing performance; and monitor marketing performance as well as advance understanding of marketing as a process. Students are required to select a contemporary marketing problem or opportunity, frame the issue into a research question, review the relative literature, develop measures and collect pertinent data, statistically analyze data results, and provide an industry-standard final report of findings and limitations.

**MLS-700: CAPSTONE I (3 credits)**
This is the first of two courses needed to complete the Capstone Project for the Master of Arts in Liberal Studies (MALS) program. The proposal is not the project itself but the foundation on which the student will create the project. The Capstone project represents new work and ideas. Although the idea may come from an issue or report previously undertaken, the project gives the student the opportunity to apply and interpret the ideas, practices, and/or skills learned during the MALS program.
MNP-511: ORGANIZATIONAL RESEARCH FOR PUBLIC SERVICE (3 credits)
This course presents multiple types of research and information-gathering projects that are a significant part of the organizational life of most managers and leaders. The course provides techniques and skills that students can apply in researching many types of questions and problems, including those encountered in other graduate-level courses as well as the degree Capstone.

Note: This course should be taken as early as possible in the degree.

MNP-515: LEADING STRATEGIC CHANGE IN PUBLIC SERVICE (3 credits)
Managing organizational change is challenging at the best of times. In today’s dynamic fast-paced global environment, change is a constant component of organizational life. Whether the change is simple or complex, organizations must constantly change or die. Leaders need to act as change agents to envision necessary change and effectively lead an organization through a change initiative. This course prepares participants to lead change within a variety of organizational settings. Models for the creation and communication of change plans are examined to develop an understanding of the specific challenges associated with change. The theory and methods for effective implementation of change plans are used to examine the practical realities of change implementation in modern organizations.

Note: This course builds upon MNP-502: Leadership and Management in Public Service, although that course is not a prerequisite to MNP-505. While there is some overlap in content between the two, MNP-505 has a far greater emphasis on application and skill development than MNP-502.

MNP-520: ECONOMIC ISSUES FOR PUBLIC SERVICE MANAGERS (3 credits)
This course explores the complex relationship of strategic economic issues within an organization and the organization’s interaction with other firms in the industry. The course begins with a brief overview of the basic economics of the firm and uses those principles to drive an analysis of the firm’s activities and interactions with other firms. The course examines different market structures to see how overall economic structure affects decision making and interactions; this basic structure will be used to analyze competition with other firms in obtaining resources, setting prices to maximize profits; and reacting to decisions of competitors. The course also examines methodologies for evaluating results and explores ways to use that analysis in making future decisions.

MNP-525: PROJECT LEADERSHIP AND COMMUNICATIONS IN PUBLIC SERVICE (3 credits)
This course provides leadership and management guidelines for the project manager in a variety of situations. Principles of effective planning, communication, and motivation throughout the project life cycle are the focus of this course. Project Leadership and Communication presents principles of project control from initiation through execution to closure in a clear and practical manner.

Advisory: Students should have successfully completed MNP-510: Project Management in Public Service before beginning this course.
MNP-530: HUMAN RESOURCE MANAGEMENT FOR PUBLIC SERVICE  (3 credits)
This course examines the role of the human resource professional as a strategic partner in managing today’s organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit costs are analyzed. Best practices of employers of choice are considered.

MNP-540: FINANCE AND ACCOUNTING FOR MANAGERS IN PUBLIC SERVICE  (3 credits)
This course is designed to provide the non-accountant or non-financial manager with the knowledge necessary to interact with professionals from those disciplines. The majority of the material draws from the theory and practice of financial management. Sufficient accounting background is provided to enable the student to understand and work with information provided by accounting and finance professionals. Emphasis is placed on understanding terms, concepts, and uses of information provided by these functions rather than on the actual performance of the calculations.

MNP-550: STRATEGIC RECRUITING, RETENTION, AND SUCCESSION PLANNING  (3 credits)
Regardless of industry, business unit, or department, people are every organization’s key source of competitive advantage. In the war for talent, organizations have two choices: develop human resources systems that work together to recruit, retain, and motivate staff, or lose their most valuable workers to organizations who do value and develop their employees. Not only is finding the right people a difficult and daunting task, but keeping those people is a significant challenge. An organization that not only finds but also keeps valued employees and provides an environment that develops and rewards employees can be termed an “employer of choice” An employer of choice responds to market conditions and continually adapts to meet the needs of the workforce. Becoming an Employer of Choice begins with a well-designed recruitment and retention strategy. This course will focus on the best practices of strategic planning, recruitment, evaluation and measurement, selection, retention, and development. Throughout course students will be introduced to successful recruitment and retention programs that can be adapted to any organization.

MNP-560: MARKETING MANAGEMENT FOR PUBLIC SERVICE  (3 credits)
This course examines concepts, environments, and marketing management roles, as applied to industry, nonprofit organizations, and government agencies. Focus is on the unique attributes of the marketing mix (product, price, place, and promotion), target groups, relationship marketing, research, competitor analysis, and strategic planning. Emphasis will be placed on developing a marketing plan within the context of the broader public service organization as well as exploring the dynamic that will lead to completing each plan with confidence.

MPL-510: RESEARCH METHODS IN PUBLIC SERVICE  (3 credits)
This course introduces students to the foundations of research study methods with an emphasis on research in the public sector. Concepts presented include study design and selection, data collection guidelines, and study efficacy. A review of data analysis techniques is also featured along with tips on effective presentation of study findings. Ethical issues in research are reviewed to provide greater understanding of the importance of protecting research participants as well as the crucial oversight role of institutional review boards. Students participate in critical evaluations of existing research to engage course content and demonstrate proficiency in course objectives.

MPL-520: PROGRAM ANALYSIS AND EVALUATION  (3 credits)
This course is designed to introduce basic concepts of policy and program evaluation. These include needs assessment, program monitoring, stakeholder awareness and influence, and assessing effectiveness and efficiency. Students will examine quantitative, qualitative, and mixed-methods research approaches. Social, political, and ethical contexts of evaluation studies will also be discussed.

MPL-580: PUBLIC SERVICE LEADERSHIP AND GOVERNANCE  (3 credits)
This course examines the role of the human resource professional as a strategic partner in managing today’s organizations. Key functions such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined.

MPL-582: LAW, ETHICS, AND DECISION MAKING IN THE PUBLIC SECTOR  (3 credits)
Ethical and socially responsible leadership are core dimensions in the education of local and global public servants. This course provides students with the essential framework for personal and professional ethical decision making applied in the context of diverse workplaces and organizations. Through the study of ethical theories, case studies in applied ethics, and specific assignments looking at legal and ethical complexities, students will examine their personal and professional values, assess their moral intelligence, and consider the legal foundations of public service.

MPL-710: PUBLIC SERVICE CAPSTONE  (3 credits)
Candidates for completion of the Master of Public Service Leadership (MPSL), Master of Science and Management (MSM) - Public Service Careers, and Master of Science in Homeland Security (MSHS) degree will complete a project demonstrating their conceptual, analytical, research, and practical management skills achieved through the courses
in each program. The project, called a Capstone because it represents a crowning achievement much as a capstone does in architecture, is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates the student’s ability to synthesize and utilize the skills and knowledge gained in their graduate program.

**MSH-501: HOSPITALITY MANAGEMENT IN THE 21ST CENTURY GLOBAL WORKPLACE (3 credits)**

This course introduces learners to the strategic management of human resources as the foundation for effective organizational management and leadership. By focusing on key leadership styles, management strategies, and strategic delivery of service within the hospitality services industry, students gain a fundamental understanding of the skills and philosophies needed to be successful in this ever-changing industry. By emphasizing an empirical and applied approach to stakeholder engagement, learners are exposed to leading edge information through case studies, contemporary literature, engaging industry projects, and field research.

**MSH-502: HOSPITALITY INDUSTRY LAW AND LABOR RELATIONSHIPS (3 credits)**

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

**MSH-503: STRATEGIC PLANNING AND OPERATIONS IN THE HOSPITALITY INDUSTRY (3 credits)**

This course provides learners the opportunity to apply the core concepts of strategic management within the hospitality industry. Students learn how to effectively formulate and implement business policies while gaining insight into the effective evaluation of hospitality organizational practices. By focusing on key management topics and industry-applied cases, students gain an understanding of the growing importance of data, from operational and marketing information to financial and industry-vendor supplied data, in strategic decision making. Through an examination of key topics tied to industry examples, learners gain an appreciation of how to effectively leverage organizational strategy to build a competitive advantage.

**MSH-504: TECHNOLOGY SYSTEMS AND APPLICATIONS IN THE HOSPITALITY INDUSTRY (3 credits)**

This course is designed for graduate students to learn about hospitality information technology (IT). This course prepares students to effectively evaluate, implement, monitor, maintain, retire, and secure hospitality technology systems. The topics covered include hospitality industry common functions such as reservation, rooms management, guest accounting, and food and beverage management, and more IT related topics of database management and system and security maintenance. The course will also allow students to examine hospitality IT interfacing and strategic planning from a global perspective.

**MSI-501: FOUNDATIONS OF INFORMATION TECHNOLOGY (3 credits)**

This course is a survey course on information technology (IT). It is designed to give students ample opportunity to review critically emerging trends and implications for business managers and IT professionals. Topics covered include IT foundation concepts, data/information management systems, networking systems, enterprise models/systems, IT management processes, IT security, and IT ethics.

**MSI-502: TELECOMMUNICATIONS AND NETWORKING (3 credits)**

This course examines data communication and networking technologies from the business perspective. Topics covered include the networked enterprise, telecommunication network models, communication hardware, and trends and emerging technology, such as social media, mobile computing, cloud computing, big data, and the internet of things (IoT). Emphasis is on data communications as an integral element of business.

**MSI-503: OBJECT-ORIENTED APPLICATION DEVELOPMENT (3 credits)**

This course provides students with knowledge and skills for object-oriented design and implementation of software applications. Students will learn to apply object-oriented concepts in solving computational problems and implementing structured and easily maintainable software solutions. The course also covers concepts on algorithmic design for problem solving and computer language mechanics.

Advisory: This course is designed for students with a basic understanding of computer programming. Specific programming skills or previous programming experience is not required. However, object-oriented application development will be fully explored so having a basic, working knowledge of computer programming is encouraged.

**MSI-504: INFORMATION SYSTEMS ANALYSIS, MODELING, AND DESIGN (3 credits)**

The focus of this course is on the identification of an organization problem, the goals and the purpose of information technology (IT) systems, and how to carry out all the activities in the analysis and design of the systems. It addresses the design phases and all the techniques that are used to carry out the activities using a structured approach. Students will be required to apply these techniques to a work group project.
**MSI-505: PRINCIPLES OF DATABASE DESIGN (3 credits)**
This course covers most of the major advancements in the technology of the design, development, and management of database management systems (DBMS) as well as the theoretical concepts and applications of DBMS. Students will have hands-on experience through case study exercises and the design and implementation of projects.

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

**MSI-506: OPERATING SYSTEMS (3 credits)**
The focus of this course incorporates core concepts of operating systems. Emphasis is placed on interpreting universal concepts that are applicable to a wide range of operating systems. Topics explored include processes and threads, memory management, virtualization, scheduling and interaction between computers, and the services provided by operating systems hardware. Examples are utilized from UNIX, Windows, and Android operating systems.

**MSM-620: LEADING STRATEGIC CHANGE (3 credits)**
Managing organizational change is challenging at the best of times. In today’s dynamic fast-paced global environment, change is a constant component of organizational life. Whether the change is simple or complex, organizations must constantly change or die. Leaders need to act as change agents to envision necessary change and effectively lead an organization through a change initiative. This course prepares participants to lead change within a variety of organizational settings. Models for the creation and communication of change plans are examined to develop an understanding of the specific challenges associated with change. The theory and methods for effective implementation of change plans are used to examine the practical realities of change implementation in modern organizations.

**MSP-520: COMMUNITY AND ECONOMIC DEVELOPMENT AND LEADERSHIP (3 credits)**
This foundation course provides an overview of the theories, models, issues, and policies for community and community economic development in the United States. Beginning with an examination of the theoretical framework for community development and community economic development, the course considers the economic development movement, housing and redevelopment policies, the community development corporation and its role, place-based redevelopment, and neighborhood job creation and planning. Continuing, the course examines recent development strategies and trends. This course concludes by approaching some of the challenges faced by existing community economic development delivery systems and challenges faced by professionals who apply them.

**MSP-530: ENVIRONMENTAL ISSUES AND POLICY (3 credits)**
This course covers major issues and policies in the environmental field. Students will develop an awareness of the political, social, cultural, and economic systems and processes related to environmental protection. Environmental Issues and Policy evaluates the economic factors involved as the business world addresses climate change through government-regulated as well as voluntary programs. Current major issues and policies in the environmental field will be presented, discussed, and analyzed.

**MSP-531: ENVIRONMENTAL JUSTICE ISSUES AND POLICY (3 credits)**
This course explores the foundations of the environmental justice movement, current and emerging issues, and the application of environmental justice analysis to environmental policy and planning. It examines claims made by diverse groups along with the policy and civil society responses that address perceived inequity and injustice. While focused mainly on the United States, international issues and perspectives are also considered in relation to climate change, clean development mechanism trading, and cap-and-trade market approaches.

**MSP-540: ADVANCED STUDIES IN HEALTHCARE (3 credits)**
This course provides an overview of the healthcare services system in America. Topics covered are: characteristics of the U.S. health system, the role of healthcare professionals, medical technology, healthcare financing sources, healthcare delivery structures (including outpatient and primary care), inpatient facilities, managed care and integrated organizations, long-term care, services for special populations, and system outcomes such as healthcare cost, access, and quality.

**MSP-542: EPIDEMIOLOGY (3 credits)**
This course is an introduction to the study of the general principles, methods, and applications of epidemiology. It explores outbreak investigations, measures of infectious and chronic disease frequency, standardization of disease rates, study design, measures of association, hypothesis testing, bias, risk factors, effect modification, causal inference, disease screening, and surveillance. Case studies apply these concepts to a variety of infectious, acute, and chronic health conditions affecting the population.

**MSP-621: NETWORKING FOR EFFECTIVE COMMUNITY DEVELOPMENT (3 credits)**
This course is a comprehensive examination of community development through exploring and understanding the role of networks. The course provides an overview of the types of networks and how each functions to create critical linkages that enable the ability of the community to respond to needs, threats, and challenges, and how these linkages can work to translate change and community effectiveness. Topics include improving governance; using community networks to bridge cultural and economic differences; improving communications and neighborhood relations; and using networks to work across agencies and facilitate planning. The course includes exercises aimed at promoting an
understanding of networks and simulations to apply theory to practice. This course draws from several disciplines to discuss and apply network theory and practice to community economic development. Please note that students are required to work in groups.

**MSP-640: HEALTHCARE OPERATIONS AND SYSTEMS** *(3 credits)*

Operations management is the design and management of the processes that transform inputs into finished goods or services. This course presents an analysis of the operations within health service organizations like hospitals and other healthcare institutions and provides management tools and principles that are used to plan, organize, staff, and control the essential processes and systems of those healthcare organizations. The course also presents advanced techniques that can be used to manage and improve healthcare services to the benefit of both an organization and its patients. The primary areas of operations management that will be discussed include operations planning, financial management, supply and inventory management, technology management, and process and quality improvement activities. This course is focused on the technological aspects of operations, leaving human behavioral studies to other management or leadership courses.

**MSP-642: LEGAL ISSUES IN HEALTHCARE** *(3 credits)*

This course is designed to give students an in-depth introduction to the issues of health services law and ethics. Among the subjects covered are: the role of law in the U.S. healthcare system; the legal system and legal research; managing and regulating healthcare system including legal structure and governance of healthcare organizations; government regulations in public health and health services; protecting privacy of medical information, medical staff credentialing and clinical privileges; the laws in government payment programs; antitrust law in healthcare field; and legal and ethics issues in patient care and in health insurance.

**MSP-641: FUNDRAISING IN NONPROFITS: CHALLENGES AND OPPORTUNITIES** *(3 credits)*

This course engages the student in the study of fundraising infrastructure, methods, and planning. Starting with philanthropy and universal fundraising concepts, the student then analyzes techniques such as direct mail, email, social media, special events, earned income, corporate giving, major gifts, and planned giving. The course is completed with the student creating his/her own fundraising plan based on an organization identified by the student.

**MSP-662: PRACTICAL GRANT WRITING** *(3 credits)*

In this course, students will practice researching, writing, budgeting, and evaluating successful grant proposals. Grant writing ethics are stressed throughout the course. While the concepts covered can be applied to business, individual, and government proposals, this course focuses on philanthropic grants to nonprofit organizations from charitable foundations. Within one week of starting class, students will be required to identify a charitable or government entity and project to serve as a subject for their own proposal. To successfully complete the course, each student will create a proposal that he or she may wish to submit to grantmaking organizations, engage in the process of identifying funders and translating technical program objectives to a lay audience, create meaningful evaluation criteria or program process, and demonstrate how his or her program matches the funder’s mission.

**MSP-664: VOLUNTEER MANAGEMENT** *(3 credits)*

Volunteers are the lifeblood of many public and nonprofit organizations. This course serves as an introduction to the theory and practice of the full range of volunteer management from recruiting prospective volunteers to issues surrounding the departure of a volunteer from the organization. Core issues surrounding volunteer management such as motivations, training, and risk management serve as key topics for this course.

**MSP-674: MUNICIPAL FINANCE** *(3 credits)*

This course examines the budget function and process of county, municipal, and state finance systems; the methods used to determine the needs of the community and individual agency and resource allocation to meet those needs; measuring the capability and benchmarking of the agency; preparation and presentation of the budget; and selling the budget and needs to the county or city administration.

**MSP-678: FINANCE AND BUDGETING FOR NONPROFITS** *(3 credits)*

This course is designed to provide finance and budgeting skills to nonprofit leaders and managers, enabling them to make critical decisions related to the financial health of their organizations. Participants will become familiar with processes related to development and management of the budgeting process, governmental requirements and oversight, and ethical concerns facing nonprofit leaders. The course also examines specific legal and policy issues affecting nonprofits and the role of competent financial oversight in guiding organizations through uncertain financial climates.

**MST-700: MANAGERIAL STATISTICS** *(3 credits)*

The success of modern business practices and evidenced-based decisions depends on sound statistical and analytical skills. This course lays the foundation for statistical thinking and imparts many valuable, important skills that are widely used in marketing, finance, economics, supply chain management, and financial accounting. This course also expands spreadsheet skills and advances the type of computing expertise for analyzing large complex data. This is a hands-on course with emphasis on examining and interpreting data using various statistical tools rather than on the theory underlying these tools. Statistical tools that are covered are exploratory data analysis; regression modeling for simple and multiple predictors; hypothesis testing...
and confidence intervals for a mean, a proportion, and regression coefficients; and normal, binomial, and chi-square distributions. This course should provide a foundation for further exploration of advanced data-mining tools.

**NEG-731: NEGOTIATIONS** *(3 credits)*
Negotiation is a critical skill for leadership and management as well as for daily life. This course will examine the major concepts and theories of bargaining and negotiation as well as the dynamics of interpersonal and intergroup conflict and its resolution. The course will explore the nature of negotiation and the importance of strategizing and planning for negotiation in the context of both distributive bargaining and integrative negotiation. Additionally, the course will cover negotiation subprocesses including communication, perception, biases, social contexts, multiparty negotiations, individual differences, global negotiation, and identifying or creating leverage. Finally, the course will examine the key concepts of outcomes, dispute resolution, and remedies. Students will participate in a group negotiation project, and each student will complete a personal “Best Practices Manual for Negotiation” as a final project for the course. This manual will provide a practical framework for approaching business and personal negotiation.

**NET-561: DESIGNING LARGE-SCALE SYSTEMS: ROUTING, SWITCHING, AND BROADBAND** *(3 credits)*
This course explores the local area network (LAN), wide area network (WAN), broadband technologies, and network protocols needed to design and implement converged switched networks in an enterprise environment. In this course, students are introduced to integrated network services and learn how to select the appropriate systems and technologies to meet the technical requirements of large complex networks. Students learn how to implement and configure common network protocols and how to apply network design best practices, access control methodologies, and basic security frameworks. In addition, students will learn how to detect, troubleshoot, and correct common enterprise network implementation issues.

**NET-562: WIRELESS AND MOBILE NETWORKS** *(3 credits)*
Wireless networking is a framework for using radio signals to transmit data between various devices and systems. A mobile network or cellular network is a wireless network designed to use radio signals for data over a wide geographic area. Telecommunications companies have installed cellular voice and data networks over most of the populated areas of the planet thus allowing mobile phones and other wireless devices to be connected to the public switched telephone network and public internet from almost anywhere on the globe. In this course, students will explore the design and implementation of wireless and mobile networks. Topics covered include: Bluetooth, induction wireless, infrared wireless (IrDA), ultra wideband (UWB), microwave, Multichannel Multi-point Distribution Service (MMDS), FSO (free space optics), Wi-Fi, WiMax (Worldwide Interoperability for Microwave Access), satellite, cellular networks, Global System for Mobile Communication (GSM), 3G and 4G (third and fourth generation mobile network), wireless and mobile security, global area networks (GAN), and sensor networks.

**NET-563: PERVERSIVE AND CLOUD COMPUTING** *(3 credits)*
The goal of pervasive computing, which combines network technologies with wireless computing, voice recognition, internet capability, and artificial intelligence, is to create an environment where the connectivity of devices is embedded in such a way that it is unobtrusive and always active. Pervasive computing goes beyond the realm of personal computers or the internet. At its core is the notion that almost any device, be it clothing or tools or appliances or a body or a toothbrush, can be embedded with chips that connect the device to a vast network of other devices. Cloud computing, on the other hand, focuses on the use of shared resources to achieve computational coherence and economies of scale. Similar to utility computing and edge computing, cloud computing has at its core the management of a converged infrastructure and shared services. In this course, students will explore the various computing models, operational frameworks, and technologies that are used to implement pervasive and cloud systems. Topics will include: personal area network (PAN), distributed computing, grid computing, utility computing, virtualization, cloud characteristics, cloud service models, cloud deployment models (public, private, hybrid, federated, reservoir), architectures, cloud security, and fog computing (federated cloud).

**NET-564: LARGE-SCALE NETWORK OPERATIONS, ADMINISTRATION, AND MAINTENANCE** *(3 credits)*
Network operations centers (NOC) are the command and control hubs used to manage network resources in large networks. NOC personnel are concerned with the operation, administration, and maintenance of these systems. Operation pertains to keeping the network up and running efficiently. This includes monitoring the network to identify and resolve issues as soon as possible. Administration involves keeping track of resources in the network and how they are allocated. It includes all the day-to-day detail work needed to control the network. Maintenance is concerned with performing repairs and upgrades as well as corrective and preventive measures to make the managed network operate more efficiently. In this course, students will develop the knowledge and skills in network management to allow them to control, plan, allocate, deploy, coordinate, and monitor network resources. Topics include network planning, frequency allocation, predetermined traffic routing to support load balancing, cryptographic key distribution authorization, configuration management, fault management, security management, performance management, bandwidth management, route analytics, and accounting management.

**NET-565: NETWORK SECURITY** *(3 credits)*
This course provides students with the knowledge and skills needed to implement and manage the security measures required to protect computer resources from unauthorized
access or attack. This course focuses on the design and implementation of network security and is designed to provide students with the technical expertise needed to protect enterprise information and computing assets connected to the internet. Topics include: threat vectors; encapsulation at Open Systems Interconnection (OSI) layers 2, 3, 4, and 5; packet decoding; static filters; stateful filters; stateful inspection; intrusion detection and prevention; Network Address Translation (NAT); access control lists (ACLs); virtual private networks (VPNs); proxies; border routers; firewall rule bases; web application and database firewalls; securing the operating system (OS) and services; firewall assessment; vulnerability assessment; baseline audits; forensics; logging; encryption; authentication; wireless; and network access control and security tools.

**NMP-502: NONPROFIT MANAGEMENT (3 credits)**

This course provides students with an understanding of the unique qualities, philosophies, and practices of the U.S. nonprofit mission-driven sector. The course examines the sources and management of resources as well as strategies for their effective use. Nonprofit Management begins with a historical overview of the nonprofit sector and demonstrates its complex structure. The primary goal of this course is to provide a thorough knowledge base, both theoretical and practical, for effective nonprofit management.

**NPM-610: NONPROFIT GOVERNANCE AND BOARD LEADERSHIP (3 credits)**

This course explores governance within contemporary nonprofit organizations. The course focuses on leadership dynamics from theoretical and practical perspectives. Students will explore salient internal and external environmental factors that influence behavior through the examination and analysis of best practices. The primary goal of this course is to provide a realistic understanding of the elements that both support and impede effective governance for nonprofits. The significance of strong leadership and governance practices is reinforced in the course’s discussion of emerging trends within nonprofit entities.

**NPM-670: CRITICAL ISSUES IN NONPROFIT MANAGEMENT (3 credits)**

This course addresses current nonprofit management issues and trends that have both immediate and emerging impact on the U.S. civil sector. The course will cover issues of governance (accountability, transparency, and responsibility), performance management, and infrastructure development. It will also address new approaches to marketing, public relations, and development activities. Keeping in mind the contemporary economic environment, the course will examine new revenue streams for nonprofits in terms of their utility and long-term effects. The major goal of this course is to provide students with benchmarking theories and practical tools that will allow them to analyze contemporary management challenges and construct innovative solutions.

**NUC-501: ATOMOSPHERIC DISPERSION OF RADIOISOTOPES (3 credits)**

This course examines the prediction of radiological consequences from the dispersion of airborne radioactive effluents. The theoretical models are substantiated by meteorological data and dose assessment. The applications phase will link the Nuclear Regulatory Commission (NRC) code RASCAL to nuclear facility licensing, compliance, and emergency planning. Use of the code for analysis and evaluation is incorporated into the course as instruction.

**NUC-502: CRITICALITY SAFETY (3 credits)**

This course assesses nuclear industry prevention of an accidental, unplanned, and inadvertent self-sustaining nuclear chain reaction that could result in large radiation exposures or release of radioactive materials to the environment. The course emphasis is on the analysis of processes or systems that involve fissile materials, double-contingency principles, independent events in processes that must occur concurrently, and the need for continuous improvements based on operating experience.

**NUC-503: CURRENT ISSUES AND CASE STUDIES (3 credits)**

This course presents current nuclear industry incidents, accidents, and issues confronting the future of the commercial nuclear power industry that will be synthesized and evaluated for the creation of continuous improvement recommendations with justifiable evidence. The course requires students to apply a systematic problem-solving approach for the cases discussed. The Fukushima Daiichi nuclear disaster, new nuclear power plant construction, and small modular reactors are examples of the sources of issues for the course. The course concludes with the project for each student to develop a comprehensive incident analysis report or case study.

**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-530: EVIDENCE-BASED NURSING PRACTICE (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-531: NURSING INFORMATICS: CONCEPTS AND ISSUES (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.

NUR-582: FINANCIAL MANAGEMENT IN NURSING PRACTICE (3 credits)
This course introduces nursing professionals to healthcare financing issues in diverse settings of nursing practice. Students will explore financial sources, analyze legislation and reimbursement mechanisms, evaluate business plans, and learn to manage budgets. Students will also consider various approaches for analyzing the financial benefit, effectiveness, and utility of clinical initiatives across diverse populations and clinical settings.

NUR-600: NURSING LEADERSHIP IN A GLOBAL COMMUNITY (3 credits)
Nursing Leadership in a Global Community explores the role of advanced nursing leadership through the lens of global health. The course addresses key concepts of global health, examines selected advanced concepts including partnership and sustainability, and integrates ethics and social justice as core values for advanced nursing leadership.

NUR-613: HISTORY OF AMERICAN NURSING (3 credits)
In this graduate course, students explore the evolution of professional nursing in America in the context of the times. Using a social historical framework, the course begins with nursing care in the Colonial period and ends more than two centuries later, reflecting on the response to health and crisis in today’s environment. The development of nursing education, leadership, changes in nursing practice and the role of nurses in advocacy, health promotion, prevention, restoration, and holistic care are examined through the present century. An understanding of the historical research process and synthesis of historical data are integral to this course in the proper preservation of American nursing foundations.

Note: Open only to RNs with a BSN degree or higher.

NUR-614: PROFESSIONAL WRITING IDEA TO PUBLICATION (3 credits)
This course is designed to help the learner become an This course is designed to help the learner become an effective writer in his or her professional field. It will hone the writer’s skills in two areas: develop the writer’s skills required to be published in professional and lay journals, magazines, and newspapers; and refine the writing required in one’s professional practice. In this course, students learn how to develop a theme that will interest a readership and publisher. Focus is on effective writing techniques and learning the process from idea to publication.

Note: This course is open to all University undergraduate and graduate students.

NUR-630: THEORETICAL FOUNDATIONS AND INSTRUCTIONAL STRATEGIES IN NURSING EDUCATION (3 credits)
This course is designed to provide the foundation for understanding theories, philosophies, and strategies of teaching and learning that influence nursing education. The course also explores ethical and legal issues in nursing education. This course should be scheduled as the first of the five courses in the Nurse Educator specialty area. The nursing education Practicums must be scheduled last in the Master of Science in Nursing (MSN) degree nurse educator program.

NUR-631: NURSING INFORMATICS: SYSTEMS LIFE CYCLE (3 credits)
This course provides students with a sequential process that supports the successful implementation of an information system within a variety of healthcare settings. Various techniques and skills will be presented that assist healthcare organizations in advancing through the stages of a system’s life cycle. Emphasis is placed on the role of the nursing informatics specialist within this process.

NUR-632: NURSING ADMINISTRATION: STANDARDS AND STRUCTURES (3 credits)
This course is designed to provide a foundation upon which students understand healthcare organizations; understand what accreditation organizations exist; and understand how some organizations are designated for quality attainment. An overview of the standards and competencies forming the basis for managerial and executive roles is examined. Students will have the opportunity to examine information in context of their current organization and their current competencies. This course is the foundation for all subsequent nursing administration courses in the curriculum.
**NUR-640: ADVANCED PATHOPHYSIOLOGY (3 credits)**
This course uses a systems-based life span approach to discriminate between normal physiologic function and pathophysiologic processes. A critical analysis of selected major health problems will emphasize etiology, epidemiology, presentation, diagnostics, clinical management, and complications. Health promotion and educational strategies for individuals, families, populations, and/or communities will be explored.

**NUR-650: ADVANCED PHARMACOLOGY (3 credits)**
This course is designed to advance the student's knowledge of pharmacokinetics, pharmacodynamics, pharmacogenomics, and pharmacotherapeutics in the management of health and disease states. Major categories of pharmacological agents are examined in the context of the life span, culture, and health and disease states. Emphasis is placed on the use of current guidelines to select appropriate medication regimens for patients and populations.

**NUR-700: CURRICULUM THEORY AND DEVELOPMENT IN NURSING EDUCATION (3 credits)**
This course is designed to address the study of curriculum development, design, implementation, and evaluation in nursing education. Historical and philosophical foundations of nursing education are examined. The practical application and synthesis of curriculum theory is emphasized. The role of the educator in the dynamic relationship between the practice setting, research, and curriculum is examined.

*Advisory: A course equivalent to NUR-630: Theoretical Foundations and Instructional Strategies in Nursing Education is required to be successful in NUR-700. Students are responsible for having acquired this knowledge prior to registering for NUR-700.*

**NUR-701: NURSING INFORMATICS: DATABASES AND KNOWLEDGE MANAGEMENT (3 credits)**
This course is designed to provide a comprehensive foundation in the relationship between data, information, knowledge, and wisdom by examining database design standards and issues. Students explore the relationship between knowledge discovery and databases as they relate to nursing and healthcare delivery. Concepts of data warehousing, data mining, knowledge management, and security/access will be explored.

**NUR-702: NURSING ADMINISTRATION EXECUTIVE MANAGERIAL PROCESS (3 credits)**
This course is designed to facilitate the development of nurse managers and administrators/executives. Using theoretical constructs, focus is placed on selected processes that contribute to quality nursing outcomes through systems thinking, communication and relationship building, professionalism, and knowledge of the healthcare environment.

**NUR-710: TESTING, ASSESSMENT, AND EVALUATION (3 credits)**
Course emphasis is on preparing teachers in nursing curricula to focus on learning outcomes. The concepts of measurement and evaluation are examined as the basis for studying how instruction, testing, assessment, and evaluation of student learning are interrelated. Formative, summative, qualitative, and quantitative assessment methodologies are applied to evaluate instruction and learning in various educational settings.

*Advisory: Courses equivalent to NUR-630: Theoretical Foundations and Instructional Strategies in Nursing Education and NUR-700: Curriculum Theory and Development in Nursing Education are required to be successful in NUR-710. Students are responsible for having acquired this knowledge prior to registering for NUR-710.*

**NUR-711: NURSING INFORMATICS: CONSUMER INFORMATICS AND COMMUNICATION TECHNOLOGIES (3 credits)**
In this course students will explore consumer informatics and digital health. Emphasis will be on consumer engagement and empowerment through user-centered design of information, services, and support with health information technologies. Consumer informatics will continue to evolve with new developments and will capture current trends and emerging technologies. This course will also examine the Nursing Informatics Scope and Standards of Practice related to consumer informatics.

**NUR-712: NURSING ADMINISTRATION: RESOURCE ACQUISITION AND MANAGEMENT (3 credits)**
In this course, students examine resources required to deliver quality healthcare services. The acquisition, management and use of resources in the healthcare environment are explored. Fiscal, human, technological, intellectual, and material resources are examined and analyzed in the context of current and future healthcare environments.

**NUR-720: MEDICATION REGIMENS (3 credits)**
Medication regimens for patients and populations. Emphasis is placed on the use of current guidelines to select appropriate medication regimens for patients and populations.

**NUR-721: NURSING INFORMATICS: SEMINAR AND PRACTICUM I (3 credits)**
The Nursing Informatics Seminar and Practicums I and II are closely aligned. The two Practicums provide a Capstone experience for applying knowledge and skills acquired during the nursing informatics program. Practicums I and II are scheduled in the same healthcare setting. Students select their learning environment based on course objectives and their professional goals, needs, and interests. In Nursing Informatics: Seminar and Practicum I, students, working with the online mentor and on-ground preceptor, develop a plan for Practicum activities, and select, initiate, and implement informatics related projects that may continue into the second Practicum. Students reflectively discuss their experiences, projects, and related learning in the online discussion seminar. This course requires completion of 150 Practicum hours.

*Advisory: Students who do not have updated e-Portfolios will not be able to register for this course.*

Prerequisite: All other MSN degree and Nursing Informatics certificate requirements except NUR-721: Nursing Informatics: Seminar and Practicum II.* Submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.

*Students may register for one elective concurrent with this course.*
**NUR-722: NURSING ADMINISTRATION: SEMINAR AND ROLE PRACTICUM** (3 credits)

Nursing Administration: Seminar and Role Practicum provides the student with the opportunity to experience the role of nurse administrator/executive. An individualized nursing administration practicum in a specific area of clinical emphasis is chosen by the student and monitored by the mentor and on-ground preceptor. Competencies that govern the role of the nurse administrator/executive are explored in depth. Students focus on the context for enacting the role of nurse administrator/executive in a healthcare delivery system. Students engage in a reflective discussion of nursing administration issues and experiences in the online seminar. This course requires completion of 150 practicum hours.

*Advisory: Students who do not have updated e-Portfolios will not be able to register for this course.*

*Prerequisite: All other MSN degree and Nursing Administration certificate requirements except NUR-732: Nursing Administration: Seminar and Process Practicum*. Submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.

*Students may register for one elective concurrent with this course.*

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**NUR-731: NURSING INFORMATICS: SEMINAR AND PRACTICUM II** (3 credits)

This course builds on the student’s learning and achievements from Nursing Informatics: Seminar and Practicum I. Depending on the learning opportunities available and the student’s evolving professional goals, the student, in consultation with the course mentor and on-ground preceptor, may continue and/or modify the selected Practicum activities and project(s) developed in the first Practicum course. Students reflectively discuss their experiences, projects and related learning in the online discussion seminar. This course requires completion of 150 Practicum hours and the finalized e-Portfolio.

*Advisory: Students who do not have updated e-Portfolios will not be able to register for this course.*

*Prerequisite: All other MSN degree and Nursing Informatics certificate requirements. Submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.*

*Students may register for one elective concurrent with this course.*

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**NUR-732: NURSING ADMINISTRATION: SEMINAR AND PROCESS PRACTICUM** (3 credits)

This Capstone course provides the student with the opportunity to integrate management theory into the role of nurse administrator/executive. Student focus is on nursing management processes in healthcare systems. Students continue in their selected area of clinical practice monitored by the mentor and on-ground preceptor. Students engage in a reflective discussion of nursing administration issues and experiences in the online seminar. This course requires completion of 150 Practicum hours. Submission of an e-Portfolio will be required to demonstrate achievement of Master of Science in Nursing (MSN) program outcomes and competencies.

*Advisory: Students who do not have updated e-Portfolios will not be able to register for this course.*

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**NUR-740: NURSE EDUCATOR: SEMINAR AND PRACTICUM I** (3 credits)

In this course, the role of the nurse educator is operationalized. Students engage in reflective analyses of nursing education practices and clinical experiences. Theoretical concepts and best available evidence are applied in academic or practice environments. This course requires completion of 150 Practicum hours. Submission of the Capstone Project – Phase 1 is required to demonstrate achievement of Master of Science in Nursing (MSN) program outcomes and nurse educator competencies.

*Advisory: Students who do not have updated e-Portfolios will not be able to register for this course.*

*Prerequisites: All other MSN degree and Nurse Educator certificate requirements except NUR-750. Submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.*

*Due to course workload, it is recommended that students not be enrolled in other courses at the same time.*

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**NUR-750: NURSE EDUCATOR: SEMINAR AND PRACTICUM II** (3 credits)

In this course, students perform in the role of an advanced nurse educator; apply complex knowledge and skill in academic and practice learning environments; evaluate strategies to advance nursing education; and explore the current and future educational challenges for the advancement of nursing education. Course requirements include completion of 150 Practicum hours, submission of the Capstone Project – Phase 2 and the finalized e-Portfolio.

*Advisory: Students who do not have updated e-Portfolios will not be able to register for this course.*

*Prerequisites: All other MSN degree and Nurse Educator certificate requirements. Submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.*

*Due to course workload, it is recommended that students not be enrolled in other courses at the same time.*

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**NUR-763: BIOSTATISTICS AND CLINICAL EPIDEMIOLOGY** (3 credits)

Statistical concepts are used to critique and determine applicability of research findings to support clinical decisions and to further evidence-based practice. Study designs, data sources, and statistical measures are examined and applied to the study of the distribution and determinants of health and disease in human populations.

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**NUR-800: DNP ROLE DEVELOPMENT** (3 credits)

DNP Role Development is designed for those in direct clinical practice and areas that support practice environments: administration, organizational management and leadership, and policy. The course focus is on exposing the student to the leadership roles expected of DNP practitioners.
The importance of clinical inquiry, scholarship, and ethics within nursing and related disciplines, and the imperative of interprofessional collaboration to promote quality improvement and safe patient outcomes will be explored.

**NUR-805: SCHOLARLY INQUIRY: A BASIS FOR EVIDENCE-BASED PRACTICE (3 credits)**
This course provides an in-depth review of the research process, enabling students to analytically appraise and synthesize existing scientific research, practice guidelines, and other scholarly evidence. The course focus is on research design, research methods, project implementation, data analysis techniques, and evaluation of a nursing practice change that is based on the highest quality evidence.

**NUR-810: HEALTH, HEALTHCARE POLICY, AND POLITICS (3 credits)**
In this course, students enhance skills to analyze health policy, develop and implement health policy in institutions and government, and advocate for sound health policies. Health policy content addresses the interplay of access, cost, and quality in healthcare; quality assessment; financing; governance; delivery; and the social justice of policies affecting health. Students will examine this interplay from the patient, nursing workforce, and organization perspectives. Policy and advocacy concepts will be reinforced by examining how they are demonstrated in specific policy initiatives, such as the Affordable Care Act, and the impact they have on the behavior and outcomes of patients, nurses, and healthcare organizations.

**NUR-815: INFORMATION SYSTEMS AND TECHNOLOGY IMPACTING HEALTHCARE DELIVERY (3 credits)**
In this course, students will expand their knowledge of and skills in using information systems and technology as tools to evaluate and improve patient care and system outcomes. Students will gain knowledge on how health information is exchanged through integrated information systems and explore how data are extracted and analyzed to improve organizational decision-making behaviors.

**NUR-820: INTEGRATING AND EVALUATING POPULATION HEALTH IN ADVANCED NURSING PRACTICE (3 credits)**
This course prepares the learner to lead population health initiatives. Students examine and apply biostatistical and epidemiological methods of analysis. The course addresses the use and analysis of available systems data to identify gaps in care or services and to design, plan, and evaluate evidence-based health promotion/clinical prevention programs and care delivery models.

**NUR-825: HEALTH ECONOMICS AND FINANCE (3 credits)**
This course provides students an in-depth exploration of value-based service, economics, finance, budget, and reimbursement models that impact healthcare organizations and healthcare practices. Students will develop and analyze business plans and implement a cost-benefit analysis based upon value and quality models. Application of resources, tools for decision-making, and communication strategies will be integrated.

**NUR-832: ORGANIZATIONAL AND SYSTEMS LEADERSHIP I (3 credits)**
This course immerses the doctoral student in the conceptual underpinnings of leadership and organizational theory to support the leader’s role in improving organizational and system-level outcomes. Students will develop a deeper understanding of organizational dynamics and culture change at all levels of nursing practice and policy. The course will build upon the American Organization of Nurse Executive (AONE) Competency domains to define the role of professional nursing and to develop strategies to influence and transform healthcare systems. Systems thinking will be discussed as a key strategy to improve performance and lead change.

**NUR-842: ORGANIZATIONAL AND SYSTEMS LEADERSHIP II (3 credits)**
This course explores models, concepts, and processes to enhance care quality and patient safety in healthcare organizations. Concepts and principles of systems analysis, stakeholder theory, and complexity science will be discussed to describe and evaluate contemporary healthcare organizations’ approaches to nursing issues. Various methods used in outcomes management and their application in healthcare organizations will be analyzed. Through the use of case studies, students will analyze a variety of scenarios and incorporate appropriate methods, measurement tools, and data elements to improve quality and safety and make a business case for system-level changes to improve outcomes.

**NUR-902: SCHOLARLY IMMERSION I: PROJECT IDENTIFICATION AND MENTORED PRACTICUM (3 credits)**
This is the first of three clinical immersion experiences that provide the student with the opportunity to synthesize and apply the knowledge and skills obtained during the Doctor of Nursing Practice (DNP) curriculum. In this course, students will identify a real-world practice problem/issue that will serve as the basis for their entire clinical immersion experience. The course supports student creation of an executive summary, problem statement, evidence-based literature review, and the development of a preliminary, clinical immersion project proposal. The Practicum element of this course will reflect the foundation for project development focusing on improving practice.

**NUR-912: SCHOLARLY IMMERSION II: PROJECT MANAGEMENT AND MENTORED PRACTICUM (3 credits)**
This is the second of the three clinical immersion experiences that provide the student with the ongoing opportunity to synthesize, integrate, and apply knowledge and skills obtained during the Doctor of Nursing Practice...
(DNP) curriculum. Prior to entry into Scholarly Immersion II, students will finalize the evidence-based, practice change project proposal and submit the proposal to a designated committee for review, revision, and approval. The course will focus on the implementation of the approved DNP practice change project in a selected healthcare practice setting. The Practicum element of this course will reflect the integration of project development.

NUR-922: SCHOLARLY IMMERSION III: PROJECT COMPLETION AND MENTORED PRACTICUM (3 credits)
This is the culminating component of the clinical immersion course sequence that provides the student with the opportunity to synthesize, integrate, and apply the knowledge and skills obtained during the Doctor of Nursing Practice (DNP) curriculum. In this final clinical immersion experience, students will focus on the evaluation of the evidence-based practice change and on the impact the DNP change project had on the selected population. Students will develop a plan for dissemination of the project outcomes. The Practicum element of this course will reflect the change element of project development.

OLT-640: COMMUNICATION AND INTERACTIVITY IN ONLINE LEARNING (3 credits)
The technology enabling online learning allows communication and interaction between student and texts, student and teacher, and student and other students. This course considers the theoretical aspects of communication and interactivity and the practical skills of facilitating online discussions and online interactions. With the advent of web 2.0, the interactive web, there are new ways of communicating with students. Some are appropriate for an online class, some are not. This course will examine communication in light of new developments, keeping in mind that all courses must conform to solid pedagogical principles. Students will also be working to develop a “philosophy of online teaching” statement that is often required when applying for an online teaching position.

OLT-510: THEORY AND CULTURE OF ONLINE LEARNING (3 credits)
This course is designed to give adult educators a theoretical base and practical orientation to the culture of online learning as well as tools and concepts to use in creating and teaching online courses. The course emphasizes a variety of readings, individual student work, and a class discussion of online learning accompanied by practical experience in designing an online course. Because of the theory-base and instructional approach used in this course, participation by every student is crucial so that students can both learn and support each other in their learning process.

OLT-520: LEARNING TECHNOLOGY AS AN ISSUE IN ONLINE LEARNING (3 credits)
One of the few things that almost all agree on is that technology is changing rapidly. How can teachers and learners keep up? This course takes the prudent track of discussing technology in the broader context of how to make decisions, solve problems, and learn/teach technological skills.

OLT-630: ISSUES IN INSTRUCTIONAL DESIGN IN ONLINE LEARNING (3 credits)
How is instructional design for online learning different from instructional design for other modes of delivering instruction? This course provides critical discussion of and practice in the ideas and practices that enhance quality in online learning and is designed for teachers who wish to develop effective online courses. Through readings and course discussions, students will gather and evaluate instructional material appropriate for online teaching and apply good instructional design principles to online teaching situations. Students will explore specific issues related to online courses and will plan, implement, and evaluate strategies that present the material to promote student learning in the courses.

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OML-630: CONTEMPORARY ISSUES IN LEADERSHIP (3 credits)
This course focuses on compelling issues in leadership theory and practice. It is intended to present students with some of the latest and most innovative thinking about leadership and to promote practical insights for leadership within work and community settings. The course encourages students to look beyond embedded leadership ideas and practices and to consider leadership more broadly. Students cover the topics of leaders and followers (toxic leadership), men and women (gender in leadership), and individuals and teams (team leadership). Students are invited to rethink their orientation to leadership and human interaction and to apply their learning to a real-world setting.

Note: This course follows naturally from the foundations laid in OML-610: Organizational Management and Leadership I and in OML-620: Organizational Management and Leadership II. The three courses together form a logical sequence that moves from a general exploration of theory and practice in OML-610, to a focus on leading and managing self in OML-620 and, finally, to a focus on contemporary leadership issues in OML-630. While these courses present a comprehensive look at management, OML-610 and OML-620 are not prerequisites for OML-630, which can be taken as an individual course that provides exploration and focus on contemporary leadership issues and practices.

OML-801: SEMINAR IN GLOBAL LEADERSHIP: THEORY AND PRACTICE (3 credits)
This course builds upon leadership concepts introduced in the organizational dynamics seminar taken earlier in this program. This global leadership seminar allows students to analyze classic and contemporary leadership theories and research, evaluate the effectiveness of these theories in a practical international context, and apply various leadership approaches to maximize competitive advantage. Students will develop and improve their own personal and practical approach to global leadership and explore current research topics and methods in leadership.

OML-802: SEMINAR IN LEADERSHIP AND CULTURE: ORGANIZATIONAL AND NATIONAL PERSPECTIVES (3 credits)
Building on the introduction to culture provided in the organizational dynamics seminar taken earlier in this program, this course takes an in-depth look at classic national and organizational culture studies and then examines the newest research in both areas. The role of the leader is analyzed as it relates to culture, and students have the opportunity to analyze how their own leadership styles and values impact and are impacted by organizational culture. Current and future research topics in national and corporate culture are explored.

ORG-502: LEADERSHIP AND MANAGEMENT IN THE 21ST CENTURY (3 credits)
In this course, students explore, expand, and improve their personal and practical approach to leadership and management. The course is designed to allow students to analyze major theories and models of leadership, evaluate the effectiveness of these theories in a practical context, and apply various leadership approaches through a case study format. Students also examine, model, and adapt their own personal style and ethics for real-world practical applications.

ORR-510: ORGANIZATIONAL RESEARCH (3 credits)
This course equips students to conduct the types of research and information-gathering projects that are a significant part of the organizational competitiveness, success, and growth. The course provides techniques and skills that students can apply in researching many types of questions and problems, including those encountered in other graduate-level courses as well as the degree Capstone.

Note: This course must be taken one to two terms prior to Capstone (academic advisor approval must be obtained prior to registration).

ORR-710: ORGANIZATIONAL RESEARCH (3 credits)
This course equips students to conduct the types of research and information-gathering projects that are a significant part of the organizational competitiveness, success, and growth. The course provides techniques and skills that students can apply in researching many types of questions and problems, including those encountered in other graduate-level courses as well as the degree Capstone.

Note: This is a Master of Business Administration (MBA) course. This course must be taken one to two terms prior to Capstone (academic advisor approval must be obtained prior to registration).

PJM-510: PROJECT MANAGEMENT (3 credits)
This course introduces project management from the standpoint of a manager who must organize, plan, implement, and control tasks to achieve an organization’s schedule, budget, and performance objectives. Tools and concepts such as project charter, scope statement, work breakdown structure, project estimating, and scheduling methodologies are studied. Students will practice with Microsoft Project software to be able to manage a project from start to deployment. What is a project? How is it managed? What is the best approach? This is an opportunity to learn the project management fundamentals that can guide a project through a maze of challenges to successful completion. Successful projects do not occur by luck or by chance. In fact, many projects do not achieve their organization’s goals.

PJM-520: PROJECT LEADERSHIP AND COMMUNICATIONS (3 credits)
This course provides leadership and management guidelines for the project manager in a variety of situations. Principles
of effective planning, communication, and motivation throughout the project life cycle are the focus of this course. Project Leadership and Communication presents principles of project control from initiation through execution to closure in a clear and practical manner.

**Advisory:** Students should have successfully completed PJM-510: Project Management before beginning this course.

**PJM-530: PROJECT RISK MANAGEMENT (3 credits)**
This course addresses identifying, analyzing, and responding to project risk in order to maximize results of positive events and minimize the consequences of adverse events. Identification, quantification, response planning, and control are covered. Risk factors, contract types, assessment techniques, tools to quantify risk, and procedures to reduce threats to project objectives and contingency are covered.

**Advisory:** Students should have successfully completed PJM-510: Project Management and PJM-520: Project Leadership and Communication before beginning this course.

**PJM-540: PROCUREMENT AND VENDOR MANAGEMENT (3 credits)**
This course examines the processes and techniques through which goods and services are acquired in the project management environment. Course topics include: contract and procurement strategies; legal issues; contract pricing alternatives; technical, management and commercial requirements; RFP development; source selection; invitations to bid and bid evaluation; risk assessment; and contract negotiation and administration.

**PJM-640: GLOBAL PROJECT MANAGEMENT (3 credits)**
This course examines project management in a variety of global business settings. Included are project management methodologies and processes as well as culture, team building, and behavior management in a global context. Project management is examined as a set of best practices aimed at managing the total enterprise. Through a project management approach, corporate and organizational strategies are translated into project-level, value-adding elements of a company’s project portfolio. This course will focus on the five global project management frameworks: global teams; global communication; global organizations; collaborative tools; and collaborative techniques.

**Advisory:** Students should have successfully completed PJM-510: Project Management, PJM-520: Project Leadership and Communication, and PJM-530: Project Risk Management before beginning this course.

**PJM-721: PROJECT MANAGEMENT (3 credits)**
This course is comprised of intricate contemporary managerial processes of how companies plan to execute their missions and visions using strategic project management ingenuities to accomplish these goals. The course will also cover topics such as international projects, agile project management strategies, modern project management, managing project risks, leadership, and nurturing project teams. The course will illustrate how to effectively select projects, develop project plans, monitor progress, and estimate project durations and costs with real-life cases.

**Note:** This is a Master of Business Administration (MBA) course.

**PSY-630: ORGANIZATIONAL THEORY (3 credits)**
Organizational Theory is the study of how organizations problem solve, maximize productivity and employee efficiency, increase job satisfaction, retain talent, and meet the expectations of stakeholders. By examining patterns and structures within organizations, students can formulate theories to explain how an organization can function at its best. Additionally, this course will give students the tools to be able to identify and remediate an organization’s weaknesses in order to increase its chances of being successful. This course will examine important concepts of organizational theory including organizational structure, culture, and design; stakeholder interests; and the impact that technology has on organizations.

**SAM-501: SENSE OF COMMUNITY I: ART AND MORALITY (3 credits)**
This course examines art and morality through the unique perspective that “reading” artifacts can give to a true understanding of the development of communities in time. The course explores how art gives us access to commune with those here before us as well as those who exist with us, thus enhancing our senses of community and communications. Through this phenomenological approach, the course raises questions about the nature of what we create as both an expression of who we are and an influence that transforms us as new values (including morals and ethics) and realms of experience are created. The course defines “culture” as the interactive growth that brings out and develops uniquely human possibilities and develops sensitivity to the development of ideas and institutions as creative projects. Students will explore selected cultures that coexist with us in time as well as those that may have existed before us and are no more. The course emphasizes how this approach allows us to nurture our own possibilities out of the limitless depths of imagination and expressions as well as the magic power of art to produce understanding. Students will be prepared to incorporate their own imaginative abilities in the creation of individualized projects.

**SAM-502: SENSE OF COMMUNITY II: FAITH AND REASON (3 credits)**
This course explores the character and quality of human discourse as it tries to describe what it means to be human in the great dialogues between faith and reason. This course is designed to help overcome perceptual obstacles to cross-cultural understanding through comparing and contrasting philosophical, scientific, and religious texts of Eastern, Western, and Native American cultures. Thus, students will gain a greater sense of being part of a larger global community while attaining a better understanding of their own cultural influences. Students will identify examples and
case studies in their professional lives that relate to issues arising from the discussions of the texts and will use the lessons of human discourse as a platform to broaden their vision and create practical applications in the workplace and community. During this process of exploration, students will be expected to articulate their own values and beliefs with an understanding of how these may be influenced by their own cultural biases and perceptions.

**SIC-520: THE SPECIES, THE INDIVIDUAL, AND COMMUNITY (3 credits)**
In this interdisciplinary course, students explore “human nature” using theories and tools from biology and from many of the social sciences, including archeology, economics, political science, psychology, and sociology. Students will learn the theories by reading both classic texts and recent scholarly works, including a novel about human evolution set in the Ice Age, and by watching videos, visiting websites, and writing several short papers. Ultimately, students will be asked to formulate their own understanding of “human nature” and to apply their insights to social situations at home, school, work, or the wider community.

**SOE-570: SOCIAL ENTREPRENEURSHIP (3 credits)**
This course focuses on the emerging field of social entrepreneurship, an application of for-profit entrepreneurship skills to ventures that focus on nonprofit mission and social value. It offers practical information for individuals in the field as well as innovative methods of conceptualizing the search for new and better ways to support and invest in social value. This course presents a framework for understanding this new sector of the economy, proven business skill sets adapted for the nonprofit environment, application tools for the field and advice for avoiding common pitfalls. It also spotlights specific implementation activities designed to monitor performance and provide various constituencies including donor-investors with measurable results, accountability indicators, and overall return on investment.

**SOM-702: SOCIAL MEDIA (3 credits)**
Social media is the number one activity on the web. About half of all in-person retail purchases were first researched online (Forrester 2010), 30 percent of young mothers tweet 10 to 20 times per day (Nielsen 2011), and YouTube is one of the largest search engines in the world. This activity has tremendous implications for how business will be conducted in the future. Introduction to Social Media examines and analyzes the social media space from a business perspective. The course will introduce the space and teach students the strategies and tactics for social media management and marketing. Students will learn best practices and key communities to be involved in social media for business as well as an overview of what policies, rules, and regulations practitioners must keep in mind. The course will also explore the various niche community spaces where online marketing is moving to next. Finally, the course will cover the various measuring tools for social media and how to overcome the core challenges when implementing social media in a corporation. Students will establish a strong professional social media presence and the course work will culminate in the production of a social media plan for a business of the student’s choosing.

**SOP-720: STRATEGIC OPERATIONS MANAGEMENT (3 credits)**
This course will examine the creation and implementation of organizational distinctive competitive advantages by exploring new technologies to increase efficiency. It explores incorporating mathematical tools to guide management on what decisions are best for the organization. The course also covers supply chain management, which involves strategic materials sourcing, forecasting, warehousing, inventory control and planning, transportation, purchasing, and financials.

**SUS-700: DESIGNING A BUSINESS CASE FOR SUSTAINABILITY (3 credits)**
This course introduces students to the topic of sustainability with a focus on how they can build a business case for sustainability within their organization. The course provides background into the social, economic, and environmental challenges facing organizations today as they strive for more sustainable operations, explaining both the trade-offs and the potential payoffs from striving for a zero-waste supply chain. Students will learn why it is imperative that all businesses work toward developing a regenerative business model rather than one that is exploitative. This course discusses ways an organization can revise its operations to accommodate the triple bottom line of profit, people, and planet. Students will learn about the global issues challenging today’s business managers from the key leaders and the important literature in the sustainability field. Students will also develop their capacity to think critically about the role the organizations they are connected with have played or can play in building a more sustainable world.

**SWT-571: SOFTWARE DESIGN AND ARCHITECTURE (3 credits)**
This course provides students with a solid foundation in software engineering and develops their knowledge and skills related to contemporary software development processes, methods, and practices. The goal of this course is to develop the student’s ability to understand, design, develop, and implement complex programs using current architectural frameworks and design methodologies. In this course students will develop the expertise to reason about programs of moderate size. Topics include the software development life cycle, requirements engineering, modeling, software testing, and quality assurance. Additional topics include: design patterns, modularity, code reuse, application program interface (API) design, assertions, invariants, separation of concerns, programming patterns, debugging, profiling, asynchronous programming, event-driven programming, metaprogramming, and graphical user interfaces (GUI). Students in the course will work in teams to develop fairly large projects that include a project plan, formal specifications, design artifacts, program documentation, and a fully functional software system.
SWT-572: SOFTWARE MODELING AND ANALYSIS (3 credits)
This course focuses on software development models that are used to develop, validate, verify, and analyze software systems. Students will develop knowledge and skills in software verification and validation as well as expertise in data and process modeling. Various software modeling frameworks will be covered in this course and students will learn to apply them to the design and development of software artifacts. They will learn to use software verification tools and techniques to ensure that a software system has been built according to the requirements and design specifications defined in the model. Students will also use software validation frameworks to test whether the software actually meets the user’s needs and that the initial specifications were correct. Topics in this course include development life-cycle models, modeling languages, software design templates, system documentation, software verification frameworks, and software validation methodologies.

SWT-573: SECURE SOFTWARE DESIGN AND DEVELOPMENT (3 credits)
Software security is concerned with ensuring that software processes are designed to prevent data and computing resources from becoming lost, unreliable, altered, inaccessible, or corrupt. In this course, students will learn how to identify, categorize, and prioritize the information and other resources used by software systems and to develop security requirements for the processes that access the data. Students will learn to develop strategies that mitigate security vulnerabilities caused by either nonconformance to software requirements or omissions caused by incorrect requirements. In this course, students will learn to perform software security evaluations; establish security requirements; develop guidelines for security that are applied during the software design, operations, and maintenance processes; evaluate security requirements during software reviews and audits; develop a configuration and process management policy that addresses corrective action for existing software; monitor software modifications to ensure that any changes do not unintentionally create security violations or software vulnerabilities; and develop plans for the physical security of the software.

SWT-574: SOFTWARE PRODUCT DEVELOPMENT AND QUALITY MANAGEMENT (3 credits)
The software development process focuses on software production concerns and not the technical issues related to software development such as the selection and use of software tools. This process exists to support the management of software development and is generally more focused on addressing business concerns associated with managing software. In this course students will learn about software development processes and will acquire the knowledge and skills required to manage the development of large, complex software projects. Students will learn to apply product development life-cycle methodologies and to develop strategies for managing product introduction, growth, maturity, and decline phases. In addition, students will learn about various quality management processes including requirements, testing, configuration, change, defect, risk, improvement, safety, and release management. Project planning, monitoring, and control as they apply to software development and management will also be covered in this course.

SWT-575: SOFTWARE SYSTEMS INTEGRATION (3 credits)
This course is concerned with combining individually tested software components into an integrated whole. Software is considered integrated when individual components are combined to form subsystems or when subsystems are joined to form products. Integration can be implemented as a discrete step near the completion of the software development life cycle or incrementally as software components and subsystems are developed. In this course, students will learn various software system integration strategies and frameworks. Students will explore the role of application programming interfaces (API), core assets and product lines, interface languages, wrappers, middleware, and system generators. In addition, students will explore barriers and risks associated with software system integration including component granularity and variability, complexity, risk, and cost.

TGF-713: TOPICS IN GLOBAL FINANCE (3 credits)
Taught from a practitioner's point of view, this course provides an overview of the world's marketplace and illustrates how successful managers compete in the global arena. To achieve this objective, the course identifies the major similarities and differences between doing business domestically and internationally. It describes the context within which international business takes place, including the macro and micro issues that global managers face on a regular basis. The course also addresses specific financial/accounting issues that international firms encounter.

THC-625: TECHNOLOGY AND THE HUMAN COMMUNITY: CHALLENGES AND RESPONSES (3 credits)
Technology and the Human Community: Challenges and Responses looks at technology historically and philosophically. The course focuses on technological issues affecting contemporary and emerging professional, public, and private structures. A central issue is the role of the citizen in dealing with political, economic, and social pressures related to technology. A key purpose of this course is for students to exchange views by engaging in and discussing serious social and technological issues with a view toward their resolution.
Section 2
Degree Programs and Certificates

The Degree Programs and Certificates section of the Catalog contains information on all graduate degree programs and certificates offered by Thomas Edison State University. The section is organized into the following main categories:

DOCTORAL DEGREES
Doctoral degree programs are 36-48 credits and are offered completely online.

MASTER'S DEGREES
Master's degree programs are 30-42 credits and are offered completely online.

GRADUATE CERTIFICATES
Graduate certificates are 12 - 18 credits and are offered completely online.

GRADUATE DEGREE PROGRAMS
Leadership. This is the cornerstone of a graduate degree from Thomas Edison State University.

Whether the student is an RN going back for a master's degree in nursing, an executive who wants to gain management fundamentals, or a law enforcement officer seeking graduate certification in homeland security, Thomas Edison State University enables the student to choose a path to leadership. Our programs are high-quality, accredited, and delivered online. And best of all, our state-of-the-art courses allow students to achieve their goals with the timing that's right for them.

Learn more about:
- Master of Science in Management – Public Service Careers
- Master of Science in Nursing*

* These programs require valid professional certifications and/or licenses.

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

- Graduate Certificate in Clinical Trials Management
- Graduate Certificate in Counterterrorism
- Graduate Certificate in Cybersecurity
- Graduate Certificate in Cybersecurity – Critical Infrastructure
- Graduate Certificate in Data Analytics
- Graduate Certificate in Digital Humanities
- Graduate Certificate in Educational Leadership*
- Graduate Certificate in Emergency Management
- Graduate Certificate in Fundraising and Development
- Graduate Certificate in Geropsychology
- Graduate Certificate in Healthcare Management
- Graduate Certificate in Homeland Security
- Graduate Certificate in Hospitality Management
- Graduate Certificate in Human Resources Management
- Graduate Certificate in Industrial–Organizational Psychology
- Graduate Certificate in International Business Finance
- Graduate Certificate in Nurse Educator*
- Graduate Certificate in Nursing Administration*
- Graduate Certificate in Nursing Informatics*
- Graduate Certificate in Online Learning and Teaching
- Graduate Certificate in Organizational Leadership
- Graduate Certificate in Professional Communications
- Graduate Certificate in Project Management
- Graduate Certificate in Strategic Planning and Board Leadership for Nonprofits

* These programs require valid professional certifications and/or licenses.
The Doctor of Business Administration (DBA) degree is a 48-credit online doctoral degree program with areas of study in Organizational Leadership, Human Resource Management, and General Management. The DBA degree is designed to enable business students and professionals to advance their careers toward becoming executive leaders, educators, and consultants. This program offers two degree completion options, course work in preparation from higher educational instruction and general consultancy, and a final Scholar-Practitioner Field Project.

**DOMAIN I: INQUIRY SYSTEMS AND MODELS: CRITICAL THOUGHT AND ACTION IN THE GLOBAL BUSINESS ENVIRONMENT**

**TERM I**
- DBA-800: Critical Thought and Informed Action: Models Decision Making and Organization Achievement 3

**TERM II**

**DOMAIN II: INTEGRATED BUSINESS CURRICULUM**

**TERM III**
- DBA-802: Seminar in Economics and Finance: Models and Matrices of Sustainability 3

**TERM IV**
- DBA-803: Seminar in Organizational Dynamics: Leadership, Culture, and Change. 3

**TERM V**
- DBA-804: Seminar in Strategic Planning and Organizational Effectiveness 3

**TERM VI**
- DBA-805: Seminar in Marketing and Entrepreneurship 3

**TERM VII**
- DBA-806: Empirical Entrepreneurship: Data, Technology and Business Intelligence 3

**TERM VIII**
- DBA-807: Seminar in Law, Ethics and Global Society 3

**DOMAIN III: AREAS OF STUDY (AoS)**

**TERM IX**
- DBA: Organizational Leadership, Human Resource Management OR Management AoS Course #1 3

**TERM X**
- DBA: Organizational Leadership, Human Resource Management OR Management AoS Course #2 3

**TERM XI**
- DBA: Organizational Leadership, Human Resource Management OR Management AoS Course #3 3

**DOMAIN IV: TEACHING AND CONSULTATIVE PROFESSIONAL PRACTICE**

**TERM XII**
- DBA: Teaching Adults: Archetypes, Tools, and Tactics - Andragogy Lab 3

**Term XIII**
- DBA: Organizational Consulting: Process Consultation, Avocation, and Business Sustainability 3

**DOMAIN V: SCHOLAR-PRACTITIONER FIELD PROJECT - FIELD RESEARCH: RESEARCH METHODS, APPLICATION, AND COMPLETION**

**Term XIV**
- DBA: Scholar-Practitionership Field Project I 3

**Term XV**
- DBA: Scholar-Practitionership Field Project II 3

**Term XVI**
- DBA: Scholar-Practitionership Field Project III 3

**TOTAL CREDITS** 48

*Minimum of one course or 3 credits per term. Transfer credit accepted only through evaluation by the dean, School of Business and Management.
DOCTOR OF NURSING PRACTICE DEGREE IN SYSTEMS-LEVEL LEADERSHIP

The Doctor of Nursing Practice (DNP), a post-master’s degree in Systems-Level Leadership, focuses on the improvement of evidence-based outcomes using theoretical knowledge and systems-level initiatives to advance nurse leaders to the highest level of nursing practice. Based on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice and the American Organization of Nurse Executives (AONE) competencies, students expand and apply their knowledge of theory, advanced nursing practice, organizational leadership, economics, healthcare policy, and technology in a mentored practice environment.

TWO 3-CREDIT COURSES PER TERM / 18 MONTH OPTION

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<tr>
<th>Credits</th>
<th>Term I</th>
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ONE 3-CREDIT COURSE PER TERM / 36 MONTH OPTION

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

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

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

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

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

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

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

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

### MAEdL Building Leadership

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

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<td>EDL-500</td>
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<td>EDL-700</td>
<td>Field-Based Practicum</td>
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<td>EDL-800</td>
<td>The Superintendency</td>
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<tr>
<td>EDL-810</td>
<td>Professional Portfolio Development: School Administrators</td>
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<tr>
<td>EDL-820</td>
<td>Field-Based Practicum for Superintendents</td>
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### MAEdL School Business Administrator

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<tr>
<td>EDL-500</td>
<td>Effective Leadership: From Theory to Practice</td>
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<td>PSY-630</td>
<td>Organizational Theory</td>
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<tr>
<td>MNP-540</td>
<td>Finance and Accounting for Managers in Public Service</td>
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<td>MNP-520</td>
<td>Economic Issues for Public Service Managers</td>
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<td>EDL-540</td>
<td>Curriculum Leadership and Supervision</td>
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<td>School Law</td>
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<td>EDL-660</td>
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<td>EDL-510</td>
<td>The Inquiry Process - A Framework</td>
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<td>EDL-680</td>
<td>Budget Forecasting and Fiscal Planning</td>
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<td>EDL-700</td>
<td>Field-Based Clinical Practicum (Capstone)</td>
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<td>EDL-690</td>
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<td>Partnerships</td>
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<td>EDL-710</td>
<td>Portfolio Development</td>
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**Total 36 credits**

Optional courses offered with SBA Program for School Administrator endorsement:

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<td>EDL-800</td>
<td>The Superintendency</td>
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<td>Professional Portfolio Development for School Administrators</td>
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<tr>
<td>EDL-820</td>
<td>Field-Based Practicum for Superintendents</td>
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An annual subscription to an electronic portfolio service, as designated by the program, must be maintained to complete the required personal electronic portfolio.

According to N.J.A.C. 6A:9-12.5, students who are enrolled after Sept. 1, 2008, are required to “Complete a 300-hour internship in educational leadership independent of other course requirements” in order to qualify for the principal (CE) certificate of eligibility. Those seeking the school administrator endorsement need to complete an additional 150-hour internship. Specific instructions for this requirement will be provided after acceptance into the program.
The Master of Arts in Educational Technology and Online Learning (MAETOL) degree prepares graduates to become leaders and practitioners in educational technology and to develop and administer online programs for all learners, from preschool to higher education, including adult learners.

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

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

Admission and completion of MAETOL program does not require a teaching certificate. However, students must be working in or have access to an academic/educational setting in order to complete course assignments and the 60-hour Practicum. The MAETOL program does not lead to certification.

Students may transfer up to 12 credits into the program as long as they are equivalent to the degree requirements.
The Master of Arts in Liberal Studies (MALS) is a degree program for adults eager to deepen their appreciation of human history and ideals as well as broaden their own perspectives through an intensive study of the great ideas in literature, history, philosophy, and the other liberal arts. The program is ideal for those wanting both to seek out more meaningful career paths and find inspiration for moving beyond existing paradigms for understanding and contributing to local and global issues. It is designed to stimulate imagination and critical-thinking skills in service to family, career, or community, both local and global. The program develops the focused, critical thought processes necessary to succeed in any endeavor and encourages creative problem solving, and the development of analytical, academic, and leadership skills appropriate in all walks of life. Students who complete this rigorous program are well prepared to excel and lead in professional, community, religious, and family environments.

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

Courses must be taken in order:

I. Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAP-500</td>
<td>Liberal Arts and Professional Life</td>
<td>3</td>
</tr>
<tr>
<td>SAM-501</td>
<td>Sense of Community I: Art and Morality</td>
<td>3</td>
</tr>
<tr>
<td>SAM-502</td>
<td>Sense of Community II: Faith and Reason</td>
<td>3</td>
</tr>
<tr>
<td>CCR-610</td>
<td>Change, Conflict, and Resolution</td>
<td>3</td>
</tr>
<tr>
<td>SIC-520</td>
<td>The Species, The Individual, and Community</td>
<td>3</td>
</tr>
<tr>
<td>THC-625</td>
<td>Technology and the Human Community: Challenges and Responses</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Electives

Select from one of the following:

- Digital Humanities
- Geropsychology
- Industrial-Organizational Psychology
- Online Learning and Teaching
- Professional Communications
- Learner-Designed Area of Study

III. MALS Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS-700</td>
<td>Adult Development and Aging</td>
</tr>
<tr>
<td>MLS-710</td>
<td>Geropsychological Assessment</td>
</tr>
</tbody>
</table>

Total 36 credits

Areas of Study

Digital Humanities

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

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHM-510</td>
<td>Introduction to Digital Humanities</td>
</tr>
<tr>
<td>DHM-610</td>
<td>Digital Communication</td>
</tr>
<tr>
<td>DHM-620</td>
<td>Social Media and Social Change</td>
</tr>
<tr>
<td>DHM-710</td>
<td>Mapping Time, Space, and Identity</td>
</tr>
</tbody>
</table>

Digital Humanities Area of Study Learning Outcomes

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

- analyze human expression in the context of a networked society;
- examine the role of social networking and peer collaboration technologies in the production of human knowledge;
- integrate resources for reading and writing in digital spaces to the greatest professional and academic effect; and
- apply digital tools for the visual presentation of content and analysis of data.

Geropsychology

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

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER-510</td>
<td>Adult Development and Aging</td>
</tr>
<tr>
<td>GER-610</td>
<td>Geropsychological Assessment</td>
</tr>
<tr>
<td>GER-620</td>
<td>Geropsychological Interventions</td>
</tr>
<tr>
<td>GER-710</td>
<td>Geropsychological Consultation</td>
</tr>
</tbody>
</table>
Geropsychology Area of Study Learning Outcomes
Upon completion of the area of study, students will be able to:
> apply psychological theories of aging to the understanding of biopsychosocial changes involved in normal adult development and the sociocultural factors that impact the aging process;
> assess cognition, behavior, mood, functional capacities, decision making, and level of risk in older adults and analyze the relationship between these factors and biosocial factors;
> apply psychological theory and research in order to design effective psychological interventions and health promotion and prevention programs across a variety of settings for older adults; and
> apply psychological theory and ethical and legal standards in consultation with diverse health professionals.

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

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

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IOP-510:</td>
<td>3</td>
</tr>
<tr>
<td>IOP-610:</td>
<td>3</td>
</tr>
<tr>
<td>IOP-620:</td>
<td>3</td>
</tr>
<tr>
<td>IOP-710:</td>
<td>3</td>
</tr>
</tbody>
</table>

Industrial-Organizational Psychology Learning Outcomes
Upon completion of the area of study, students will be able to:
> apply psychological theories and research to solve organizational problems;
> design job-specific recruitment, selection, placement, and appraisal processes;
> design training and development programs to increase globalization in the workplace; and
> incorporate psychological theories of leadership, teamwork, and motivation to evaluate plans to increase satisfaction and productivity in the workplace.

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

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM-610:</td>
<td>3</td>
</tr>
<tr>
<td>COM-620:</td>
<td>3</td>
</tr>
<tr>
<td>DHM-620:</td>
<td>3</td>
</tr>
<tr>
<td>MSP-662:</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Communications Area of Study Outcomes
Upon completion of the area of study, students will be able to:
> analyze the implications of various forms of media in specific communications context;
> develop various professional communications consistent with best practices;
> integrate technology into the development of a professional communications plan; and
> apply ethical and legal standards to address communications practice.

Online Learning and Teaching
The Master of Arts in Liberal Studies (MALS) degree program in Online Learning and Teaching focuses on developing online pedagogy for those who want to be well prepared to teach online. Since Thomas Edison State University pioneered the use of technology to deliver quality higher education, this program leverages the institution’s deep expertise.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLT-510:</td>
<td>3</td>
</tr>
<tr>
<td>OLT-520:</td>
<td>3</td>
</tr>
<tr>
<td>OLT-630:</td>
<td>3</td>
</tr>
<tr>
<td>OLT-640:</td>
<td>3</td>
</tr>
</tbody>
</table>

Online Learning and Teaching Area of Study Outcomes
Upon completion of the area of study, students will be able to:
> apply learning theories and student learning styles to online learning;
> assess the impact of culture and diversity on online learning;
> identify best practices for technology-infused education that resolve the student and teacher issues with learning in the online environment;
> develop appropriate assessment strategies that are relevant to online learning, including formative and summative evaluations of instruction as well as design;
> evaluate ethical issues in online learning environments, such as educational copyright law, fair use, the TEACH Act, cheating, and plagiarism;
> design strategies and techniques that promote student engagement and motivation in online environments; and
> create an online course using a learning management system that incorporates models, techniques, and strategies for online learning and teaching learned throughout certificate program.
Learner-Designed Area of Study

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

Students may propose to complete their learner-designed area of study in several ways:
> take additional online graduate courses from Thomas Edison State University;
> apply up to 12 credits of American Council on Education courses that have been evaluated at the graduate level;
> develop a graduate-level prior learning assessment (PLA) portfolio; and/or
> transfer up to 12 credits of graduate-level credit earned at other regionally accredited institutions.
The Master of Business Administration (MBA) degree is a relevant and rigorous graduate degree program that prepares individuals for leadership roles in firms and organizations where they are expected to add value to those enterprises. The courses are offered entirely online in eight-week formats, with some courses requiring periodic (maximum of two times per term) "live" participation, which can be conducted from a distance.

The MBA degree is a globally recognized credential in the business community and students will take courses that prepare them for high demand professions. Students may blend 21 credits of core material with a variety of electives in topics that interest them or they may choose one of six areas of study: Accounting, Data Analytics, Finance, Healthcare Management, Human Resource Management, or Marketing. It is not necessary to select an area of study prior to admission or even prior to completing the core. The curriculum of an MBA program is typically more quantitative in orientation than a management or leadership curriculum.

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

### I. Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETM-750</td>
<td>Ethics for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MKM-700</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN-710</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>SOP-720</td>
<td>Strategic Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>GSM-730</td>
<td>Global Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>ORR-710</td>
<td>Organizational Research*</td>
<td>3</td>
</tr>
<tr>
<td>MBA-730</td>
<td>Management Capstone*</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Organizational Research (ORR-710) must be taken prior to the Management Capstone (MBA-730). Students cannot take them in the same term. Contact an academic advisor to register for both courses.

### II. Electives and Areas of Study

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

#### Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENP-732</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>HRM-760</td>
<td>Human Resource Management - Talent Management</td>
<td>3</td>
</tr>
<tr>
<td>PJM-721</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MKR-700</td>
<td>Market Research</td>
<td>3</td>
</tr>
<tr>
<td>SOM-702</td>
<td>Introduction to Social Media</td>
<td>3</td>
</tr>
<tr>
<td>INV-711</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FSA-712</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>NEG-731</td>
<td>Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>SUS-700</td>
<td>Designing a Business Case for Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>MCO-740</td>
<td>Management Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 39**

#### Areas of Study

**Accounting**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-700</td>
<td>Managerial Accounting for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>ACC-701</td>
<td>Auditing and Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC-702</td>
<td>Financial Essentials for Accountants</td>
<td>3</td>
</tr>
<tr>
<td>ACC-703</td>
<td>Emerging Issues in Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 12**

**Data Analytics**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFO-701</td>
<td>Business Forecasting</td>
<td>3</td>
</tr>
<tr>
<td>DAM-702</td>
<td>Predictive Analytics for Business Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>DAA-703</td>
<td>Data Analytics and Visualization with Capstone</td>
<td>3</td>
</tr>
<tr>
<td>MST-700</td>
<td>Managerial Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 12**

**Finance**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBF-504</td>
<td>Corporate and Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>IBF-507</td>
<td>Financial Modeling</td>
<td>3</td>
</tr>
<tr>
<td>INV-711</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>TGF-713</td>
<td>Topics in Global Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits: 12**

Prerequisites: All candidates for the MBA, Accounting must have completed a minimum of 24 undergraduate credits in sequenced accounting courses.
Healthcare Management

Required Courses:
HCD-703: Healthcare Delivery 3
HCF-701: Healthcare Finance 3
HCL-704: Healthcare Law 3
HCO-702: Strategic Management within a Healthcare Organization 3
Total 12 credits

Human Resource Management

Required Courses:
HRM-762: Human Capital Management in Multicultural Organizations 3
HRM-763: The HRM Professional and Attorney Relationship 3
HRM-764: Technology, Data, and Analytics as Change Agents 3
Total 12 credits

Marketing

Required Courses:
DMA-704: Digital Marketing Analytics 3
GMK-703: Global Marketing 3
MKR-700: Market Research 3
SOM-702: Introduction to Social Media 3
Total 12 credits
The Graduate Program

The Graduate Business Degree Preparatory Program is a series of online, noncredit courses that prepare professionals to enroll in the Master of Business Administration (MBA) degree program at Thomas Edison State University and satisfies the prerequisites of the MBA.

The program presents foundational principles in the areas of financial accounting, finance, microeconomics, and statistics. The program’s adult-centered course design, peer-encouraged instructional strategies, and live, facilitator-led topic review sessions provide a powerful learning platform. It is designed for professionals who have earned a non-business undergraduate degree or those who want a “refresher” course in business fundamentals.

Who Should Apply?

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

MBA Prep: Program Schedule

First 4 weeks (both courses taken simultaneously)

- MBP-006: Principles of Microeconomics (4 weeks)
- MBP-007: Principles of Financial Accounting (4 weeks)

Next 8 weeks

- MBP-008: Principles of Statistics (8 weeks)

prepares students for...

First MBA Courses

- ETM-750: Ethics for Managers
- MBA Elective/Area of Study
The Master of Public Service Leadership (MPSL) degree further develops leaders who function in the nonprofit and public service sectors. This degree frames an education program that can be expected to serve its participants and society well by developing public servants with a solid grounding in principles and practices of their professions, including the abilities and values that are typically seen as important for public servants. Students engage in rigorous and relevant experiences that integrate policy theory and practice across disciplines. The various areas of study are designed to develop and hone the skills necessary to transform students’ personal commitment into public leadership, enabling them to acquire a deep understanding of today’s public service environment and develop the skills necessary to work as leaders in public service professions.

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

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

I. Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPL-582</td>
<td>Law, Ethics, and Decision Making in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>MPL-510*</td>
<td>Research Methods in Public Service</td>
<td>3</td>
</tr>
</tbody>
</table>

Students select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNP-525</td>
<td>Project Leadership and Communications in Public Service</td>
<td>3</td>
</tr>
<tr>
<td>MPL-520</td>
<td>Program Analysis and Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Students select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNP-505</td>
<td>Organizational Management and Leadership in Public Service</td>
<td>3</td>
</tr>
<tr>
<td>MPL-530</td>
<td>Human Resource Management for Public Service</td>
<td>3</td>
</tr>
<tr>
<td>MPL-580</td>
<td>Public Service Leadership and Governance</td>
<td>3</td>
</tr>
</tbody>
</table>

Students select one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSP-574</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>MSP-674</td>
<td>Municipal Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

* MPL-510: Research Methods in Public Service should be taken within the first 12 credits of the degree

II. Area of Study Requirements

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and Economic Development</td>
<td>12</td>
</tr>
<tr>
<td>Environmental Policy/Environmental Justice</td>
<td>12</td>
</tr>
<tr>
<td>Learner-Designed Environmental Justice</td>
<td>12</td>
</tr>
<tr>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>Public and Municipal Finance</td>
<td>3</td>
</tr>
<tr>
<td>Public Health/Public Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

III. Public Service Electives | 3

IV. Capstone | 3

MPL-710: Public Service Capstone

Total | 36 credits

Areas of Study

Community and Economic Development

Community and Economic Development (CED) explores how community and government leaders work together to build critical organizations and partnerships such as community-based services, arts centers, downtown businesses, and a variety of urban renewal and redevelopment projects.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSP-520</td>
<td>Community and Economic Development and Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Students select three of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNP-515</td>
<td>Leading Strategic Change in Public Service</td>
<td>3</td>
</tr>
<tr>
<td>MSP-621</td>
<td>Networking for Effective Community Development</td>
<td>3</td>
</tr>
<tr>
<td>MPL-520</td>
<td>Program Analysis and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MPL-520</td>
<td>Program Analysis and Evaluation (if not used in core requirements)</td>
<td>3</td>
</tr>
<tr>
<td>SOE-570</td>
<td>Social Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>MSP-662</td>
<td>Practical Grant Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total | 12 credits

Environmental Policy/Environmental Justice

Environmental Policy/Environmental Justice prepares graduates for positions in both the private and public sectors, particularly as the government’s regulatory functions that deal with current environmental crises evolve.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSP-530</td>
<td>Environmental Issues and Policy</td>
<td>3</td>
</tr>
<tr>
<td>MSP-531</td>
<td>Environmental Justice Issues and Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Students select two of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSP-542</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HLS-645</td>
<td>Pandemics, Bioterrorism, and Biosecurity</td>
<td>3</td>
</tr>
<tr>
<td>MPL-520</td>
<td>Program Analysis and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>MPL-520</td>
<td>Program Analysis and Evaluation (if not used in core requirements)</td>
<td>3</td>
</tr>
<tr>
<td>MSP-662</td>
<td>Practical Grant Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total | 12 credits

* MPL-510: Research Methods in Public Service should be taken within the first 12 credits of the degree
Nonprofit Management
Nonprofit Management is designed to support both current and emerging leadership, ultimately leading to an increase in capacity, for those interested in working for organizations that provide a vital link in addressing the economic and social gaps in society that are not effectively addressed by either government or private industry.

Required Courses:
- NPM-502: Nonprofit Management 3
- NPM-610: Nonprofit Governance and Board Leadership 3

Students select two of the following:
- MSP-664: Volunteer Management 3
- MSP-662: Practical Grant Writing 3
- SOE-570: Social Entrepreneurship 3
- NPM-670: Critical Issues in Nonprofit Management 3
- MNP-515: Leading Strategic Change in Public Service 3

Total 12 credits

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

Required Courses:
Students must complete 12 credits with at least one course from both areas:

MANAGEMENT
- MNP-515: Leading Strategic Change in Public Service 3
- MNP-510: Project Management in Public Service 3
- MPL-520: Program Analysis and Evaluation 3

ACCOUNTING/FINANCE
- MSP-678: Finance and Budgeting for Nonprofits 3
- MNP-540: Finance and Accounting for Managers in Public Service 3
- MNP-520: Economic Issues for Public Service Managers 3

Total 12 credits

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

Required Courses:
- MSP-540: Advanced Studies in Healthcare 3
- MSP-542: Epidemiology 3

Students select two of the following:
- MSP-642: Legal Issues in Healthcare 3
- MSP-662: Practical Grant Writing 3
- MSP-640: Healthcare Operations and Systems 3

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

### Core Courses

**I. Core Courses**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-18*</td>
<td>THC-625: Technology and the Human Community: Challenges and Responses**</td>
</tr>
<tr>
<td></td>
<td>APS-602: Managing People in Technology Based Organizations</td>
</tr>
<tr>
<td></td>
<td>APS-600: Enhancing Performance in Technology Organizations</td>
</tr>
<tr>
<td>3</td>
<td>APS-510: Project Management for Technology</td>
</tr>
<tr>
<td></td>
<td>APS-601: Technology Innovation and Commercialization***</td>
</tr>
<tr>
<td>3</td>
<td>APS-610: Cost Estimation and Financial Management for Engineers and Technologists</td>
</tr>
<tr>
<td>3</td>
<td>MSI-501: Foundations of Information Technology*</td>
</tr>
<tr>
<td>3</td>
<td>IAS-551: Foundations of Information Assurance</td>
</tr>
</tbody>
</table>

**II. Areas of Study**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-15*</td>
<td>AVM-501: Aviation Safety and Security Programs Management</td>
</tr>
<tr>
<td></td>
<td>AVM-502: Airport Management and Operations</td>
</tr>
<tr>
<td></td>
<td>AVM-504: Aviation Economics and Fiscal Management</td>
</tr>
<tr>
<td></td>
<td>AVM-505: Human Resource Management and Labor Relations in Aviation</td>
</tr>
<tr>
<td></td>
<td>AVM-506: Data Analytics for the Aviation Industry</td>
</tr>
<tr>
<td>15 credits</td>
<td>Total</td>
</tr>
</tbody>
</table>

**III. Master’s Project**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>APS-700: Master’s Project in Applied Science and Technology</td>
</tr>
</tbody>
</table>

**Total**

36-39 credits

### Areas of Study

#### Aviation Management (in development)

**Required Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>APS-501: Human Performance Improvement</td>
</tr>
<tr>
<td>3</td>
<td>NUC-501: Atmospheric Dispersion of Radioisotopes</td>
</tr>
<tr>
<td>3</td>
<td>NUC-502: Criticality Safety</td>
</tr>
<tr>
<td>3</td>
<td>NUC-503: Current Issues Case Studies</td>
</tr>
<tr>
<td>12 credits</td>
<td>Total</td>
</tr>
</tbody>
</table>

#### Nuclear Energy Technology Management

**Required Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>MSI-501: Foundations of Information Technology*</td>
</tr>
<tr>
<td>3</td>
<td>MSI-502: Telecommunications and Networking</td>
</tr>
<tr>
<td>3</td>
<td>MSI-503: Object-Oriented Application Development</td>
</tr>
<tr>
<td>3</td>
<td>MSI-504: Information Systems Analysis, Modeling, and Design</td>
</tr>
<tr>
<td>3</td>
<td>MSI-505: Principles of Database Design</td>
</tr>
<tr>
<td>3</td>
<td>MSI-506: Operating Systems</td>
</tr>
<tr>
<td>18 credits</td>
<td>Total</td>
</tr>
</tbody>
</table>

**Information Systems**

**Required Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>MSI-501: Foundations of Information Technology*</td>
</tr>
<tr>
<td>3</td>
<td>MSI-502: Telecommunications and Networking</td>
</tr>
<tr>
<td>3</td>
<td>MSI-503: Object-Oriented Application Development</td>
</tr>
<tr>
<td>3</td>
<td>MSI-504: Information Systems Analysis, Modeling, and Design</td>
</tr>
<tr>
<td>3</td>
<td>MSI-505: Principles of Database Design</td>
</tr>
<tr>
<td>3</td>
<td>MSI-506: Operating Systems</td>
</tr>
<tr>
<td>12 credits</td>
<td>Total</td>
</tr>
</tbody>
</table>

**Technical Studies**

**Required Courses:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>EUT-500: Renewable and Alternative Energy</td>
</tr>
<tr>
<td>3</td>
<td>APS-501: Human Performance Improvement</td>
</tr>
<tr>
<td>3</td>
<td>APS-502: Advanced Quality Analysis</td>
</tr>
<tr>
<td>3</td>
<td>CMP-500: Network and Computer Security</td>
</tr>
<tr>
<td>12 credits</td>
<td>Total</td>
</tr>
</tbody>
</table>

---

*The Information Technology area of study requires students who are not working information technology (IT) professionals to take MSI-501: Foundations of Information Technology as part of the core requirements, bringing the total credits needed to earn the degree to 39 credits. Students who are IT professionals at the time they are admitted into the program will not be required to take MSI-501, pending a review by the dean.

**Students who select the Information Technology and Aviation Management area of study are not required to take THC-625: Technology and the Human Community: Challenges and Responses.

*** Students who select the Aviation Management area of study are not required to take APS-601: Technology Innovation and Commercialization. Students take IAS-551: Foundations of Information Assurance.
The Master of Science in Accounting (MSA) degree program is a 30-credit graduate program offering both required and elective courses geared to satisfy the student learning interests in accounting. The degree is designed to prepare students aspiring to become certified public accounts (CPA). The program’s graduates can fill accounting and taxation roles in industry, private enterprise, federal, state, and local government. The focus of the degree program is to provide advanced learning aligned with the American Institute of Certified Public Accountants (AICPA)’s Uniform CPA Examinations Blueprints, which provides a framework for the CPA Exam. The course work provides a solid grounding in relevant academic theory and applied practice aligned with sections of the Certified Public Accounting Exam.

### Credits

| I. Core Courses | 21 |
|--------------------------------------------------|
| ACC-604: Fundamentals of Accounting I | 3 |
| ACC-605: Fundamentals of Accounting II | 3 |
| ACC-606: Federal Taxation | 3 |
| ACC-607: Accounting and Information Systems Design and Implementation | 3 |
| IBF-504: Corporate and Managerial Finance | 3 |
| ACC-501: Principles of Forensic Accounting | 3 |
| ACC-701: Auditing and Accounting Information Systems | 3 |

<table>
<thead>
<tr>
<th>II. Electives</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students select three courses:</td>
<td></td>
</tr>
<tr>
<td>IBF-500: International Business Policy and Operations</td>
<td>3</td>
</tr>
<tr>
<td>IBF-501: Comparative Economic and Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IBF-503: U.S. and International Accounting Government and Not for Profit Organization</td>
<td>3</td>
</tr>
<tr>
<td>ACC-507: Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ETM-750: Ethics for Managers</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 credits</strong></td>
</tr>
</tbody>
</table>

Electives not offered by the School of Business and Management must be approved by the dean prior to enrolling in the course. Students have the option to develop graduate prior learning assessment (PLA) portfolios and/or transfer graduate credits from other regionally accredited institutions and/or apply credits recommended by the American Council on Education (ACE). The dean must approve all PLA portfolio requests and transfer credit.

*Prerequisites: All candidates for the MSA must have completed a minimum of 24 undergraduate credits in sequenced accounting courses.*

*Advisory: The maximum core course and elective course credit a student may transfer in to the Master of Science in Accounting degree program is 12 credits.*
Thomas Edison State University's unique master's program in cybersecurity prepares students to meet the growing need for leaders who can protect the cyber infrastructure and information assets of organizations in the public and private sectors. The program is designed to prepare students for new careers in cybersecurity as well working professionals to further advance their careers.

The Master of Science in Cybersecurity (MS) degree consists of 30 credit hours of graduate-level courses. The first half of this program provides students with a strong foundation in network security, operating systems security, cryptography, and secure software development to prepare them for more advanced courses in the program. The second half of the program focuses on emerging trends and more advanced themes in cybersecurity including digital forensics, cyber-risk management, cyber-incident response, cybersecurity strategy, governance, and ethics.

**Required courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYB-510: Cybersecurity Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CYB-520: Network Defense and Security</td>
<td>3</td>
</tr>
<tr>
<td>CYB-530: Operating Systems Security</td>
<td>3</td>
</tr>
<tr>
<td>CYB-540: Cryptography and Data Security</td>
<td>3</td>
</tr>
<tr>
<td>CYB-560: Cyber Forensics and Investigation</td>
<td>3</td>
</tr>
<tr>
<td>CYB-570: Cyber Risk Management and Incident Response</td>
<td>3</td>
</tr>
<tr>
<td>CYB-580: Cybersecurity Strategy, Governance, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CYB-690: Special Topics in Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>CYB-700: Capstone in Cybersecurity</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 30 credits
MASTER OF SCIENCE IN DATA SCIENCE AND ANALYTICS

Thomas Edison State University has partnered with The Institute of Statistics Education at Statistics.com to offer a Master of Science in Data Science and Analytics degree program that is delivered completely online and is structured around the unique needs of working adults.

The program will provide students with graduate-level theoretical knowledge, applied skills and the ability to derive value from data in real world decision making. Data science is an emerging interdisciplinary field that incorporates computer science, statistics, and mathematical modeling with applications in business, government, the life sciences and social sciences. The rapid emergence of related disciplines provides a unique opportunity for students to be part of a data science transformation over the next decade.

Note: This degree program, including all required course work, is not eligible for federal financial aid.

I. Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSI-505:</td>
<td>Programming I: Python</td>
</tr>
<tr>
<td>OR</td>
<td>Programming I: R</td>
</tr>
<tr>
<td>DSI-506:</td>
<td>Programming II: Python</td>
</tr>
<tr>
<td>OR</td>
<td>Programming II: R</td>
</tr>
<tr>
<td>DSI-507:</td>
<td>SQL - Introduction to Database Queries</td>
</tr>
<tr>
<td>OR</td>
<td>Predictive Analysis I - Machine Learning Tools: R</td>
</tr>
<tr>
<td>DSI-601:</td>
<td>Predictive Analysis II - Neutral Nets and Regression: Python</td>
</tr>
<tr>
<td>OR</td>
<td>Predictive Analysis II - Neutral Nets and Regression: R</td>
</tr>
<tr>
<td>DSI-602:</td>
<td>Predictive Analysis III - Dimension Reduction, Clustering, and Association Rules: Python</td>
</tr>
<tr>
<td>OR</td>
<td>Predictive Analysis III - Dimension Reduction, Clustering, and Association Rules: R</td>
</tr>
<tr>
<td>DSI-700:</td>
<td>Applied Predictive Analytics (Capstone)</td>
</tr>
</tbody>
</table>

II. Electives

Students select four of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSI-509:</td>
<td>Text Mining</td>
</tr>
<tr>
<td>DSI-611:</td>
<td>Natural Language Processing (NLP)</td>
</tr>
<tr>
<td>DSI-612:</td>
<td>Deep Learning</td>
</tr>
<tr>
<td>DSI-613:</td>
<td>Anomaly Detection</td>
</tr>
<tr>
<td>DSI-510:</td>
<td>Forecasting Analytics</td>
</tr>
<tr>
<td>DSI-614:</td>
<td>Customer Analytics in R</td>
</tr>
<tr>
<td>DSI-640:</td>
<td>Spatial Statistics with Geographic Information Systems</td>
</tr>
<tr>
<td>DSI-511:</td>
<td>Introduction to Network Analysis</td>
</tr>
<tr>
<td>DSI-608:</td>
<td>R Programming Intermediate</td>
</tr>
<tr>
<td>DSI-610:</td>
<td>Optimization - Linear Programming</td>
</tr>
<tr>
<td>DSI-621:</td>
<td>Integer and Nonlinear Programming and Network Flow</td>
</tr>
<tr>
<td>DSI-625:</td>
<td>Risk Simulation and Queuing</td>
</tr>
</tbody>
</table>

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

### Credits

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCM-500: 21st Century Healthcare System</td>
<td>3</td>
</tr>
<tr>
<td>HCM 501: Organization of the Healthcare Value Chain</td>
<td>3</td>
</tr>
<tr>
<td>HCL-704: Healthcare Law</td>
<td>3</td>
</tr>
<tr>
<td>HCM-502: Healthcare Administrator Leadership</td>
<td>3</td>
</tr>
<tr>
<td>HCM-503: Quality Improvement Strategies in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HRM-530: Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>HCO-702: Strategic Management within a Healthcare Organization</td>
<td>3</td>
</tr>
<tr>
<td>HCF-701: Healthcare Finance</td>
<td>3</td>
</tr>
<tr>
<td>PJM-510: Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MSM-620: Leading Strategic Change</td>
<td>3</td>
</tr>
<tr>
<td>ORR-510: Organizational Research*</td>
<td>3</td>
</tr>
<tr>
<td>MAN-630: Management Capstone*</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36 credits</strong></td>
</tr>
</tbody>
</table>

* Organizational Research (ORR-510) must be taken prior to the Management Capstone (MAN-630). Students cannot take them in the same term. Contact an academic advisor to register for both courses.

**Note:** Courses not offered by the School of Business and Management must be approved by the dean prior to enrolling in the course. Students have the option to develop graduate prior learning assessment (PLA) portfolios and/or transfer graduate credits from other regionally accredited institutions and/or apply credits recommended by the American Council on Education (ACE). The dean must approve all PLA portfolio request and transfer credit.

**Advisory:** The maximum core course credit a student may transfer in to the Master of Science in Healthcare Management degree program is 12 credits.
MASTERS OF SCIENCE IN HOMELAND SECURITY

The Master of Science in Homeland Security (MSHS) degree presents a unique curriculum covering federal homeland security enterprise. The program covers domestic and global issues in security and resilience and develops competencies in theory, analysis, practice, and policymaking. Students will become conversant with the roles of technology, intelligence, risk assessment, and law in establishing protection policies and procedures and in responding to and mitigating threats and disasters, whether natural or man-made.

Students will learn to develop policy, establish objectives, and understand the impact of operational decisions in both the domestic and international arenas, and cover the five mission areas of the homeland security enterprise of terrorism, border security, cybersecurity, immigration, administration, and emergency management as well as public safety and public administration issues.

The program is intended for adults who want to learn advanced aspects of homeland security and emergency preparedness and prepares students to guide and supervise both day-to-day operational and strategic planning and decision making, which is mandated in the post-9/11 era. Students who complete the Master of Science in Homeland Security will encounter a wide variety of career options. Many will utilize this degree with prior experience in security, police, or military service to advance in those fields. Those who are already experienced in those fields will utilize this degree to enter policy and leadership positions.

Those without formal security training, but with expertise in the health professions, engineering, business, or law, will find that this degree prepares them to utilize their disciplinary knowledge in security and all-hazards situations.

The areas of study position students to prepare for specific homeland security mission areas to advance professionally and strengthen the capacity of those who provide services in the homeland security arena and to protect the public interest.

<table>
<thead>
<tr>
<th>Credits</th>
<th>I. Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MPL-510: Research Methods in Public Service* 3</td>
</tr>
<tr>
<td></td>
<td>HLS-611: International Legal and Ethical Issues 3</td>
</tr>
<tr>
<td></td>
<td>HLS-625: Technology and Information Security 3</td>
</tr>
<tr>
<td></td>
<td>HLS-640: Administration and Finance for Homeland Security 3</td>
</tr>
</tbody>
</table>

Students select one of the following:

MPL-520: Program Analysis and Evaluation 3
OR
MNP-515: Leading Strategic Change in Public Service 3

II. Area of Study Requirements 12

- Counterterrorism
- Cybersecurity
- Emergency Management

III. Homeland Security Elective 3

III. Capstone 3

MPL-710: Public Service Capstone
Total 36 credits

* MPL-510: Research Methods in Public Service should be taken within the first 12 credits of the degree.

Areas of Study

Counterterrorism

Counterterrorism provides students with a focus on counterterrorism and homeland security threats by looking at policy, preparation, management, and continuity throughout a crisis as it relates to enhancing intelligence collection, integration, analysis, and information-sharing capabilities. Courses cover intelligence, law enforcement, and terrorism as well as other homeland security mission areas and issues. Students who take this area of study will receive a graduate certificate in counterterrorism while completing their homeland security degree.

Required Courses:

HLS-500: Terrorism and Homeland Security in the U.S. 3
HLS-510: Protecting the Homeland: Balancing Security and Liberty 3
HLS-620: Preparedness: Prevention and Deterrence 3
HLS-630: Protecting the Homeland: Response and Recovery 3

Cybersecurity

Partnering with the Heavin School of Arts, Sciences, and Technology, Cybersecurity provides students with the applied knowledge and skills needed to secure and defend information systems and digital assets. Students will learn important theoretical concepts combined with real-world applications and hands-on experience. Our innovative curriculum is designed with input from an advisory board of cybersecurity experts from industry and government. Courses are taught by scholar-practitioner faculty who are experts in the field of cybersecurity.

Required Courses:

CYB-510: Cybersecurity Foundations 3
CYB-520: Network Defense and Security 3
CYB-560: Cyber Forensics and Investigation 3
CYB-570: Cyber Risk Management and Incident Response 3

Note: Students who want to earn the Graduate Certificate in Cybersecurity while completing the degree can take CYB-580: Cybersecurity Strategy, Governance, and Ethics as their area of study elective.
Emergency Management

The area of study in Emergency Management was developed by applied practitioners and instructors in the field of homeland security and emergency management. This area of study provides for the application of science, technology, planning, management, and leadership in all the phases of emergency management in the event of natural disasters, terrorist attacks, and other large-scale emergencies at the federal, state, local, tribal, and private sector levels. Students who take this area of study will receive the graduate certificate in emergency management while completing their homeland security degree.

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM-500</td>
<td>Principles of Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>EDM-610</td>
<td>Legal/Policy/Regulatory Issues in Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>EDM-620</td>
<td>Hazard Mitigation and Preparedness Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDM-630</td>
<td>Disaster Response and Recovery</td>
<td>3</td>
</tr>
</tbody>
</table>
The Master of Science in Human Resources Management (MSHRM) degree was developed with the guidance of human resources professionals and is aligned with the Society for Human Resource Management (SHRM) HR Curriculum Guidebook and Templates. Members from New Jersey and across the nation identified the characteristics that would make a graduate degree valuable: a broad-based knowledge of the business they serve; skills in managing a human resources enterprise; and the vision and ability to become strategic business partners. With the increasing demand for academic credentials in the human resources field, working professionals need high-quality, accessible degree options that they can complete while they continue to work.

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

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

Courses must be taken in order:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Core Courses</td>
<td></td>
</tr>
<tr>
<td>HRM-530: Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM-540: Lifestyle Benefits and Compensation in the New Millennium</td>
<td>3</td>
</tr>
<tr>
<td>HRM-550: Strategic Recruitment and Selection</td>
<td>3</td>
</tr>
<tr>
<td>HRM-560: The Entrepreneurial Organization: Learning as Competitive Advantage</td>
<td>3</td>
</tr>
<tr>
<td>HRM-570: The Effectiveness of a Market Connected Culture</td>
<td>3</td>
</tr>
<tr>
<td>HRM-600: Managing the Human Resources Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>HRM-610: Human Resources as a Strategic Partner</td>
<td>3</td>
</tr>
<tr>
<td>HRM-620: The Legal and Ethical Environment of Human Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Electives 6

Electives not offered by the School of Business and Management must be approved by the dean prior to enrolling in the course. Students have the option to develop graduate prior learning assessment (PLA) portfolios and/or transfer graduate credits from other regionally accredited institutions and/or apply credits recommended by the American Council on Education (ACE). All PLA portfolio requests and transfer credit must be approved by the dean.

Organizational Research (ORR-510) must be taken prior to the Management Capstone (MAN-630). Students cannot take them in the same term. Contact an academic advisor to register for both courses.

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

III. Core Advanced-Level Courses 6

ORR-510: Organizational Research 3
MAN-630: Management Capstone 3
Total 36 credits
The Master of Science in Information Technology (MSIT) degree is an online graduate program that prepares students with the expertise and knowledge required for leadership roles in information technology (IT).

The 36-39-credit program can be completed in less than two years on a part-time basis and without the need for students to sacrifice their professional and personal responsibilities. All courses are offered completely online and delivered asynchronously, so students can access and complete their assignments on their own schedule and set their own pace. The program provides a solid foundation in IT and six areas of study that enable students to develop specialized, marketable skills in the area of IT that are most relevant to their careers and professional interests. Areas of study offered in the program include: Cybersecurity - Critical Infrastructure; Data Management and Analytics; Health Information Technology; Information Assurance; Network Management; and Software Engineering.

### Credits

<table>
<thead>
<tr>
<th>I. Core Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MSI-501: Foundations of Information Technology*</td>
<td>3</td>
</tr>
<tr>
<td>MSI-502: Telecommunications and Networking</td>
<td>3</td>
</tr>
<tr>
<td>MIS-503: Object-Oriented Application Development</td>
<td>3</td>
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<tr>
<td>MSI-504: Information Systems Analysis, Modeling, and Design</td>
<td>3</td>
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<tr>
<td>MSI-505: Principles of Database Design</td>
<td>3</td>
</tr>
<tr>
<td>APS-510: Project Management for Technology</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>I. Core Courses</th>
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<tr>
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</tr>
<tr>
<td>APS-510: Project Management for Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Areas of Study

- **Cybersecurity - Critical Infrastructure**
- **Data Management and Analytics**
- **Health Information Technology**
- **Information Assurance**
- **Network Management**
- **Software Engineering**

### III. Master’s Project

**Total 36-39 credits**

*This course is required for learners who need a refresher or who lack the prerequisite knowledge in IT as determined during the application evaluation period.

### Areas of Study

#### Cybersecurity - Critical Infrastructure

The Cybersecurity – Critical Infrastructure area of study blends both information technology (IT) and operational technology (OT) and focuses specifically on securing critical infrastructures in sectors such as energy, water, gas, and transportation. The program prepares students, especially those currently in the utility industry, to advance professionally in the cybersecurity field and prepares IT professionals to transition into the utility industry.

**Required Courses:**

- CYB-521: Foundations of Utility Cybersecurity
- CYB-522: Cybersecurity Risk Management in Utility Environments
- CYB-523: Protective Security Controls in Utility Systems and Networks
- CYB-524: Monitoring, Detection, Response, and Recovery in Utility Environments
- CYB-525: Integrating Cybersecurity into the System Life Cycle

**Total 15 credits**

#### Data Management and Analytics

The Data Management and Analytics area of study provides students with the knowledge needed to develop, deploy, manage, and integrate enterprise wide data and information systems to support the goals of the organization.

**Required Courses:**

- DTM-531: Advanced Database Systems
- DTM-532: Data Warehouse Design
- DTM-533: Data Analytics
- DTM-534: Information Retrieval
- DTM-535: Data Mining and Knowledge Management

**Total 15 credits**

#### Health Information Technology

The Health Information Technology area of study prepares students with the knowledge and skills to manage computerized information systems that support the storage, retrieval, sharing, and use of health related data for communication and decision making.

**Required Courses:**

- HIT-541: Foundations in Health Informatics
- HIT-542: Clinical Informatics
- HIT-543: Electronic Health Records Management
- HIT-544: Telehealth Systems
- HIT-545: Legal, Ethical, and Social Issues in Health Informatics

**Total 15 credits**
Information Assurance
The Information Assurance area of study is designed to prepare students with the knowledge and skills needed to address the operational issues, policies and procedures, threat and response mechanisms, risk analysis, system recovery, and information security frameworks that can be deployed to secure corporate assets. The program focuses on preparing students to be able to protect an organization’s data assets and manage all aspects of information assurance and security across an organization’s systems.

Required Courses:
- IAS-551: Foundations of Information Assurance 3
- IAS-552: Vulnerabilities, Threats, and Attacks 3
- IAS-553: Countermeasures Design and Implementation 3
- IAS-554: Policies and Procedures Development and Implementation 3
- IAS-555: Computer Forensics and Information Systems Auditing 3

Total 15 credits

Network Management
The Network Management area of study provides students with the skills and knowledge needed to manage large-scale computer networks. Graduates will be prepared to coordinate the vast array of software applications, hardware components, and personnel that make up large scale networks.

Required Courses:
- NET-561: Designing Large-Scale Systems: Routing, Switching, and Broadband 3
- NET-562: Wireless and Mobile Networks 3
- NET-563: Pervasive and Cloud Computing 3
- NET-564: Large-Scale Network Operations, Administration, and Maintenance 3
- NET-565: Network Security 3

Total 15 credits

Software Engineering
The Software Engineering area of study enables students to gain the skills and knowledge needed to develop and manage robust and dependable large-scale software systems. Graduates will be prepared to create, manage, and evaluate software systems using a systematic, controlled, and efficient approach.

Required Courses:
- SWT-571: Software Design and Architecture 3
- SWT-572: Software Modeling and Analysis 3
- SWT-573: Secure Software Design and Development 3
- SWT-574: Software Product Development and Quality Management 3
- SWT-575: Software Systems Integration 3

Total 15 credits
The Master of Science in Management (MSM) degree focuses on the development of leadership and management skills. At the request of major New Jersey employers, Thomas Edison State University designed the MSM degree program as an academically rigorous and practical educational experience for seasoned managers who demonstrate a promise for growth and advancement.

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

The MSM program has a strong focus on organizational leadership and provides the flexibility working adults need to control their own study schedules. Students may tailor their degree program to provide additional depth in one of the following areas of study: Organizational Leadership, Accounting, or Project Management.

These areas are described in greater detail below.

I. Core Courses 18 Credits

- ORG-502: Leadership and Management in the 21st Century 3
- HRM-530: Human Resources Management 3
- EIO-520: Economic Issues in Organizations 3
- FAM-540: Finance and Accounting for Managers 3

Select one of the following courses:
- MKM-560: Marketing Management* 3
  OR
- ORR-510: Organizational Research (must be taken prior to Capstone) 3

*Note: Students completing the Project Management area of study must take MKM-560 Marketing Management.

II. Electives/Areas of Study 12 Credits

Students have the option of taking Thomas Edison State University graduate business or business-related online courses to fulfill the elective requirement. Electives not offered by the School of Business and Management must be approved by the dean prior to enrollment in the course. Students may also decide to specialize in one of the following areas of study to develop depth in one particular area:

- Accounting
- Organizational Leadership
- Project Management

Students may transfer graduate credits from other regionally accredited institutions and/or apply credits recommended by the American Council on Education (ACE).

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

III. Core Advanced-Level Courses 6 Credits

- MSM-620: Leading Strategic Change 3
- MAN-630: Management Capstone 3

Total 36 credits

Areas of Study

Accounting

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

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

Total 12 credits

Organizational Leadership

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

Required and Suggested Course:

Students select four of the following courses:
- GLM-550: Global Management 3
- LCO-610: Leading Change in Complex Organizations 3
- OML-610: Organizational Management and Leadership I 3
- OML-620: Organizational Management and Leadership II 3
- OML-630: Contemporary Issues in Leadership 3

Total 12 credits

Project Management

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

Required and Suggested Course:

Students select three of the following courses:
- PJM-510: Project Management (required) 3
- PJM-520: Project Leadership and Communications 3
- PJM-530: Project Risk Management 3
- PJM-540: Procurement and Vendor Management 3
- PJM-640: Global Project Management 3

Total 12 credits
The John S. Watson School of Public Service offers areas of study under the Master of Science in Management (MSM) focusing on issues of management and public service. Each area of study features an applied orientation toward building capacity and leadership within the public service professions. Additionally, there is a learner-designed area of study (LDAS), which students with specialized backgrounds and/or interests are encouraged to develop their own course of study with proper approval.

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

### Credits

<table>
<thead>
<tr>
<th>I. Core Courses</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNP-502: Leadership and Management in Public Service in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>MNP-530: Human Resources Management for Public Service</td>
<td>3</td>
</tr>
<tr>
<td>MPL-510*: Research Methods in Public Service</td>
<td>3</td>
</tr>
<tr>
<td>MNP-520: Economic Issues for Public Service Managers</td>
<td>3</td>
</tr>
<tr>
<td>MNP-540: Finance and Accounting for Managers in Public Service</td>
<td>3</td>
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</tbody>
</table>

* _MPL-510: Research Methods in Public Service should be taken within the first 12 credits of the degree._

<table>
<thead>
<tr>
<th>II. Areas of Study</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community and Economic Development</td>
<td></td>
</tr>
<tr>
<td>Environmental Policy/Environmental Justice</td>
<td></td>
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<tr>
<td>Homeland Security</td>
<td></td>
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<tr>
<td>Learner-Designed Area of Study</td>
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<tr>
<td>Nonprofit Management</td>
<td></td>
</tr>
<tr>
<td>Public and Municipal Finance</td>
<td></td>
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<tr>
<td>Public Health/Public Policy</td>
<td></td>
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<tr>
<td>Public Service Administration and Leadership</td>
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<table>
<thead>
<tr>
<th>III. Elective</th>
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<tbody>
<tr>
<td>MNP-515 Leading Strategic Change in Public Service (suggested)</td>
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<table>
<thead>
<tr>
<th>IV. Capstone</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPL-710: Public Service Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total | 36 credits |

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**Areas of Study**

### Community and Economic Development

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

**Required Courses:**

- MSP-520: Community and Economic Development and Leadership (required) 3

* _Students select one of the following:*:

- MSP-661: Fundraising in Nonprofits Challenges and Opportunities 3
- MSP-621: Networking for Effective Community Development 3
- MSP-662: Practical Grant Writing 3

**Total** 12 credits

* _Additional courses may be available to satisfy this area. Please confirm additional options with an academic advisor._

### Environmental Policy and Environmental Justice

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

**Required and Suggested Courses:**

- MSP-530: Environmental Issues and Policy (required) 3
- MSP-531: Environmental Justice Issues and Policy (required) 3

* _Students select two of the following:*:

- MSP-542: Epidemiology 3
- HLS-645: Pandemics, Bioterrorism, and Biosecurity 3
- MPL-520: Program Analysis and Evaluation 3
- MSP-662: Practical Grant Writing 3

**Total** 12 credits

* _Additional courses may be available to satisfy this area. Please confirm additional options with an academic advisor._

### Homeland Security

The Homeland Security area of study was developed by a team of law enforcement and emergency management practitioners and professors. The program provides students with a broad view of homeland security issues by going beyond a single discipline to consider policy, preparation, management, and continuity throughout a crisis. Courses cover law enforcement, terrorism, emergency management, and business continuity issues.

- HLS-500: Terrorism and Homeland Security in the U.S. 3
- HLS-510: Protecting the Homeland: Balancing Security and Liberty 3
HLS-630: Protecting the Homeland: Response and Recovery 3
Total 12 credits

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

Required and Suggested Courses:
NPM-502: Nonprofit Management (required) 3
NPM-610: Nonprofit Governance and Board Leadership (required) 3
Students select two of the following*:
MSP-664: Volunteer Management 3
MSP-662: Practical Grant Writing 3
SOE-570: Social Entrepreneurship 3
NPM-670: Critical Issues in Nonprofit Management 3
Total 12 credits
* Additional courses may be available to satisfy this area. Please confirm additional options with an academic advisor.

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

Required and Suggested Courses:
Student must select at least one course for each area:
Management
MNP-515: Leading Strategic Change in Public Service 3
PJM-530: Project Risk Management 3
Accounting/Finance
MSP-674: Municipal Finance 3
MSP-676: Urban Economics 3
MSP-678: Finance and Budgeting for Nonprofits 3
MSP-677: Municipal Bonds and Public Policy 3
Total 12 credits

Public Health/Public Policy
This program is designed to help students analyze public health issues, evaluate methods of intervention, and recommend new approaches to implementation. Examples of health issues include the prevention and treatment of chronic diseases, racial and ethnic health disparities, the relationship between health and the built environment, improving health outcomes through poverty and violence prevention, links between management and management of health systems, and the links between health and marketing, communication, and technology.
The Master of Science in Nursing (MSN) degree program is designed for experienced nurses with a BSN degree who are independent learners and who want the convenience and flexibility an online program can offer. The MSN degree requires a minimum of 36 credits consisting of different combinations of courses: core, direct-care core, electives, specialty, and Practicum. Two years’ experience in nursing is recommended, and a BSN degree from an accredited program is required.

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

### MSN Nurse Educator

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

<table>
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<tr>
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<tbody>
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<td>I. Core Courses</td>
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</tr>
<tr>
<td>NUR-529:</td>
<td>Health Policy</td>
<td>3</td>
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<tr>
<td>NUR-530:</td>
<td>Evidence-Based Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR-531:</td>
<td>Nursing Informatics: Concepts and Issues</td>
<td>3</td>
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<tr>
<td>NUR-582:</td>
<td>Financial Management in Nursing Practice</td>
<td>3</td>
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<tr>
<td>NUR-600:</td>
<td>Nursing Leadership in a Global Community</td>
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<tr>
<td></td>
<td>Electives may be selected from the nursing elective course offerings, direct-care core courses, and/or alternate specialty area courses. For example, students may take two courses in nursing to enhance their skill base and work toward a future certificate in another nursing specialty.</td>
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<tr>
<td>III. Specialty Courses</td>
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<td>9</td>
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<tr>
<td>NUR-631:</td>
<td>Nursing Informatics: Systems Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>NUR-701:</td>
<td>Nursing Informatics: Databases and Knowledge Management</td>
<td>3</td>
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<tr>
<td>NUR-711:</td>
<td>Nursing Informatics: Consumer Informatics and Communication Technologies</td>
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<tr>
<td>IV. Practicum Courses</td>
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<td>6</td>
</tr>
<tr>
<td>NUR-721:</td>
<td>Nursing Informatics: Seminar and Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NUR-731:</td>
<td>Nursing Informatics: Seminar and Practicum II</td>
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<td>Total</td>
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### MSN Nursing Administration

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<td>Nursing Informatics: Concepts and Issues</td>
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<td></td>
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<tr>
<td>III. Specialty Courses</td>
<td></td>
<td>9</td>
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<tr>
<td>NUR-632:</td>
<td>Nursing Administration: Standards and Structures</td>
<td>3</td>
</tr>
<tr>
<td>NUR-702:</td>
<td>Nursing Administration: Executive Managerial Process</td>
<td>3</td>
</tr>
<tr>
<td>NUR-712:</td>
<td>Nursing Administration: Resources Acquisition and Management</td>
<td>3</td>
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<tr>
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<tbody>
<tr>
<td>IV. Practicum Courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NUR-722:</td>
<td>Nursing Administration: Seminar and Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NUR-732:</td>
<td>Nursing Administration: Seminar and Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36 credits</td>
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Note: Completion of 150 onground, supervised hours is required in each Practicum course. Application for Practicum placement is submitted six months in advance. The Practicums must be taken consecutively at the same facility.

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

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

Graduate Certificate in Clinical Trials Management
The Clinical Trials Management certificate program was conceived and designed by pharmaceutical, biotechnology, and contract research organization experts who work in the clinical research field. It is intended for those who seek entrance to or advancement in the clinical research industry. Students learn the fundamentals of the clinical trials environment, study design and management. The program prepares students for the day-to-day decision making in their work environment. Each course has exercises designed to further enhance drug development knowledge through reading, interactive discussions between students and mentor, and assignments that mirror workplace requirements. This 12-credit program transfers easily into a MS degree in Clinical Trials Management program at Thomas Edison State University.

The Graduate Certificate in Clinical Trials Management requires:
CTM-510: Introduction to Clinical Trials Research and Drug Development 3
CTM-520: Clinical Trials Research: Practice to Policy 3
CTM-530: Introduction to Clinical Trials Data Management 3
CTM-540: Ethical Issues and Regulatory Principles in Clinical Trials 3
Total 12 credits

Graduate Certificate in Counterterrorism
Counterterrorism provides students with a focus on counterterrorism and homeland security threats by looking at policy, preparation, management, and continuity throughout a crisis as it relates to enhancing intelligence collection, integration, analysis, and information-sharing capabilities. Courses cover intelligence, law enforcement and terrorism as well as other homeland security mission areas and issues. Students who take this area of study will receive a graduate certificate in counterterrorism while completing their homeland security degree.

The Graduate Certificate in Counterterrorism requires:
HLS-500: Terrorism and Homeland Security in the U.S. 3
HLS-510: Protecting the Homeland: Balancing Security and Liberty 3
HLS-620: Preparedness: Prevention and Deterrence 3
HLS-630: Protecting the Homeland: Response and Recovery 3
Total 12 credits

Graduate Certificate in Cybersecurity
The Graduate Certificate in Cybersecurity provides students with the applied knowledge and skills needed to secure and defend information systems and digital assets. Students will learn important theoretical concepts combined with real-world applications and hands-on experience. Our innovative curriculum is designed with input from an advisory board of cybersecurity experts from industry and government. This graduate certificate may also be used as a pathway to a graduate degree. All credits earned in the program can applied to the Master of Science in Cybersecurity degree program.

The Graduate Certificate in Cybersecurity requires:
CYB-510: Cybersecurity Foundations 3
CYB-520: Network Defense and Security 3
CYB-560: Cyber Forensics and Investigation 3
CYB-570: Cyber Risk Management and Incident Response 3
CYB-580: Cybersecurity Strategy, Governance, and Ethics 3
Total 12 credits

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

The Graduate Certificate in Cybersecurity – Critical Infrastructure requires:
CYB-521: Foundations of Utility Cybersecurity 3
CYB-522: Cybersecurity Risk Management in Utility Environments 3
CYB-523: Protective Security Controls in Utility Systems and Networks 3
CYB-524: Monitoring, Detection, Response, and Recovery in Utility Environments 3
CYB-525: Integrating Cybersecurity into the System Life Cycle 3
Total 15 credits
Graduate Certificate in Data Analytics

Data science is a new interdisciplinary field that incorporates computer science, statistics, and mathematical modeling, with applications in business, government, the life sciences, social sciences, and many other areas. It capitalizes on the enormous explosion in available data that the world has seen over the last decades and that will continue. Data Analytics is a subset field of study within data science, focusing on how data can be effectively analyzed and used to support insight and decision making. The ultimate goal of data science and analytics is to apply data to gain insight and make decisions relating to phenomena that occur in the “real world.” The Graduate Certificate in Data Analytics provides an advanced study of operational, data modeling, and decision-making techniques based on data.

The Graduate Certificate in Data Analytics requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSI-610:</td>
<td>Optimization Linear Programming</td>
<td>3</td>
</tr>
<tr>
<td>DSI 621:</td>
<td>Integer and Nonlinear Programming and Network Flow</td>
<td>3</td>
</tr>
<tr>
<td>DSI 625:</td>
<td>Risk Simulation and Queuing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 credits</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Digital Humanities

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

The Graduate Certificate in Digital Humanities requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHM-510:</td>
<td>Introduction to Digital Humanities</td>
<td>3</td>
</tr>
<tr>
<td>DHM-610:</td>
<td>Digital Communication</td>
<td>3</td>
</tr>
<tr>
<td>DHM-620:</td>
<td>Social Media and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>DHM-710:</td>
<td>Mapping Time, Space, and Identity</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 credits</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Educational Leadership

The Graduate Certificate in Educational Leadership program is designed for the classroom teacher or other education professional who holds a graduate degree in education and is seeking only the supervisor endorsement. The program is approved by the New Jersey Department of Education as having met the academic requirements for the supervisor endorsement. To be eligible for the standard administrative certificate with a supervisor endorsement, a candidate must hold a master's degree from a regionally accredited college or university, hold a standard New Jersey instructional or educational services certificate or its out-of-state equivalent, and complete three years of successful teaching and/or educational services experience. Teaching and/or educational services experience completed in a New Jersey public school must have been under an appropriate New Jersey certificate (N.J.A.C. 6A:9-12.6).

The Graduate Certificate in Educational Leadership requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL-530:</td>
<td>Standards-Based Curriculum Development, Pre-K - 12</td>
<td>3</td>
</tr>
<tr>
<td>EDL-540:</td>
<td>Critical Issues and Theory in Curriculum Design and Evaluation, Pre-K - 12</td>
<td>3</td>
</tr>
<tr>
<td>EDL-545:</td>
<td>Curriculum Leadership and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDL-660:</td>
<td>Human Resources Administration</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 credits</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Emergency Management

The Graduate Certificate in Emergency Management was developed by applied practitioners and instructors in the field of homeland security and emergency management. The 12-credit certificate provides for the application of science, technology, planning, management, and leadership in all the phases of emergency management in the event of natural disasters, terrorist attacks, and other large-scale emergencies at the federal, state, local, and private sector levels. The program is offered entirely online.

The Graduate Certificate in Emergency Management requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDM-500:</td>
<td>Principles in Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>EDM-610:</td>
<td>Legal/Policy/Regulatory Issues in Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>EDM-620:</td>
<td>Hazard Mitigation and Preparedness Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDM-630:</td>
<td>Disaster Response and Recovery</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 credits</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Fundraising and Development

The goal of this certificate will be to provide organizations with a practical understanding of fundraising and the skills to implement best practices for fundraising in nonprofits. By the end of this program students will be familiar with efficient development models, be able to identify the financial needs of their organization, and craft an effective development plan that can insulate their organization from volatile economic trends.

The Graduate Certificate in Fundraising and Development requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSP-661:</td>
<td>Fundraising in Nonprofits: Challenges and Opportunities</td>
<td>3</td>
</tr>
<tr>
<td>MPS-662:</td>
<td>Practical Grant Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSP-678:</td>
<td>Finance and Budgeting in Nonprofits</td>
<td>3</td>
</tr>
<tr>
<td>NPM-502:</td>
<td>Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 credits</strong></td>
</tr>
</tbody>
</table>
Graduate Certificate in Geropsychology

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

The Graduate Certificate in Geropsychology requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER-510</td>
<td>3</td>
</tr>
<tr>
<td>GER-610</td>
<td>3</td>
</tr>
<tr>
<td>GER-620</td>
<td>3</td>
</tr>
<tr>
<td>GER-710</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Healthcare Management

The Graduate Certificate in Healthcare Management is designed to provide the foundational knowledge and competencies essential to managing in key strategic, administrative, and operational roles. Building on our practitioner model, students have the opportunity to examine current trends in modern healthcare delivery; research the competitive technology utilization; use statistics to recommend strategies to improve healthcare performance; and analyze the central issues associated with healthcare reform. Students may apply the certificate toward the Master of Science in Management degree program.

The Graduate Certificate in Healthcare Management requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCM-500: 21st Century Healthcare Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCM-501: Organization of the Healthcare Value Chain</td>
<td>3</td>
</tr>
<tr>
<td>HCM-503: Quality Improvement Strategies in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HCL-704: Healthcare Law</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Homeland Security

The Homeland Security area of study was developed by a team of public safety and emergency management practitioners and professors. The program provides students with a broad view of Homeland Security issues by going beyond a single discipline to consider policy, preparation, management, and continuity throughout a crisis. Courses cover the homeland security enterprise, terrorism, emergency management, cybersecurity, border security and immigration, and business continuity issues.

The Graduate Certificate in Homeland Security requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLS-500: Terrorism and Homeland Security in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>EDM-500: Principles of Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>CYB-510: Cybersecurity Foundations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Hospitality Management

The Graduate Certificate in Hospitality Management is designed for individuals who want to develop or build specialized knowledge in hospitality management. This program is particularly beneficial for industry professionals who have accumulated experience and require further certification for advancement or promotion in their particular field. The certificate program covers hospitality fundamentals that will easily cascade into a master’s degree program. Students may apply the certificate toward the Master of Business Administration or the Master of Science in Management degree.

The Graduate Certificate in Hospitality Management requires:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSH-501: Hospitality Management in the 21st Century Global Workplace</td>
<td>3</td>
</tr>
<tr>
<td>MSH-502: Hospitality Industry Law and Labor Relationships</td>
<td>3</td>
</tr>
<tr>
<td>MSH-503: Strategic Planning and Operations in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>MSH-504: Technology Systems and Applications in the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Graduate Certificate in Human Resources Management

The Graduate Certificate in Human Resources Management is an online, 12-credit program that focuses on the most important strategic initiatives that human resources professionals face as they lead their organizations through the uncharted waters of constant change. The program transitions easily to the Master of Science in Human Resources Management or Master of Science in Management degree programs.

The Graduate Certificate in Human Resources Management requires:

Students select four of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM-530: Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM-540: Lifestyle Benefits and Compensation in the New Millennium</td>
<td>3</td>
</tr>
<tr>
<td>HRM-550: Strategic Recruitment and Selection</td>
<td>3</td>
</tr>
<tr>
<td>HRM-560: The Entrepreneurial Organizations: Learning as Competitive Advantage</td>
<td>3</td>
</tr>
<tr>
<td>HRM-570: The Effectiveness of a Market-Connected Culture</td>
<td>3</td>
</tr>
<tr>
<td>HRM-600: Managing the Human Resources Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>HRM-610: Human Resources as a Strategic Partner</td>
<td>3</td>
</tr>
<tr>
<td>HRM-620: The Legal and Ethical Environment of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Please note that certain courses may only be available during the September, January and May terms. Please refer to the course descriptions page for details.
Graduate Certificate in Industrial-Organizational Psychology

Industrial-Organizational Psychology is the study of human behavior in the workplace. This field emphasizes the application of psychological theories, principles, and research to situations that are encountered within organizations. Students who complete a Graduate Certificate in Industrial-Organizational Psychology will possess the skills and knowledge needed to navigate complex situations that arise in the workplace, resolve workplace conflicts, and facilitate organizational change in order to create more productive and satisfying working conditions.

The Graduate Certificate in Industrial-Organizational Psychology requires:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IOP-510:</td>
<td>Industrial and Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>IOP-610:</td>
<td>Psychological Factors in Selecting and Growing Organizational Talent</td>
<td>3</td>
</tr>
<tr>
<td>IOP-620:</td>
<td>Unearthing and Enhancing Organizational Talent through Psychology</td>
<td>3</td>
</tr>
<tr>
<td>IOP-710:</td>
<td>The Psychology of Leadership, Motivation, and Teamwork</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 12 credits

Graduate Certificate in International Business Finance

The Graduate Certificate in International Business Finance provides an understanding of the frameworks and mechanisms that drive international business with particular emphasis on the management of organizations in a global context. The program will interest individuals aspiring leadership positions in organizations that require managerial expertise in financial and/or international business management. Students may apply the certificate toward the Master of Business Administration or the Master of Science in Management degree.

The Graduate Certificate in International Business Finance requires:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBF-500:</td>
<td>International Business Policy and Operations</td>
<td>3</td>
</tr>
<tr>
<td>IBF-501:</td>
<td>Comparative Economic and Political Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IBF-509:</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>IBF-510:</td>
<td>International Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 12 credits

Graduate Nursing Certificate Programs

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

Graduate Certificate in Nurse Educator

The Graduate Certificate in Nurse Educator program is designed for experienced RNs with a master’s in another area of nursing specialty who want to develop the knowledge and skills needed to teach in school of nursing and healthcare settings. The program includes three theory courses and an onground education Practicum for a total of 18 credits. The student will select a healthcare or educational setting and preceptor for the Practicums. The same facility will be used as the setting for both Practicums, which are 150 hours each. Prior to admission to the Graduate Certificate in Nurse Educator program, it is recommended that students complete graduate-level courses in Advanced Health Assessment; Advanced Pharmacology; and Advanced Pathophysiology.

The Graduate Certificate in Nurse Educator requires:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR-630:</td>
<td>Theoretical Foundations and Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NUR-700:</td>
<td>Curriculum Theory and Development in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NUR-710:</td>
<td>Testing, Assessment, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NUR-740:</td>
<td>Nurse Educator: Seminar and Practicum I*</td>
<td>3</td>
</tr>
<tr>
<td>NUR-750:</td>
<td>Nurse Educator: Seminar and Practicum II*</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 15 credits

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

Graduate Certificate in Nursing Administration

The Graduate Certificate in Nursing Administration program is designed for experienced RNs with a master’s in nursing in another area of nursing specialty who want to develop the knowledge and skills needed to practice as a nurse administrator in healthcare settings. The program includes four theory courses and two Practicums for a total of 18 credits. The student will select a healthcare setting and preceptor for the Practicums. The same facility will be used as the site for both Practicums, which are 150 hours each.

The Graduate Certificate in Nursing Administration requires:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR-582:</td>
<td>Financial Management in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR-632:</td>
<td>Nursing Administration: Standards and Structures</td>
<td>3</td>
</tr>
<tr>
<td>NUR-702:</td>
<td>Nursing Administration: Executive Managerial Process</td>
<td>3</td>
</tr>
<tr>
<td>NUR-712:</td>
<td>Nursing Administration: Resource Acquisition and Management</td>
<td>3</td>
</tr>
<tr>
<td>NUR-722:</td>
<td>Nursing Administration: Seminar and Role Practicum*</td>
<td>3</td>
</tr>
<tr>
<td>NUR-732:</td>
<td>Nursing Administration: Seminar and Process Practicum*</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 18 credits

* Completion of 150 onground, supervised hours is required in each Practicum course. Application for Practicum placement is submitted six months in advance. The Practicums must be taken consecutively at the same facility. 
Graduate Certificate in Nursing Informatics
The Graduate Certificate in Nursing Informatics program is designed for experienced RNs with a master’s in nursing in another area of nursing specialty who want to develop the knowledge and skills needed to practice as a nursing informatics specialist in healthcare settings. The program includes four theory courses and two Practicums for a total of 18 credits. The student will select a healthcare setting and preceptor for the Practicums. The same facility will be used as the setting for both Practicums, which are 150 hours each.

The Graduate Certificate in Nursing Informatics requires:
NUR-531: Nursing Informatics: Concepts and Issues* 3
NUR-631: Nursing Informatics: Systems Life Cycle 3
NUR-701: Nursing Informatics: Databases and Knowledge Management 3
NUR-711: Nursing Informatics: Consumer Informatics and Communications Technology 3
NUR-721: Nursing Informatics: Seminar and Practicum I** 3
NUR-731: Nursing Informatics: Seminar and Practicum II** 3
Total 18 credits
* If completed as part of the degree requirements for the BSN or MSN at Thomas Edison State University, this course will not be required for certificate completion.
** Completion of 150 onground, supervised hours is required in each Practicum course. Application for Practicum placement is submitted six months in advance. The Practicums must be taken consecutively at the same facility.

Graduate Certificate in Online Learning and Teaching
The Graduate Certificate in Online Learning and Teaching focuses on developing online pedagogy for those who want to be well-prepared to teach online. Since Thomas Edison State University pioneered the use of technology to deliver quality higher education, this program leverages the institution’s deep expertise. The 12-credit program is offered completely online and transfers easily into the Master of Arts in Liberal Studies or Master of Science in Management programs at Thomas Edison State University.

The Graduate Certificate in Online Learning and Teaching requires:
OLT-510: Theory and Culture of Online Learning 3
OLT-520: Learning Technology as an Issue in Online Learning 3
OLT-630: Issues in Instructional Design in Online Learning 3
OLT-640: Communication and Interactivity in Online Learning 3
Total 12 credits

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

The Graduate Certificate in Organizational Leadership requires:
Students select four of the following courses:
ORG-502: Leadership and Management in the 21st Century 3
ORR-510: Organizational Research 3
EIO-520: Economic Issues in Organizations 3
HRM-530: Human Resources Management 3
FAM-540: Finance and Accounting for Managers 3
OML-610: Organizational Management and Leadership I 3
OML-620: Organizational Management and Leadership II 3
Total 12 credits

Please note that certain courses may only be available during the September, January and May terms. Please refer to the course descriptions page for details.

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

The Graduate Certificate in Professional Communications requires:
COM-610: Professional Communications Theory 3
COM-620: Advanced Professional Business Writing 3
DHM-620: Social Media and Social Change 3
MSP-662: Practical Grant Writing 3
Total 12 credits
Graduate Certificate in Project Management
The Graduate Certificate in Project Management provides a comprehensive overview of the field according to the Project Life Cycle model and nine areas of competency outlined by the Project Management Institute (PMI), the thought leader of contemporary project management practice and scholarship. These areas of competency are the management of project integration throughout all phases of the life cycle; project scope and planning; deliverables definition and activity scheduling; cost and budget; quality principles; human resources and team leadership; formal and informal communications and documentation; risk planning and monitoring; and contracts and procurement. The 12 graduate credits earned for the certificate may be applied to the Master in Business Administration or Master of Science in Management degree programs at Thomas Edison State University.

The Graduate Certificate in Project Management requires:
PJM-510: Project Management 3
Student may select three of the following courses:
PJM-520: Project Leadership and Communication 3
PJM-530: Project Risk Management 3
PJM-540: Procurement and Vendor Management 3
PJM-640: Global Project Management 3
Total 12 credits

Please note that certain courses may only be available during the September, January, and May terms. Please refer to the course descriptions page for details.

Graduate Certificate in Strategic Planning and Board Leadership for Nonprofits
Strategic planning is the process by which nonprofit organizations examine their mission, programs, capabilities, and desired outcomes with the intent to improve organizational efficiency and impact. When successfully completed, strategic planning reaffirms the organization’s mission, presents a clear picture of the organization’s strengths and weaknesses, and empowers the organization and its stakeholders by outlining the steps necessary to attain long- and short-term goals and maximizing organizational efficiency. Organizations that fail to perform regular self-assessments greatly diminish their chances at successfully completing their mission and overlook missed opportunities to fine-tune an organization’s managers and executives. The purpose of this certificate is to highlight the opportunities that strategic planning affords organizations and present an opportunity for executive leadership training.

The Graduate Certificate in Professional Communications requires:
NPM-610 Nonprofit Governance and Board Leadership 3
MNP-550 Strategic Recruiting, Retention, and Succession Planning 3
MPL-520 Program Analysis and Evaluation 3
NPM-670 Critical Issues in Nonprofit Management 3
Total 12 credits
ADMISSIONS

OVERVIEW
Thomas Edison State University was established to serve adult learners. The University’s graduate admission policy is reflective of its mission and purpose. Applicants to TESU graduate programs are expected to have requisite knowledge and skills to handle complex concepts and to communicate clearly about them.

ADMISSIONS REQUIREMENTS
The University requirement for admission to any master’s degree program is the demonstration of the completion of a bachelor’s degree from a regionally accredited institution or from a recognized foreign institution. Students with a GPA of 3.0 or above as reflected on the official transcript of the institution awarding their degree are considered to have demonstrated the requisite knowledge and skills to handle graduate-level work and will be admitted without further requirements.* Applicants who have earned a bachelor's degree in a field unrelated to the graduate degree for which they are considering application are advised to speak with an admissions counselor first to discuss the background and preparation needed to be successful in the desired program.

* Several programs have additional requirements beyond GPA for admission and those requirements are listed at the bottom of this section

Students whose GPA is less than 3.0 are invited to submit a resume and a personal statement (more information below) describing their background and goals for the consideration of an Admissions Committee from the School they wish to attend.

An official undergraduate transcript from the institution that awarded the baccalaureate degree is required.

Personal Statement (if required for Admissions Committee review): The personal statement should reflect the applicant’s ability to write at the graduate level, with attention to appropriate grammar, spelling, form, and structure in preparing the statement. Applicants are asked to address

> Their professional and personal goals
> Their reasons for selecting the program for graduate study
> How they expect their chosen graduate program will help them achieve their goals
> How their background and leadership style will enhance the experiences of other students in the graduate program.

Resumes and personal statements should be sent to gradadmissions@tesu.edu.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS
In addition to the requirements listed above, the following programs have supplemental requirements.

Master of Science in Nursing (MSN)
> Bachelor’s degree must be a BSN
> Applicants must possess a valid unencumbered U.S. RN license
> A minimum of two years of nursing experience is recommended

Master of Science in Accounting (MSA)
Candidates for the Master of Science in Accounting must have completed 24 credit hours in accounting in the following classes (a minimum of 3 credit hours per class):
> Financial Accounting
> Intermediate Accounting I
> Intermediate Accounting II
> Auditing I
> Cost Accounting
> Managerial Accounting
> Federal Taxation I
> Accounting for Municipals and not for profit organizations/ or Accounting information system

Master of Business Administration (MBA)
Candidates for the Master of Business Administration are required to have completed one undergraduate course in each of the following topics:
> Financial Accounting
> Microeconomics
> Statistics

Master of Business Administration (MBA) with area of study in Accounting: In addition to the MBA admissions criteria, 12 credit hours in undergraduate accounting with an equivalent to Intermediate Accounting I and II.

Master of Arts in Educational Leadership (MAEDL)
A GPA of 3.0 is required for admission into this program. Students who do not meet the 3.0 threshold may be considered for restricted admission by submitting a resume and personal statement for the consideration of the Admissions Committee. Students admitted in a restricted status will be evaluated upon successful completion of 6 credit hours of graduate course work in program with a 3.0 GPA.

Applicants should submit a Site Supervisor Form with their application.
Master of Arts in Educational Leadership (MAEDL): Building Leadership Program: All applicants must have 3 years of successful educational experience in a public or nonpublic school/district, or a regionally accredited higher educational setting.

Master of Arts in Educational Leadership (MAEDL): District Leadership Program: All applicant must have 3 years of successful educational experience under a valid New Jersey (or equivalent out-of-state) certificate.

PROGRAM SPECIFIC ADMISSIONS REQUIREMENTS
In addition to an official transcript, international applicants must provide a foreign credential evaluation indicating the earning of the equivalent of a regionally accredited bachelor's degree.

Applicants whose primary language is not English and who have not received their undergraduate degree from a U.S. college or university must demonstrate proficiency in written and spoken English as indicated by a Test of English as Foreign Language (TOEFL) score 79 on the internet-based version, or the International English Language Testing System (IELTS). At minimum, the IELTS score should be 6.5.

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.

VISAS
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.

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-I) 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.

DEFERRED ENROLLMENT
A graduate student who has been accepted may defer enrollment. This request for deferment must be done in writing.

SECOND AREA OF STUDY IN A GRADUATE DEGREE
Students enrolled in a graduate degree at Thomas Edison State University, which is structured to include an area of study, may not take a second area of study in the same degree without the prior approval of the dean of the School in question.

BACHELOR’S TO MASTER’S PROGRAM
The Bachelor’s to Master’s Program enables undergraduate students to earn up to 12 graduate credits that will apply to both their bachelor's degree and a master's degree at the University.

The program gives undergraduate students who are serious about earning a master's degree the opportunity to earn up to 12 graduate credits at the undergraduate tuition rate.

A student’s 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. A student must have room in their undergraduate degree for the recommended graduate courses aligned with the program.

Students approved for the Bachelor’s to Master’s Program who do not have room within their undergraduate program to take graduate courses have the benefit of being conditionally admitted to a graduate program. This allows students who maintain a GPA of 3.0 or higher to seamlessly transition into the graduate program upon certification of their baccalaureate degree.

READMISSION
Applicants who do not enroll by taking a TESU course during the 12-month period from the date of application must reapply by paying the Application Fee again.

APPLICATION FEE WAIVER FOR THOMAS EDISON STATE UNIVERSITY GRADUATES
Graduates of the University who return for a second degree must fill out an application for admission and receive a waiver of the Application Fee.

GRADUATE NONMATRICULATED APPLICATION
A student may take no more than 9 semester hours of graduate-level courses on a nonmatriculated basis. The specific number of courses is detailed by each graduate program. Students who wish to continue taking graduate-level courses beyond 9 credits, must apply for graduate admission and meet all graduate admission requirements.

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).
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.

**PROCEDURE FOR HAVING TRANSFER CREDIT SENT FOR REVIEW**

Transcripts from all acceptable colleges at which graduate credit was earned must be sent by the college attended directly to the Office of the Registrar at Thomas Edison State University. When requesting a transcript, students should provide their former college with: maiden name or former name, college ID number at that institution, Social Security number, date of birth, years in attendance, and address of Thomas Edison State University.

The best way to have your official college transcripts sent to Thomas Edison State University is through a secured electronic delivery system. Secure electronic delivery is the quickest method of delivery and is trackable. We do not accept transcripts sent by email as an attachment or through a service other than the ones with whom we participate. You should ask the sending institution if they can send the transcript electronically to us. If they need an email address, please use transcripts@tesu.edu.

> eScrip-Safe / Credentials Solutions
> National Student Clearinghouse
> NJTransfer
> Parchment/Avow
> WES World Educational Services
  (foreign credentials only)

A secondary way to have your transcripts sent to the University is by mail. Official transcripts should be mailed from the institution’s Registrar/Records Office directly to Thomas Edison State University. We will also accept official transcripts which have been sent to a student in a sealed envelope and then forwarded to us directly from the student, as long as it doesn’t appear that the envelope has been opened. If it appears that the envelope has been opened, we will not accept the transcript. Official transcripts should be sent to:

Office of the Registrar
Thomas Edison State University
111 W. State St.
Trenton, NJ 08608

In addition, graduate credit for transfer may be reviewed from the following sources:

1. 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). The list of programs, licenses, and certifications reviewed by these services are constantly being updated, and the University reserves the right to determine which recommendations it will accept.
   - ACE credit recommendations are published online at: www2.acenet.edu/credit
   - NCCRS credit recommendations are published online at: www.nationalccrs.org/course-credit-directory

2. The University will review graduate level credit recommendations from a required course-by-course evaluation completed by any of the following agencies. Thomas Edison State University will not evaluate transcripts from other countries and there is no need to send them to TESU.

   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.sdreducational.org

   SpanTran Evaluation Services
   www.spantran.com

   Transcript Research
   www.transcriptresearch.com

All costs associated with the international credit evaluation are the responsibility of the student.

The University reserves the right to make its own determination on the amount and type of credit to be awarded based on the evaluations provided by these agencies. Students may select one of the evaluations prepared on their behalf by one of the agencies identified above. There will be no mixing and matching of evaluations. Only courses with a grade of B or better, or “pass” for pass/fail courses will be accepted in transfer.
EVALUATION OF TRANSFER CREDIT; TRANSCRIPTS AND CREDENTIALS
After students apply, the University will evaluate all graduate courses on official documents for acceptance as transfer credit and notify applicants of the credits accepted by the University. No courses/grades can be removed from the record once sent to TESU for evaluation. 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.

Transfer credit meeting the criteria may be used to meet core and elective graduate program requirements. The grade received for a transfer course must be a B or better. When the grade received is P for pass or CR for credit, the sending institution must equate it to a B or better. Students may transfer up to 12 credits. Courses taken for transfer credit after admittance to the program require prior approval of the dean of the School in which the student is enrolled. Transferred graduate credits that were earned seven or more years prior to the student’s enrollment date may not be applied to the degree without permission of the appropriate School dean.

ACADEMIC EVALUATION APPEAL GUIDELINES
Graduate 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.

FORMAL APPEALS
Graduate students not satisfied with the Office of the Registrar’s determination may appeal in writing to the dean of their school 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 provost’s staff. 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.

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 required 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 individuals involved 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.

REGISTERING FOR GRADUATE COURSES
Students are eligible to take graduate-level courses if:

- They have been accepted into a graduate degree or certificate program
- They have been accepted to be a nonmatriculated graduate student
- They have been accepted for the Bachelor’s to Master’s Program

Most graduate courses are offered four times a year in January, April, July, and October, and the School of Business
and Management graduate courses are offered six times a year in January, March, May, July, September, and November. A typical course load is 6 credits per term, and degrees may be earned in 18 months or less. Online courses are guided by mentors, most of whom have practical experience and earned doctoral degrees. All online courses are delivered through myEdison®, the University’s online portal. Students are expected to have experience and proficiency using a computer, browsing the web, and sending and receiving email. Upon acceptance, students will be sent a seven digit University ID number and password. Graduate students in the W. Cary Edwards School of Nursing should refer to the information pertaining to online nursing programs in section 4 of this publication.

Online registration (via Online Student Services) is available for Thomas Edison State University graduate students who have approved Thomas Edison State University financial aid or students who are paying the graduate tuition by credit card. Students should select the graduate academic level at the top of the screen to see the graduate course offerings.

Students may 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, or a paper check or money order made payable to Thomas Edison State University.

Late Registration for all courses will take place following the close of regular registration. Only online, fax, telephone, and walk-in registrations will be accepted during this period. All late registrations must include the late registration fee. Students who mail in registrations postmarked after the close of the regular registration period will not be processed and will be contacted.

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, 2020 – 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

HOW TO REGISTER FOR GRADUATE COURSES: STEP-BY-STEP INSTRUCTIONS

1. Select a course. Enrolled Thomas Edison State University students who need help determining whether a particular course fits his/her degree requirements, 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 during scheduled registration sessions. The payment method determines how students may register. Students can check the current course schedule on Online Student Service, under view current schedule. Please note that once registration for a term ends, students will no longer see courses listed. Online Student Service only shows the current registration term.

3. Receive a course registration confirmation from Thomas Edison State University by email.

4. After receiving confirmation of course registration, students can order the Course Materials Package, which includes all course materials and textbooks, from Barnes & Noble College. Contact Barnes & Noble College at 800-325-3252. Course materials and textbook costs are separate and must be paid directly to Barnes & Noble College. Students will find the syllabus and course calendar online once the semester begins. Access information to courses will be emailed to students with their registration confirmation.

5. Students start course work on the term start date as outlined in the academic calendar. Students can contact mentors the first week.

PRIOR LEARNING ASSESSMENT REGISTRATION

GRADUATE PLA

Students enrolled in a Thomas Edison State University graduate degree may apply to earn PLA portfolio credit for most courses required by the degree. Portfolio assessment opportunities for Thomas Edison State University courses are based on student’s demonstration of mastery of the stated learning outcomes. For certain electives, matriculated students may present course descriptions from graduate courses offered at other acceptable colleges or universities as a basis for earning credit through prior learning assessment subject to the dean’s approval. This policy may be limited by external accrediting bodies or by the nature of the course. Not all graduate degree programs will accept PLA credit. Please check with the individual school’s academic dean regarding whether the degree program in question accepts PLA credit.

Online registration is not available for the graduate PLA portfolio option, which is designed to help students earn credit for knowledge they already have as a result of training, work, professional research, or other learning experiences. Students interested in using the graduate PLA portfolio option to earn credit must submit a Graduate PLA Proposal Form. This form is reviewed by the dean of the School offering that program.
or course credit. Once the dean approves the proposal, the Office of Academic Advising will create the course section and will instruct the student to register. Payment in full is required at the time of registration. For additional information on the graduate PLA portfolio process, please visit www.tesu.edu/degree-completion/Graduate-PLA.cfm.

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
> Pregnant Students and Parents of Newborns
> Academic Advising
> Enrolled Student Solutions Center
> Financial Aid
> Scholarships
> Veterans Benefit
> 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 prior to registering for a course or examination at (609) 984-1141, ext. 3415, or ada@tesu.edu.

Students are advised to access information on the University’s approval process via www.tesu.edu/about/ada.

PREGNANT STUDENTS AND PARENTS OF NEWBORNS
In accordance with New Jersey law, reasonable accommodations shall be provided to students who are pregnant and post-partum 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 at (609) 984-1141, ext. 3415, or ada@tesu.edu

MADISON HOLLERAN SUICIDE ACT
https://www.tesu.edu/about/ir/suicide-prevention-info

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 the online learning format does not always allow the University the opportunity to meet with students in a face-to-face setting, but TESU 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.njhopeline.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

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 https://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 https://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 academic 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 https://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 welcome. Correspondence and program plans should be sent to:
Office of Academic Advising
Thomas Edison State University
111 W. State Street
Trenton, NJ 08608
academicadvising@tesu.edu
Fax: (609) 777-2956

Note: Correspondence must include University ID number and degree program in the subject line of the email in order to ensure a prompt response.

CENTER FOR STUDENT SUCCESS
The Center for Student Success (CSS) is a resource and solutions 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 help. 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 loans.

Please note only online courses are eligible for federal aid.

FINANCIAL AID FOR GRADUATE STUDENTS
Graduate students are eligible for federal direct student loans. Detailed information may be found in the Financial Aid Handbook, which may be accessed through the Thomas Edison State University website or by calling the Office of Financial Aid at (609) 633-9658.

TUITION WAIVER
Only one degree at each level (associate, baccalaureate, master’s) is eligible for tuition waiver.

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, but the student completes all courses attempted with grades of C or better in that semester, an additional semester may be awarded. Students should contact the Office of Financial Aid after the results of the appealed semester are posted.

ACADEMIC 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

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-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.

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. Excellence in learning and research through innovative and collaborative approaches to information resources and services.
The University Policies and Procedures section of this 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.

**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.

**GRADUATE ACADEMIC POLICIES**
Policies pertaining to all enrolled graduate students.

**GRADUATE COURSE POLICIES**
Policies pertaining to graduate courses.

**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.

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**UNIVERSITY-WIDE POLICIES**

**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
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.

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;
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- The student may have a nonparticipating advisor present for the proceedings.

academic environment of the entire community. Community members are in violation of the Academic Code of Conduct when acts of academic dishonesty occur.
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 in the use of University property or at a University activity.

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
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’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 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.


C. Nonacademic Code of Conduct Policy. See Page 100 or visit www.tesu.edu/academics/catalog/Nonacademic-Code-of-Conduct.cfm.

D. Policy Against Discrimination and Harassment. See Page 104 or visit www.tesu.edu/academics/catalog/Policy-Against-Discrimination-and-Harassment.cfm.

E. Disability Accommodations. See Page 93 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 BY STUDENTS DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL POLICY ON THE UNLAWFUL POSSESSION, USE OR DRUG ABUSE PREVENTION policy will be investigated and adjudicated in accordance with the University’s Policy Against Discrimination and Harassment. Issues arising from this policy are in addition to the University’s Policy Against Harassment, Intimidation, and Bullying. This policy is in accordance with the University’s Nonacademic Code of Conduct.

II. Sanctions
A. Any student who is found to be involved in the unlawful manufacture, distribution, or dispensation of a drug or controlled dangerous substance 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:43-12 et seq., or a conditional discharge, pursuant to N.J.S.A. 2C:36A-1.

III. Examples of New Jersey Drug Law Penalties
A. Six-month loss or delay of a driver’s license for conviction of any drug offense.
B. $500 to $300,000 fine for conviction of various drug offenses.
C. Forfeiture of property including automobiles or houses if used in a drug offense.
D. Doubled penalties for any adult convicted of giving or dealing drugs to someone under 18 years of age.
E. 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.

POLICY AGAINST HARASSMENT, INTIMIDATION AND BULLYING
Any of the following acts are prohibited and could lead to suspension or dismissal from the University:
If a student acts with the purpose to bully, intimidate, and harass another person by:

> Making, or causing to be made, a communication or communications (including the use of electronic and/or social media) anonymously or at extremely inconvenient hours, or in offensively coarse language, or any other manner likely to cause annoyance or alarm; or
> Subjecting another to striking, kicking, shoving, or other offensive touching, or threatening to do so; or
> Engaging in any other course of alarming conduct or of repeatedly committed acts with purpose to alarm or seriously annoy such other person, such that the behavior substantially disrupts or interferes with the orderly operation of the institution or the rights of other students to participate in or benefit from the education program.

The term shall not include tobacco or tobacco products defined or used in 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 the Federal Controlled Substances 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.

III. Examples of New Jersey Drug Law Penalties

A. Any student who is found to be involved in the unlawful manufacture, distribution, or dispensation of a drug or controlled dangerous substance 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:43-12 et seq., or a conditional discharge, pursuant to N.J.S.A. 2C:36A-1.

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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.

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 BSN degree only, or both the BSN degree and the MSN degree by selecting the BSN/MSN option on the online application. For students enrolled in the BSN/MSN, the 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. RNs with a BSN degree may apply for the MSN degree. RNs with a master’s in nursing in another area of specialty may enroll in a graduate nursing certificate program.

ADMISSIONS

- Admission to 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 - without restrictions, recognized in the United States.
- 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 RN license, recognized in the United States, must be submitted for full admission to the program.

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 the Registrar.
- Have official transcripts for all college-level credit and examination score reports sent to the University’s Office of the Registrar (undergraduate students).
- 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).
- 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.

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

- Possess a current RN license - without restrictions, valid in the United States.
- Follow the graduate application and admission process outlined under instructions for Graduate Applicants at www.tesu.edu/apply.

All applicants to the MSN degree and graduate nursing certificate programs must have official transcripts from earned BSN degree and MSN degree (for graduate certificate programs).

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. The date of enrollment is defined as the 10th day of class for the first semester they start taking courses as a matriculated student. 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 MSN nursing courses.

**RE-ENROLLMENT**

Students returning to the BSN or MSN degree programs or the graduate nursing certificate programs from Catalog Year Extension status must submit a completed Re-Enrollment from Leave of Absence Form. Inactive students 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></td>
<td>Incomplete (temporary grade)</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, examination, 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 within 7 calendar days prior to the initial end date of the term. 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.

> Credits taken elsewhere or by any method other than by Thomas Edison State University online nursing course must be approved by the academic advisor for nursing prior to earning the credit to determine that the credit will meet program requirements.

> 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.

**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 and certificate programs must have completed all program 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 current malpractice insurance and a current and valid RN license, without restrictions, is required at the time the student registers for the Practicum courses in the MSN degree and graduate nursing certificate programs.
> Students must provide evidence of compliance with state and institutional requirements for health, criminal background checks, and/or child abuse background check prior to registering for the Practicums in the MSN degree and the graduate nursing certificate programs. Students will be required to submit all compliance information to a vendor selected by the W. Cary Edwards School of Nursing.
> The W. Cary Edwards School of Nursing expects all students to adhere to the policies on background checks of any healthcare facility used by students for the independent Practicums required as part of their program requirements.

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 associate vice president and University registrar and at 609-984-1141, ext. 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 98.

C. Nonacademic Code of Conduct Policy.
   See Page 100.

D. Policy Against Discrimination and Harassment.
   See Page 104.

E. Disability Accommodations.
   See Page 93.

The University catalogs can be found online at www.tesu.edu academics/catalog.

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.

> 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.

DOCTOR OF NURSING PRACTICE (DNP)
CRITERIA FOR ADMISSION, TRANSFER, AND GRADUATION

ADMISSION CRITERIA
> MSN degree from a regionally accredited higher education institution and a nationally accredited school of nursing (CCNE, CNEA, or ACEN) or BSN degree from a nationally accredited school of nursing and master’s degree in a related discipline from a regionally accredited higher education institution
> Cumulative GPA of 3.0 or higher in the master’s program
> Name and contact information for two professional references (educator, supervisor, professional colleague)
> Well-written statement of background and goals
> Well-written essay
> Current résumé
> Relevant professional work experience (two years recommended)
> Current valid unrestricted registered nurse license in the United States in the state where the DNP project will be completed

CRITERIA FOR ACCEPTANCE OF TRANSFER COURSES
> A maximum of 9 doctoral-level credit hours (from another doctoral program outside TESU) may be transferred into the DNP program. Courses must be equivalent in content and credits to courses in the DNP program at TESU.
> A minimum of 27 DNP-level credit hours must be completed at TESU in the DNP program to earn the DNP degree from TESU.
> Courses transferred into the DNP program must have been completed at a regionally accredited higher education institution and a nationally accredited school of nursing (CCNE, CNEA, or ACEN).
> Courses transferred into the DNP program must have been completed at an equivalent accredited international institution of higher education and an equivalent accredited international school of nursing, if credits were earned outside the United States.
> The student must have earned a grade of B or higher for a course to be accepted as a transfer course into the DNP program.
> Courses transferred into the DNP program must have been completed within five years of enrollment in the DNP program at TESU

PROGRESSION CRITERIA
> Students admitted to the DNP program progress through the DNP curriculum with the cohort to which they were admitted.
> DNP students who earn a grade lower than B in a DNP course, who withdraw from a DNP course, or who fail to enroll for a semester, will be assessed on an individual basis for their ability to remain in the DNP program.

GRADUATION CRITERIA
> DNP students must earn a cumulative GPA of 3.0 or higher and be in good standing at TESU to be certified for graduation.
> *A minimum of 1,000 post-baccalaureate supervised clinical hours must be completed for the DNP degree; a minimum of 500 supervised clinical hours must be completed during the DNP program at TESU.

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](http://www.ets.org/toefl) or write to:

TOEFL
Box 2877
Princeton, NJ 08541-2877, USA

For information on IELTS, visit [www.ielts.org/](http://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.

**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 him or her 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, students should send signed written requests for an apostille to:

**Attn: Apostille Request**
**Office of the Registrar**
**Thomas Edison State University**
**111 W. State Street**
**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. Please review the State of New Jersey website for more information about what is required by the state of New Jersey to process the apostille request.

**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) 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, and 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 the Test of English as a Foreign Language (TOEFL) with a minimum score of 79 (online TOEFL iBT) prior to registering for University credits if English is not the official language of their country of citizenship.

**International Credit Policy for Transfer Credit**

Credits earned at international institutions must be evaluated by one of the foreign credential review agencies listed in the TESU catalogs before they can be considered as transfer credits that may be applied to a graduate degree at the University. International transfer credits are subject to the graduate credit transfer policy (see Graduate Credit Transfer Policy for reference).

**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.
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, international students select a course or courses and pay the per-credit tuition.

GRADUATE ACADEMIC POLICIES

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.

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.

CATALOG CURRENCY
Students must use the Thomas Edison State University Graduate 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 one year, necessary graduation requirements will be required as listed in the Graduate Catalog in effect at the time the official change or re-enrollment is recorded in the Office of the Registrar.

ENROLLMENT
Graduate students are considered “enrolled” when they have been accepted into the graduate program and have registered for their first course.

Students are considered enrolled when they pay the Graduate Tuition Per Credit Plan. A student’s enrollment date is defined on the 10th day of a term for which a student registers. This status may change if the student becomes inactive or take a leave of absence.
> Time Frame for Completion. Students in graduate programs have up to seven years to complete their degree. Students wishing to request a waiver of this timeframe should make their request to the dean of the School in which they are enrolled.

RESIDENCY FOR GRADUATE CERTIFICATES
Students who seek to earn a graduate certificate must earn a minimum of 50 percent of the certificate credits at Thomas Edison State University. Application of any transferred credits is at the discretion of the dean. Students must be enrolled in the University in order to earn any certificate.

GRADUATE ACADEMIC STANDING
Students whose cumulative graduate grade-point average (GPA) fall below a 3.0 will be placed on academic probation.

Students on probation may not be registered for more than 6 credits in any one semester (including extensions).

Students whose GPA falls below a 3.0 in the semester prior to the completion of their program will be required to take additional courses to raise their GPA to 3.0 or above to meet the minimum graduation requirements.

The GPA must be restored to a 3.0 or above during the next 9 credits. If the GPA is not restored to a 3.0 or above, the student will be dismissed from the graduate program.

Students may appeal dismissal from a graduate program by submitting an appeal to the School dean. Appeals will only be considered in instances where it is feasible for the student to reach a 3.0 TESU GPA in their remaining courses for the degree. See the Academic Appeals Policy.

AWARD OF DEGREES

ENROLLMENT IN A SECOND AND SUBSEQUENT 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 their degree is to be earned.

> Graduate credits earned previously are transferable and applicable to a TESU graduate degree at the discretion of the dean of the School in which the student is enrolled.

CATALOG YEAR EXTENSION
If it is necessary for an enrolled student to “stop out,” it is to the student’s advantage to request an official Catalog Year Extension from the University. Doing so will allow the student to maintain the same degree requirements while not active, for up to one year. A student may request a Catalog Year Extension from the University for a one-year period by filling out the Catalog Year Extension Form. The request may also be made in writing if the student does not have the form. It is to a student’s advantage to wait until their enrollment is ready to expire before requesting a Catalog Year Extension.

Taking time off from a degree program does NOT automatically withdraw the student from his/her course enrollments. Students who are currently enrolled in Thomas Edison State University courses or portfolios must continue to work on them and adhere to all deadlines. Students who are unable to continue with their courses or portfolios must withdraw from them in accordance with the instructions given in course materials if they are not going to be completed in addition to filing for a Catalog Year Extension. Requesting a Catalog Year Extension does not entitle a student to a refund on current courses.

RETURNING FROM TAKING TIME OFF
A student who requests a Catalog Year Extension may, within one year, become active by registering for a course, and completing the degree requirements for the year of his/her enrollment.

DEGREE REQUIREMENTS FOR RETURNING STUDENTS
Students on an official Catalog Year Extension and registering for a course, and completing the degree requirements for the year of his/her 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.

Inactive students who do not officially request a Catalog Year Extension from the University and wish to return to their studies must reapply. If accepted, they will be required to complete new degree requirements and in accordance with academic policies in effect at the time of re-enrollment.

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 TESU 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 TESU courses. This meets or exceeds the applicable federal, state, and regional standards.
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 identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the University discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Thomas Edison State University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue SW
   Washington, DC 20202

Thomas Edison State University has designated the following categories of student information as directory information: student name, email address, enrollment status, area of study, degree/honors conferred, and dates of conferral. This information may be released for any purpose at the discretion of the University. Students have the right to withhold the disclosure of directory information by written notification to the Office of the Registrar.

Thomas Edison State University discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Thomas Edison State University; serving on the Board of Trustees, or serving on an official committee. A school official also may include a volunteer or contractor outside of Thomas Edison State University who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information (PII) from education records.

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA regulations requires the institution to record the disclosure. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the University’s state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

- To accrediting organizations to carry out their accrediting functions.

- To comply with a judicial order or lawfully issued subpoena.

- To appropriate officials in connection with a health or safety emergency.

- Information the school has designated as “directory information.”

- To 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.

GRADUATE COURSE POLICIES

COURSE WITHDRAWALS AND REFUNDS
Course withdrawal requests must be processed online or be made on the Request for Course Withdrawal Form found in the Course Manual, online at www.tesu.edu/current-students/student-forms or in a letter addressed to:

Office of the Registrar
Thomas Edison State University
111 W. State St.
Trenton, NJ 08608
Fax: 609-292-1657

Stopping payment on credit cards or checks does not constitute an official course withdrawal, nor does it relieve the student from his or her financial obligation to the University. Failure to submit assignments or take examinations does not constitute an official course 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.

The student’s written withdrawal request must cite his/her 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 his/her degree program at the University, the student must do so in writing to the Office of the Registrar.

COURSE WITHDRAWALS AND REFUNDS
Tuition refunds for course withdrawals will be processed within two weeks after the withdrawal request is received in the Office of the Registrar. The late fee is nonrefundable. Return any textbooks to the textbook supplier, not to the University. Please refer to the policies and procedures issued by the textbook supplier regarding materials returns. Withdrawal requests must be postmarked, emailed, or fax dated according to the following schedule for the corresponding tuition refund.

REFUND AND TRANSFER POLICY

> Withdrawals before the first day of the term = 100 percent tuition refund
> Withdrawals between the first and the seventh day of the term = 75 percent tuition refund
> Withdrawals between the eighth and 14th day of the term = 50 percent tuition refund
> Withdrawals between the 15th and 21st day of the term = 25 percent tuition refund
> Withdrawals after the 21st day of the term = No refund

REFUND POLICY FOR EIGHT-WEEK COURSES: APPLIES TO THE SCHOOL OF BUSINESS AND MANAGEMENT GRADUATE PROGRAMS

> Withdrawals before the first day of the term = 100 percent tuition refund
> Withdrawals before the 14th day of the term = 50 percent tuition refund
> Withdrawals after the 14th day of the term = No refund

Transfers from one course to another within the same term are permitted before the start date of the term. Transfers from one term to another are not permitted.

COURSE EXTENSIONS
Graduate students enrolled in a graduate degree may apply for one, eight-week extension to complete the course on condition that the mentor in the graduate course certify that the student has made satisfactory progress and has completed at least 50 percent of the course work. The graduate mentor is required to complete the prescribed course extension form, and the student must pay the prescribed course extension fee before the extension will be considered. Second extensions will not be allowed, except in extraordinary circumstances, subject to the dean's approval.

The Office of the Registrar will process the request and notify the student of their new course ending date. With the exception of extensions related to military deployments, all students must pay for the extension. This requirement applies even in cases of medical illness or financial hardship. In cases involving military deployments, documentation presented must show deployment dates relevant to the specific course.

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.

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 Office of Military and Veteran Education (OMVE) website to establish new due dates without penalty for written assignments and discussion boards.

AUDITING GRADUATE COURSES

Students who wish to audit a graduate course must contact, for permission, the dean of the School in which the course is offered. Students are charged full tuition to audit a course. A grade of AU will be awarded.

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 final grade of ZF for the course, and may face dismissal from the University.

GRADUATE COURSE REPEAT POLICY

Students may repeat a maximum of two graduate courses one time. Only the highest grade will be calculated in the GPA. All grades will appear on the official transcript.

Graduate repeated courses(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.

## POLICY ON GRADING

### COURSES

The outcome of active, current learning experiences assessed by the University will be graded based upon the scale below. This policy applies to graded course credits earned through the University.

### ACADEMIC STANDING: GRADUATE GRADING SYSTEM

<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>
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<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>
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<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>

* CR equals B or better at graduate level.

Nongraded credit assessed at the B level and above will be counted toward graduate degree requirements in accordance with University and appropriate School policies.

### POLICY ON ZF GRADE

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 Course Repeat Policy.

Students who have committed an academic integrity violation that has resulted in a grade of ZF, suspension, or dismissal from the University are not eligible for any academic awards or honors.

### 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 National College Credit Recommendation Service (NCCRS); military training programs evaluated and recommended for credit by the American Council on Education (ACE); licenses, special programs, and registries evaluated and recommended for credit by Thomas Edison State University; and credits from foreign universities.
Credits earned are automatically applied to Thomas Edison State University degree programs for enrolled students, but are not calculated into the GPA.

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, F, IF, and ZF) are used to calculate the official Thomas Edison State University GPA and are recorded on the transcript. The only F, IF, and ZF grades that are printed on the transcript and included in the GPA calculation are those awarded for TESU courses that started on or after the July 2011 term. TESU courses with grades of W are recorded on the transcript, but will not be calculated into the GPA.

TESU courses with a grade of NC (no credit) 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, Practicum courses, 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 C GRADES
A grade of B is considered the minimal appropriate grade for graduate course work. However, a maximum of two courses with a grade of C may be applied toward a master’s degree as long as the student’s grade-point average is 3.0 or greater.

Exception: No C grades will be applied toward any graduate degree in the W. Cary Edwards School of Nursing.

Graduate students are required to maintain an overall minimum average of B in their Thomas Edison State University courses in order to graduate.

Students must also meet any minimum required GPA standards established by their School to graduate from Thomas Edison State University.

GRADUATION
In order to apply for graduation, students must be within their enrollment year. When all degree requirements have been satisfied, students are required to apply for graduation by submitting the Request for Graduation in Online Student Services. A student does not automatically become a candidate for a degree.

To be considered for graduation, all academic requirements and financial obligations must have been met by the first day of the month two months prior to the graduation date. The official graduation months are March, June, September, and December. Once the application and fee have been received and the Office of the Registrar has certified that all degree requirements and financial obligations have been met, the Office of the Registrar notifies the graduate and degree-seeking candidates’ names are presented to the Thomas Edison State University Board of Trustees for formal approval. Upon approval by the Board of Trustees, graduates receive written confirmation from the Office of the Registrar that the degree was conferred. Diplomas are ordered for each individual graduate and are mailed to graduates within two weeks of the graduation date.

The degree awards will not appear on the transcript until after the official date of graduation. Any transcript released by the University before the date of graduation cannot be used as proof of degree conferral.

THOMAS EDISON STATE UNIVERSITY TRANSCRIPTS
All credits evaluated by the University will appear on the transcript. No courses/grades can be removed from the record once sent to TESU for evaluation.

Transcripts are provided to students who are enrolled students, graduates or were a previously enrolled student. Applicants are not entitled to a Thomas Edison State University transcript, except for courses they have taken with the University as a nonmatriculated student. Transfer credits will be identified by department code, course number, course title, and credits.

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 him or her 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, students should send signed written requests for an apostille to:

Attn: Apostille Request
Office of the Registrar
Thomas Edison State University
111 W. State Street
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. Please review the State of New Jersey website for more information about what is required by the state of New Jersey to process the apostille 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.

**INSTITUTIONAL GRADUATE LEARNING OUTCOMES**

All Thomas Edison State University students who graduate from advanced-level degree programs will be able to:

- apply in-depth knowledge of the current major questions, theories, debates, and methodologies in their field or profession;
- use critical analysis and research to make informed decisions and to improve an organization, field, or profession;
- communicate effectively to positively impact an organization, field, or profession;
- apply ethical principles and theories in research, evaluation, organizational culture, and communities;
- interpret cultural influences in organizations and communities; and
- create sophisticated arguments supported by quantitative evidence.

**STUDENT’S ROLE IN OUTCOMES ASSESSMENT**

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

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

**DOCTOR OF BUSINESS ADMINISTRATION - LEARNING OUTCOMES**

Graduates of the Doctor of Nursing Practice degree program will be able to:

- integrate financial, operational and cultural data analysis in organizational strategic planning and management;
- analyze the global competitive environment to plan for sustainable organizational growth;
- employ interpersonal, instructional and consulting skills to communicate effectively in key industry, education and market related formats;
- demonstrate ethical behavior in organizational governance, leadership and engagement;
- synthesize theory, research, technologies and experiential data in making evidenced-based decisions; and
- evidence commitment to and support of diversity, multiculturalism, equity and social justice.

**DOCTOR OF NURSING PRACTICE - LEARNING OUTCOMES**

Graduates of the Doctor of Nursing Practice degree program will be able to:

- synthesize scholarly and evidence-based findings to transform nursing practice and organizational decision making;
- integrate ethical decision making in research, systems evaluation, advanced clinical practice, and organizational decision making;
- analyze, design, and integrate healthcare policies that influence organizational systems to meet the needs of diverse populations;
- apply organizational and systems thinking that advance the design, implementation, and evaluation of healthcare initiatives to promote safe and quality outcomes;
- communicate/collaborate with members of the interprofessional community to promote achievement of healthcare standards, advanced clinical practices, and quality healthcare for diverse populations; and
- apply information systems/technology to improve health- and systems-level outcomes.

**MASTER OF ARTS IN EDUCATIONAL LEADERSHIP - LEARNING OUTCOMES AND COMPETENCIES**

**MAEdL - BUILDING LEADERSHIP**

Graduates of the Master of Arts in Educational Leadership degree program will be able to promote the success of all students by articulating a vision of school and student success; identifying themselves as instructional leaders able to collaborate in developing strategies aimed at improving student learning and school performance; and demonstrating performance standards that improve teacher effectiveness and enhance student learning.
Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
> collaboratively develop and implement a shared vision and mission;
> collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
> create and implement plans to achieve goals;
> promote continuous and sustainable improvement; and
> monitor and evaluate progress and revise plans.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
> nurture and sustain a culture of collaboration, trust, learning, and high expectations;
> create a comprehensive, rigorous, and coherent curricular program;
> create a personalized and motivating learning environment for students;
> supervise instruction;
> develop assessment and accountability systems to monitor student progress;
> develop the instructional and leadership capacity of staff;
> maximize time spent on quality instruction;
> promote the use of the most effective and appropriate technologies to support teaching and learning; and
> monitor and evaluate the impact of the instructional program.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
> monitor and evaluate the management and operational systems;
> obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
> promote and protect the welfare and safety of students and staff;
> develop the capacity for distributed leadership; and
> ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
> collect and analyze data and information pertinent to the educational environment;
> promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources;
> build and sustain positive relationships with families and caregivers; and
> build and sustain productive relationships with community partners.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
> ensure a system of accountability for every student’s academic and social success;
> model principles of self-awareness, reflective practice, transparency, and ethical behavior;
> safeguard the values of democracy, equity, and diversity;
> consider and evaluate the potential moral and legal consequences of decision making; and
> promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
> advocate for children, families, and caregivers;
> act to influence local, district, state, and national decisions affecting student learning; and
> assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Graduates holding a current New Jersey teacher’s license will be eligible to earn the supervisor and principal endorsements in New Jersey.

MAEdL - DISTRICT LEADERSHIP
Graduates of the Master of Arts in Educational Leadership – District Leadership area of study will be able to promote the success of every student by:
> facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders;
> advocating, nurturing, and sustaining a school and district culture and instructional program conducive to student learning and staff professional growth;
> ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
> collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
> acting with integrity, fairness, and in an ethical manner;
> understanding, responding to, and influencing the political, social, economic, legal, and cultural context of the school system; and
acting in a leadership role cognizant of and consistent with the multiple influences of stakeholder interests at the school district level.

**MAEdL - SCHOOL BUSINESS ADMINISTRATION**

Graduates of the Master of Arts in Educational Leadership – School Business Administration area of study will be able to promote the success of every student by:

- analyze and apply into practice the roles and responsibilities of the school business administrator position;
- describe and analyze, through an appraisal of proper fiscal management, how school organizations utilize available resources to operate a safe and efficient learning environment;
- collaborate and articulate with the school organization’s administrative team and other stakeholders during the budget development process;
- analyze and compare the school organization’s budget and expenditures with benchmarks to ensure efficiency through comprehensive evaluation processes; and
- analyze and critique implications of both state and federal education policy on local school districts.

Graduates holding a current New Jersey teacher’s license will be eligible to earn the supervisor, principal and school administrator endorsements in New Jersey.

**MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING LEARNING OUTCOMES**

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

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

**MASTER OF ARTS IN LIBERAL STUDIES - LEARNING OUTCOMES**

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

- evaluate systems of values, their historical contexts, and their effect on personal, community, and professional well-being;
- differentiate the social, political, and cultural factors that influence decision making and conflict resolution in society;
- integrate the historical expansion of cultural, philosophical, and scientific knowledge with the changing concepts of the self and community;
- apply concepts of justice, compassion, and respect for human rights from the major philosophical and religious traditions to current local and global events;
- create a cogent, cohesive, and articulate argument informed by the liberal arts; and
- assess the impact of technological developments on humanity and the natural world.

**MASTER OF BUSINESS ADMINISTRATION - LEARNING OUTCOMES**

Graduates of the Master of Business Administration degree program will be able to:

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

**MASTER OF PUBLIC SERVICE LEADERSHIP - LEARNING OUTCOMES**

The Master of Public Service Leadership degree program outcomes follow the National Association of Schools of Public Affairs and Administration (NASPAA) standards for accreditation, which encompass a competency-based approach that covers five domains:

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems, and make decisions;
- to articulate and apply a public service leadership perspective; and
- to communicate and interact productively with a diverse and changing workforce and citizenry.
The five domains are embedded within the following MPSL programmatic outcomes. Students who earn the Master of Public Service Leadership degree will develop the following competencies:

**Strategic Leadership**  
Evaluate effective strategic leadership for public service administrators.

**Ethical Leadership**  
Synthesize what constitutes ethical and legal constructs in the effective leadership.

**Policy**  
Analyze the policy development for application in areas of public service.

**Issues of Field**  
Analyze significant issues pertaining to specific fields of study.

**Analyze and Interpret**  
Use reflective and research skills to evaluate theory to make informed decisions and improve practice in their field.

**Critical Reasoning**  
Use critical thinking to evaluate, make informed decisions, and improve practice in their field.

**Diversity**  
Evaluate the impact of diversity on policy in areas of public service.

The Master of Public Service Leadership degree program is also aligned with the University's institutional graduate program learning outcomes.

**COMMUNITY AND ECONOMIC DEVELOPMENT - LEARNING OUTCOMES**  
*(offered under MPSL and MSM programs)*  
Upon the completion of the area of study in Community and Economic Development, graduates will be able to:

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

**ENVIRONMENTAL POLICY/ENVIRONMENTAL JUSTICE - LEARNING OUTCOMES**  
*(offered under MPSL and MSM programs)*  
Upon the completion of the area of study in Environmental Policy/Environmental Justice, graduates will be able to:

- demonstrate knowledge of the primary issues in the environmental policy field;
- demonstrate knowledge of the primary issues in the environmental justice field;
- compare and contrast the views of environmental advocates and environmental justice advocates on the same issue, understand and evaluate how they might have differing views on the same issue that could lead to different policy solutions; and
- compare and contrast the views of environmental justice advocates on the same issue and understand and evaluate how they might have differing views on the same issue that could lead to different policy solutions.

**NONPROFIT MANAGEMENT - LEARNING OUTCOMES**  
*(offered under MPSL and MSM programs)*  
Upon the completion of the area of study in Nonprofit Management, graduates will be able to:

- analyze the theories, roles, responsibilities, and legal duties of nonprofit boards and executive staff;
- assess emerging organizational and governance trends in the nonprofit environment;
- examine human resource, marketing, and communications issues for nonprofits;
- analyze fundraising and financial management topics in nonprofit management, including regulatory issues; and
- assess emerging trends in nonprofit arenas such as collaborations/mergers, shared services models, advocacy, and international concerns (e.g., NGOs).

**PUBLIC AND MUNICIPAL FINANCE - LEARNING OUTCOMES**  
*(offered under MPSL and MSM programs)*  
Upon the completion of the area of study in Public and Municipal Finance, graduates will be able to:

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

**PUBLIC HEALTH - LEARNING OUTCOMES**  
*(offered under MPSL and MSM programs)*  
Upon the completion of the area of study in Public Health, graduates will be able to:

- effectively analyze what social, political, environmental, and economic forces influence the health of populations;
- classify causes of disease and the impact they have on public health;
- evaluate interventions to combat public health issues; and
- make suggestions to improve policy and public health practice.
PUBLIC SERVICE ADMINISTRATION AND LEADERSHIP
- LEARNING OUTCOMES
(offered under MSM programs)
Upon the completion of the area of study in Public Service Administration and Leadership, graduates will be able to:

- evaluate and propose effective strategic leadership strategies for public service administrators;
- interpret, debate, and propose what constitutes ethical and legal approaches in effective leadership; and
- incorporate diversity and multicultural perspectives when making business decisions.

MASTER OF SCIENCE - LEARNING OUTCOMES
Graduates of the Master of Science degree program will be able to:

- demonstrate mastery, orally and in writing, of the knowledge, techniques, skills, modern tools, and advanced technologies of the appropriate discipline;
- initiate, design, and conduct research;
- integrate theoretical concepts and research findings into product and/or process innovation;
- incorporate productivity measurement and project planning tools to plan, manage, and evaluate constant improvement projects that support organizational goals;
- demonstrate leadership in the workplace through the use of advanced technological and management tools and techniques; and
- evaluate the impact of ethical and cultural influences on organizational interactions and/or decisions.

MASTER OF SCIENCE IN ACCOUNTING - LEARNING OUTCOMES
Graduates of the Master of Science in Accounting program will be able to:

- apply accounting standards within the current regulatory environment to address taxation, financial reporting, and resolution strategies;
- compare global tax legislation and accounting regulations associated with tax planning and regulatory compliance;
- evaluate legal issues associated with entity taxation, risk assessment, and risk management;
- recognize risk associated with the use of informational technology in tax preparation;
- examine forensic accounting strategies within complex accounting-related environments;
- construct analytical and quantitative techniques in financial statement analysis to resolve complex business issues;
- communicate accounting and taxation concepts orally and in writing; and
- examine ethical, cultural, and diversity influences associated with accounting and business practices.

MASTER OF SCIENCE IN CYBERSECURITY - LEARNING OUTCOMES
Graduates of the Master of Science in Cybersecurity degree program will be able to:

- employ cyber prevention, defense and mitigation tools and techniques against cyberthreats to protect the enterprisewide information infrastructure and assets;
- secure data and information using modern cryptographic protocols, tools and techniques;
- assess and analyze software, hardware and firmware vulnerabilities and implement appropriate prevention and mitigation measures;
- apply digital forensics and cyber investigation techniques in response to cyberattacks against networks and computer systems;
- apply cybersecurity risk management methodologies and frameworks to defend information systems and assets; and
- consider the human, legal, privacy, ethical and governance aspects related to protecting critical cyber infrastructure.

MASTER OF SCIENCE IN DATA SCIENCE AND ANALYTICS - LEARNING OUTCOMES
Graduates of the Master of Science in Data Science and Analytics degree program will be able to:

- identify appropriate statistical and machine learning methods to gain value from data, especially Big Data, in different business and organizational contexts;
- use software or programming languages to develop statistical and machine learning models to gain insight from data and make predictions;
- interpret the results of statistical and machine learning models;
- apply software or programming languages to explore relationships in data, and prepare data for analysis; and
- specify the decisions (including automated decisions) that should result from the analytic methods.

MASTER OF SCIENCE IN HEALTHCARE MANAGEMENT - LEARNING OUTCOMES
Graduates of the Master of Science in Healthcare Management degree program will be able to:

- analyze the competitive environment to develop and execute healthcare strategy;
- employ statistical, qualitative, and quantitative data to support informed decision making to healthcare strategy, policy, and delivery;
- manage the changing needs in a complex healthcare environment;
use management practices to advance a healthcare organization’s strategic goals;  
apply business principles and quality management to improve healthcare delivery; and  
apply ethical, legal, and professional standards affecting relationships in healthcare organizations.

**MASTER OF SCIENCE IN HOMELAND SECURITY - LEARNING OUTCOMES**

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

> analyze the homeland security enterprise nationally and internationally;  
> integrate operational and informational systems to address disasters and threats to security in national preparedness;  
> apply statutory, regulatory, and constitutional principles to implementation of national and global disaster and security strategies;  
> debate the relationship between security versus personal and societal freedom in homeland security;  
> compare the national planning frameworks at the local, state, federal, and tribal levels to achieve the national preparedness goal;  
> differentiate between the national and global intelligence, security, and disaster management systems of homeland security organizations;  
> evaluate critical infrastructure needs in preventing and mitigating terrorist activities as well as in improving disaster preparedness, response, and recovery; and  
> analyze the impact of immigration and border security nationally and internationally.

**MASTER OF SCIENCE IN INFORMATION TECHNOLOGY - LEARNING OUTCOMES**

Graduates of the Master of Science in Information Technology degree program will be able to:

> articulate the broad themes in information technology (IT);  
> apply current technical concepts and practices in the core information technologies of networking, data management, software engineering, and computer security;  
> solve complex computing problems related to at least one IT Body of Knowledge;  
> analyze user needs in the selection, creation, evaluation, and administration of computer-based systems;  
> integrate IT-based solutions into the user environment;  
> develop solutions to complex computing problems using industry recognized best practices and standards; and  
> apply ethical decision making in the development, implementation, and management of IT systems.

**MSIT - CYBERSECURITY - LEARNING OUTCOMES**

Upon successful completion of the area of study in Cybersecurity, graduates will be able to:

> employ cyber prevention, defense, and mitigation tools and techniques against cyberthreats and vulnerabilities;  
> apply cybersecurity best practices and technologies to monitor, maintain, and protect the enterprise-wide information infrastructure and assets;  
> secure data and information using modern cryptographic protocols, tools, and techniques;  
> assess and analyze software, hardware, and firmware vulnerabilities and implement appropriate prevention and mitigation measures;  
> integrate digital forensics and cyber-investigation techniques in response to cyberattacks against networks and computer systems;  
> apply cybersecurity risk management methodologies and frameworks to defend information systems and assets; and  
> consider the human, legal, privacy, ethical, and governance aspects related to protecting critical cyberinfrastructure.

**MSIT - DATA MANAGEMENT AND ANALYTICS - LEARNING OUTCOMES**

Upon completion of the area of study in Data Management and Analytics, graduates will be able to:

> use data modeling frameworks to create databases that operationalize business intelligence and meet the information needs of an organization;  
> design and develop information management systems that serve to identify, capture, evaluate, retrieve, visualize, and share all of an organization’s information assets;
> design, develop, implement, utilize, and manage secure integrated multidimensional information systems; and
> utilize qualitative and quantitative techniques to identify and analyze data patterns and make these patterns available for use by the organization.

**MSIT - HEALTH INFORMATION SYSTEMS - LEARNING OUTCOMES**
Upon completion of the area of study in Health Information Systems, graduates will be able to:
> evaluate new and existing digital technology and health information management systems;
> spearhead the development, implementation, evaluation, and management of information technology solutions;
> utilize health information technology for decision-making support, knowledge management, and strategic planning;
> serve as an interface between information systems developers and end users;
> support the development of electronic health initiatives and other emerging information technologies; and
> analyze medical data to identify patterns of diseases, illness, and injury.

**MSIT - INFORMATION ASSURANCE - LEARNING OUTCOMES**
Upon completion of the area of study in Information Assurance, graduates will be able to:
> evaluate new and existing security systems;
> lead the development, implementation, evaluation, and management of information security solutions;
> utilize qualitative and quantitative methodologies to develop comprehensive risk assessments of an organization’s information assets;
> develop comprehensive risk mitigation and system recovery plans; and
> collaborate with organizational stakeholders to develop and implement enterprise-level information assurance policies and procedures.

**MSIT - NETWORK MANAGEMENT - LEARNING OUTCOMES**
Upon completion of the area of study in Network Management, graduates will be able to:
> use network design techniques to develop large-scale enterprise network architectures that integrate an organization’s business processes with its IT infrastructure;
> analyze network performance using standard performance metrics, develop system benchmarks, and make recommendations for improving system efficiencies;
> evaluate and develop network contingency and disaster recovery plans to ensure business continuity; and
> evaluate existing and new technology and make recommendations that support the organization’s strategic plan.

**MSIT - SOFTWARE ENGINEERING - LEARNING OUTCOMES:**
Upon completion of the area of study in Software Engineering, graduates will be able to:
> design, develop, and implement complex, quality software artifacts working individually and as part of a team;
> design appropriate solutions using software engineering approaches that integrate ethical, social, legal, and economic concerns; and
> evaluate current theories, models, and techniques that provide a basis for problem identification and apply these to software analysis, design, development, implementation, verification, and documentation.

**MASTER OF SCIENCE IN MANAGEMENT - LEARNING OUTCOMES**
Graduates of the Master of Science in Management degree program will be able to:
> evaluate management practices within a global context;
> evaluate financial and economical strategic planning models within organizations;
> analyze human capital productivity data associated with business development, growth, and sustainability;
> apply ethical, legal, and data-informed decision making in management policies, procedures, and business recommendations;
> analyze leadership strategies within a variety of business models; and
> demonstrate written and oral communication skills targeting business related purposes and audiences.

**MASTER OF SCIENCE IN NURSING - LEARNING OUTCOMES**
On completion of the Master of Science in Nursing degree program, the graduate will be able to:
> demonstrate the use of scholarly inquiry to evaluate current knowledge from nursing theory, nursing science, and related disciplines to inform and/or initiate change in nursing practice;
> apply ethical decision making to nursing practice;
> analyze the effect of health policy, finance, technology, and the organizational context on the development and implementation of quality nursing practice;
> demonstrate the use of leadership strategies that advance the design, implementation, and evaluation of nursing practice;
> analyze the effect of sociopolitical, cultural, and global influences on nursing practice;
> utilize interprofessional communication to improve healthcare outcomes; and
> integrate advances in technology into healthcare.
**MSN - NURSE EDUCATOR - LEARNING OUTCOMES**

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

- apply theories of education and related sciences to the development and evaluation of nursing and healthcare curricula;
- facilitate learning of individuals and groups using theories of education, nursing, testing and evaluation, and technological innovation;
- apply leadership strategies to contribute to the ongoing development of the profession of nursing and nursing education;
- utilize research to analyze the outcomes of nursing interventions and improve nursing practice and nursing pedagogy;
- apply strategies that recognize multicultural factors in teaching and learning;
- utilize theories of change to advance the profession of nursing;
- analyze ethical theories and ethical decision making in the educational setting;
- analyze trends in healthcare and nursing education and their impact on the profession of nursing, nursing education, and the delivery of patient care; and
- design curriculum, implement, and evaluate curriculum based on sound educational principles, theory, and research.

**MSN - NURSING INFORMATICS - LEARNING OUTCOMES**

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

- integrate knowledge, skills, and scientific findings from nursing science, computer science, information science, and cognitive science in the professional practice of nursing informatics;
- analyze the concepts of, and relationships between data, information, knowledge, and wisdom for implications to nursing practice;
- demonstrate leadership in the professional practice of nursing informatics through the use of effective communication, interdisciplinary collaboration, and administrative skills;
- participate at each stage within the health information systems life cycle as a leader and team member;
- promote the use of healthcare informatics-related education for consumers and healthcare providers;
- integrate legal, ethical, regulatory, technical, and professional standards into the development and implementation of healthcare related information systems; and
- use research, evidence-based practice, quality improvement, and safety methodologies in the evaluation and improvement of healthcare information systems; and
- advance nursing informatics professional practice and values.

**MSN - NURSING ADMINISTRATION - LEARNING OUTCOMES**

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

- utilize systems thinking to lead and manage complex healthcare organizations;
- provide leadership in the professional design of nursing care grounded in ethical, multicultural, and professional standards and healthcare policy;
- utilize financial, material, human, and environmental resources to benefit nursing divisions in complex healthcare organizations;
- use information management systems to facilitate organizational decision making;
- demonstrate communication skills and relationship building competencies to support organizational goals;
- demonstrate leadership in the professional community;
- integrate best evidence to provide quality nursing care and promote improvement in healthcare outcomes; and
- use an interdisciplinary approach to execute nursing administration practice.
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 Energy 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 (CAAAHEP).

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 (CAAAHEP)
  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 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
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
• Undergraduate Certificate in Cybersecurity
• Undergraduate Certificate in Diversity
• Undergraduate Certificate in Electronics
• Undergraduate Certificate in First Year Foundations
• Undergraduate Certificate in Gas Distribution
• Undergraduate Certificate in Health and Wellness
• Undergraduate Certificate in Labor Studies
• Undergraduate Certificate in Polysomnography
• Undergraduate Certificate in Psychology
• Graduate Certificate in Clinical Trials Management
• Graduate Certificate in Cybersecurity
• Graduate Certificate in Cybersecurity - Critical Infrastructure
• Graduate Certificate in Data Analytics
• Graduate Certificate in Digital Humanities
• Graduate Certificate in Educational Leadership
• Graduate Certificate in Geropsychology
• Graduate Certificate in Industrial-Organizational Psychology
• Graduate Certificate in Online Learning and Teaching
• Graduate Certificate in Professional Communications

*Joint program offered with the Rutgers School of Health Professions

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.

ACADEMIC PROGRAMS

• Associate in Science in Business Administration
• Bachelor of Science in Business Administration
• Bachelor of Science in Organizational Leadership
• Bachelor of Science in Professional Studies
• Graduate Business Prep Program
• Master of Business Administration
• Master of Science in Accounting
• Master of Science in Healthcare Management
• Master of Science in Human Resources Management
• Master of Science in Management
• Doctor of Business Administration
• Undergraduate Certificate in Accounting
• Undergraduate Certificate in Computer Information Systems
• Undergraduate Certificate in Finance
• Undergraduate Certificate in General Management
• Undergraduate Certificate in Healthcare Management
• Undergraduate Certificate in Human Resources Management
• Undergraduate Certificate in Marketing
• Undergraduate Certificate in Operations Management
• Undergraduate Certificate in Organizational Leadership
• Graduate Certificate in Healthcare Management
• Graduate Certificate in Hospitality Management
• Graduate Certificate in Human Resources Management
• Graduate Certificate in International Business Finance
• Graduate Certificate in Organizational Leadership
• Graduate Certificate in Project Management

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...
self-directed adults who want to complement and integrate their previous educational and professional experiences with the School's business and management programs.

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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Gualberto (Gil) Medina, Vice Chair
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Rev. J. Stanley Justice
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Marilyn R. Pearson
Sanket S. Shah, Student Trustee
Dr. Merodie A. Hancock, PhD, Ex Officio
President, Thomas Edison State University

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

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Provost and Vice President, ex-officio

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Assistant Director of Academic Administration
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WJ Seaton Center for Learning and Technology

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Vice Provost for Strategic Initiatives and Institutional Effectiveness
Office of the Provost

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John S. Watson School of Public Service

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Heavin School of Arts, Sciences, and Technology

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Associate Dean and Director of Undergraduate Studies
Heavin School of Arts, Sciences, and Technology

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Dean, W. Cary Edwards School of Nursing

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Heavin School of Arts, Sciences, and Technology

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Heavin School of Arts, Sciences, and Technology

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Robert Saldarini, MA/MBA
School of Business and Management

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Heavin School of Arts, Sciences, and Technology

Michael Williams, PhD
Dean, School of Business and Management

Anthony Yankowski, PsyD
Heavin School of Arts, Sciences, and Technology

Joseph Youngblood II, JD, PhD
Dean, John S. Watson School of Public Service
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
APPLIED SCIENCE AND TECHNOLOGY CURRICULUM COMMITTEE
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Dean, ex-officio

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Assistant Dean

Carla Colburn, MS
Associate Director of Academic Advising

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Jordan Goldberg, MS

Donna Keebler, MLIS
Senior Program Advisor

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Albert Lozano-Nieto, PhD

Charles Munzenmaier, BE

Michael Patrick, BA
Senior Program Advisor

Pawel Roszko, MBA

Tanis Stewart, PhD

Terri Tallon, PhD
Director of Military Student Services

Jelena Vucetic, PhD

Rochelle Zozula, PhD

ARTS AND SCIENCES CURRICULUM COMMITTEE
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Chair

John O. Aje, DSc
Dean, ex-officio

Douglas Hoehn, PhD

Tara Kent, PhD
Associate Dean and Director of Undergraduate Studies

Albert Lozano-Nieto, PhD

John Pescatore, MS

Donna Smith, PhD

Cynthia Strain, MSEd
Assistant Dean

Cleophas Tsokodayi, PhD

David Weischadle, EdD

Anthony Yankowski, PsyD

Aline Yurik, PhD

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Chair

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Susan Fischer, AA
Secretary to Committee

Khaled Abdel Ghany, PhD

Jane Gibson, DBA

Camilla King-Lewis, MSHRM
Assistant Dean

Alicia Malone, MALS
Assistant Dean

Garry McDaniel, EdD

Tami Moser, PhD

Michael Williams, PhD
Dean, ex-officio

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Chair

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

Gwen Morse, PhD

Gaynel S. Olsen, PhD

Susan J. Quinn, EdD

Lia van Rijswijk, DNP
Associate Dean

JOHN S. WATSON SCHOOL OF PUBLIC SERVICE CURRICULUM COMMITTEE
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Jonathan Allen, MPA

Rhonda Beckett, MAS
Assistant Director

Charles Campbell, PhD
Director of Interactive Media and Academic Technology

Holly Cucuzzella, PhD

Roert Drennen, MS, MEd

Jeffrey C. Fox, PhD

Gloria Frederick, PhD

Jerome C. Harris, MS

Matthew Hugg, MA

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
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

Taan S. ElAli
PhD, University of Dayton

Larry Feldman
PhD, Electric Power Research Institute, Moscow, Russia

Harry E. Fetterman
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

Yvette Schlusser
PhD, Columbia University

Michael Silas
PhD, Rensselaer Polytechnic Institute

Robert Steele
MS, Idaho State University

Brian Usilaner
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. Wohning 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 Barbeira
MS, Fairleigh Dickinson University

Robert Bass
PhD, Bowling Green State University

Sanjiv Behl
PhD, University of Houston

Janice Bella
PhD, Northcentral University
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree, Institution</th>
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<tbody>
<tr>
<td>Rekah Bhowmik</td>
<td>PhD, India Institute of Technology</td>
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<tr>
<td>Sara Bielek</td>
<td>PsyD, The Chicago School of Professional Psychology</td>
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<tr>
<td>Augustus Black</td>
<td>PhD, Walden University</td>
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<tr>
<td>Miles Blanton</td>
<td>PhD, University of North Carolina at Chapel Hill</td>
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<td>Csaba Boer</td>
<td>MS, New York University</td>
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<td>Ildiko Boer</td>
<td>MS, Montclair State University</td>
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<tr>
<td>Mustafa Bostanci</td>
<td>PhD, Walden University</td>
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<td>E. Thomas Boulette</td>
<td>PhD, Iowa State University</td>
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<td>Corey Boyer</td>
<td>MS, Florida Institute of Technology</td>
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<td>John Bradley</td>
<td>MSLS, Drexel University</td>
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<td>Elizabeth Brown</td>
<td>MSW, Temple University</td>
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<td>Christine Buel</td>
<td>EdD, North Central University</td>
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<td>Raushan Buzyakova</td>
<td>PhD, Moscow State University</td>
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<td>Roberta Campbell</td>
<td>PhD, University of Kentucky</td>
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<tr>
<td>Philip Cantor</td>
<td>MBA, Rutgers, The State University of New Jersey</td>
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<tr>
<td>Lynn Cates</td>
<td>PhD, The University of Texas, Austin</td>
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<tr>
<td>Nishi Chawla</td>
<td>PhD, The George Washington University</td>
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<tr>
<td>Derek W. Clem</td>
<td>MFA, Illinois State University</td>
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<tr>
<td>James Cliber</td>
<td>MA, University of Nebraska-Lincoln</td>
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<tr>
<td>Langdon D. Clough</td>
<td>MEd, Northeastern University</td>
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<td>Jim Cody</td>
<td>DLitt, Drew University</td>
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<td>Stuart Cohen</td>
<td>PhD, Queen Mary College, University of London</td>
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<td>Steven Cooke</td>
<td>MChE, Illinois Institute of Technology</td>
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<tr>
<td>Nathan Robert Cox</td>
<td>PhD, University of Kansas</td>
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<tr>
<td>Dale Coye</td>
<td>PhD, Princeton University</td>
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<td>Stephen Crescenzi</td>
<td>MSM, The College of New Jersey</td>
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<td>Vistasp P. Dalal</td>
<td>MS, Wichita State University</td>
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<td>Frank Demos</td>
<td>MA, Florida State University</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
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<tbody>
<tr>
<td>Alicia D. Malone</td>
<td>Assistant Dean, School of Business and Management</td>
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<td>Filomela A. Marshall</td>
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MBA (Western International)

Greta O’Keefe, Director of Graduate Enrollment  
BA (Rutgers, The State University of New Jersey)  
MBA (Thomas Edison State University)

Kelli Parlante-Givas, Senior Director of Strategic Partnership Management  
AA (Burlington County College)

Loretta K. Perkins, Senior Graduate Admissions Specialist  
BA (Rutgers, The State University of New Jersey)

Thomas M. Phillips, Associate Director, Strategic Partnerships Initiatives  
BS (The Pennsylvania State University)  
MSHRM (Thomas Edison State University)

Joan Pollack, Graduate Admissions and Enrollment Services Counselor

Marie R. Power-Barnes, Senior Director of Marketing  
BA, MBA (Rider University)

Juliette M. Punchello, Senior Director of Recruitment and Enrollment Management  
BS, MS (Drexel University)  
MA (La Salle University)

Leah Savia, Admissions and Enrollment Services Counselor  
BS (Kean University)

Craig Smith, Director of Veteran Affairs  
AAS (Community College of the Air Force)  
BS (Southern Illinois University)  
MBA (Centenary College)

Sarah Ukrainski, Senior Admissions and Enrollment Services Technology Support Representative  
BS (Duquesne University)  
MBA (La Salle University)

Sarah Volz, Senior Admissions and Enrollment Services Representative

Gillian Wyckoff, Director, Admissions and Enrollment Services  
BS (Butler University)  
MS (Hood College)

DIVISION OF PUBLIC AFFAIRS

John P. Thurber, Vice President for Public Affairs  
BA (Hampshire College)  
JD (Rutgers Law School)

Frederick Brand, Director of Corporate and Foundation Relations  
BA (College of the Holy Cross)  
MA (New York University)

Meg Frantz, Director of Alumni Affairs  
BA (Susquehanna University)

Leanne Kochy, Director of Major Giving  
AA (Middlesex County College)

Li-yun Young, Assistant Director, Alumni Affairs  
BA (Rutgers University)  
MA (Biblical Theological Seminary)

Secretarial/Support Staff: Joyce Archer; Tanisha Cox; Michele Huntley; Deborah McHugh; Ratna Parasher, BA (Thomas Edison State University).
CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Contact</th>
<th>Telephone</th>
<th>FAX</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Office of Admissions</td>
<td>(609) 777-5680</td>
<td>(609) 984-8447</td>
<td><a href="mailto:admissions@tesu.edu">admissions@tesu.edu</a></td>
</tr>
<tr>
<td>and Enrollment Services</td>
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<tr>
<td>Office of Academic Advising</td>
<td>(609) 777-5680</td>
<td>(609) 777-2956</td>
<td><a href="mailto:academicadvising@tesu.edu">academicadvising@tesu.edu</a></td>
</tr>
<tr>
<td>Student Success Center</td>
<td>(609) 777-5680</td>
<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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<td>Test Registration</td>
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<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>
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<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

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<tr>
<th>Administration</th>
<th>Telephone</th>
<th>FAX</th>
<th>Email</th>
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<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> <a href="mailto:scienceandtechnology@tesu.edu">scienceandtechnology@tesu.edu</a></td>
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<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>
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<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>
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<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

Center for Learning and Technology  
102 W. State St.  
Trenton, NJ 08608  
(609) 292-6317

George A. Pruitt Hall  
301 W. State St.  
Trenton, NJ 08618  
(609) 599-9443

Hanover Hall  
167 W. Hanover St.  
Trenton, NJ 08618  
(609) 292-0078

Kelsey Complex  
111 W. State St.  
Trenton, NJ 08608  
(609) 292-7361

Kuser Mansion  
315 W. State St.  
Trenton, NJ 08618  
(609) 777-1047

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 U.S. ROUTE 1, NORTH OR SOUTH

› Take Route 1 to Perry Street.
› At the end of the ramp, make a left onto Perry Street.
› Proceed to the sixth traffic light and make a left onto Willow Street (Willow Street becomes Barrack Street south of West State Street).

To HANOVER HALL

› Make a right at the first 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

› Make a right at the second light onto West State Street.
› 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

› Make a right at the second light onto West State Street.
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› 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 95 North over the Delaware River at the Scudders Falls Bridge.
› Take Route 29 South to Trenton. The Delaware River will be on your right.
› Exit Route 29 at Calhoun Street.

FROM THE CALHOUN STREET EXIT:

To the 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

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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 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