

2016/2017

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# GRADUATE

## Graduate Catalog



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THOMAS EDISON  
STATE UNIVERSITY

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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, 2016. While every effort has been made to ensure the accuracy of the information contained in this publication, the University reserves the right to make changes without prior notice.

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

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

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

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# message from the president

Welcome to Thomas Edison State University!

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

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

Our *Graduate Catalog* articulates the academic policies that will govern your educational experience at Thomas Edison State University and provides a description and summary of requirements for the graduate degree and certificate programs offered by the University. In addition, this publication includes information on the learning outcomes objectives for our academic enterprise, methods for earning credit and information on the School of Applied Science and Technology, the Heavin School of Arts and Sciences, the School of Business and Management, the W. Cary Edwards School of Nursing and the John S. Watson School of Public Service and Continuing Studies.

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

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

Sincerely,



George A. Pruitt  
President



## 2016-2017 GRADUATE CALENDAR

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TERM	JULY 2016	OCT. 2016	JAN. 2017	APRIL 2017
REGISTRATION DATES	MAY 25 - JUNE 18, 2016	AUG. 19 - SEPT. 10, 2016	NOV. 18 - DEC. 10, 2016	FEB 24 - MARCH 18, 2017
TERM START DATE	JULY 5, 2016	SEPT. 26, 2016	JAN. 3, 2017	APRIL 3, 2017
DEADLINE FOR 75% TUITION REFUND	JULY 11, 2016	OCT. 2, 2016	JAN. 9, 2017	APRIL 9, 2017
DEADLINE FOR 50% TUITION REFUND	JULY 18, 2016	OCT. 9, 2016	JAN. 16, 2017	APRIL 16, 2017
DEADLINE FOR 25% TUITION REFUND	JULY 25, 2016	OCT. 16, 2016	JAN. 23, 2017	APRIL 23, 2017
TERM ENDS	SEPT. 25, 2016	DEC. 18, 2016	MARCH 26, 2017	JUNE 25, 2017

## 2016-2017 SCHOOL OF BUSINESS AND MANAGEMENT GRADUATE CALENDAR

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### July 2016 Term

Course registration:	May 25 - June 18, 2016
Late registration:	June 19 - 23, 2016
Term Start Date:	July 5, 2016
Deadline for 50% refund:	July 18, 2016
Term ends:	Aug. 28, 2016

### September 2016 Term

Course registration:	July 22 - Aug. 13, 2016
Late registration:	Aug. 14 - 18, 2016
Term Start Date:	Aug. 29, 2016
Deadline for 50% refund:	Sept. 11, 2016
Term ends:	Oct. 23, 2016

### November 2016 Term

Course registration:	Sept. 16 - Oct. 8, 2016
Late registration:	Oct. 9 - 13, 2016
Term Start Date:	Oct. 31, 2016
Deadline for 50% refund:	Nov. 13, 2016
Term ends:	Dec. 25, 2016

### January 2017 Term

Course registration:	Nov. 18 - Dec. 10, 2016
Late registration:	Dec 11 - 15, 2016
Term Start Date:	Jan. 3, 2017
Deadline for 50% refund:	Jan. 16, 2017
Term ends:	Feb. 26, 2017

### March 2017 Term

Course registration:	Jan 27 - Feb 18, 2017
Late registration:	Feb. 19 - 23, 2017
Term Start Date:	March 6, 2017
Deadline for 50% refund:	March 19, 2017
Term ends:	April 30, 2017

### May 2017 Term

Course registration:	March 24 - April 15, 2017
Late registration:	April 16 - 20, 2017
Term Start Date:	May 1, 2017
Deadline for 50% refund:	May 14, 2017
Term ends:	June 25, 2017



# section 1

## Methods of Learning and Earning Credit

### ABOUT OUR COURSES

<http://www.tesu.edu/academics/catalog/About-Our-Courses.cfm>

#### SYSTEM REQUIREMENTS:

##### Windows Users

- › Minimum video display of 800 x 600 pixels
- › Audio card and speaker or headset
- › CD-ROM drive
- › Internet connectivity via LAN or dial-up connection through an Internet Service Provider (ISP) at 28.8 Kbps or faster
- › A full-featured internet browser such as Microsoft Internet Explorer 6.0 or Firefox 4.X or higher

##### Apple Users

- › Minimum video display of 800 x 600 pixels
- › CD-ROM drive
- › Internet connectivity via LAN or dial-up connection through an Internet Service Provider (ISP) at 28.8 Kbps or faster
- › A full-featured internet browser such as Microsoft Internet Explorer 6.0 or Firefox 4.X or higher

##### Additional Requirements for Nursing Students:

- › Office Suite: Microsoft Office suite version 2007 or 2010
- › Webcam with microphone
- › Adobe Acrobat Reader
- › Current virus protection
- › Current email account on file with the Office of the Registrar

### ABOUT PRIOR LEARNING ASSESSMENT

<http://www.tesu.edu/academics/catalog/Prior-Learning-Assessment.cfm>

*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 PLA portfolio credit for any course required by the degree. Portfolio assessment opportunities for Thomas Edison State University courses will be based on the stated learning outcomes. For other approved 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 college academic dean regarding whether that degree program 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 and must be sent directly to the dean's office for approval.

### ABOUT GRADUATE TRANSFER CREDIT

[www.tesu.edu/academics/catalog/Graduate-Academic-Policies.cfm](http://www.tesu.edu/academics/catalog/Graduate-Academic-Policies.cfm)

Students in a graduate program at the University may transfer graduate-level credit in the following ways:

- › Graduate credits previously earned at other regionally accredited colleges or universities;
- › Courses that have been evaluated by American Council on Education (ACE) and recommended for graduate credit; and
- › Military service schools that have been evaluated by the ACE Office of Educational Credit and Credentials and recommended for graduate credit.

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

# GRADUATE COURSES

<http://www.tesu.edu/academics/courses/Grad-Courses.cfm>

## GRADUATE COURSE OFFERINGS ARE LISTED BY PROGRAM:

- > 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 in Applied Science and Technology
- > Master of Science in Homeland Security
- > Master of Science in Hospitality Management
- > Master of Science in Human Resources Management
- > Master of Science in Information Technology
- > Master of Science in International Business Finance
- > 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 Cybersecurity-Critical Infrastructure
- > Graduate Certificate in Digital Humanities
- > Graduate Certificate in Educational Leadership
- > Graduate Certificate in Fundraising and Development
- > Graduate Certificate in Geropsychology
- > Graduate Certificate in Homeland Security
- > Graduate Certificate in Human Resources Management
- > Graduate Certificate in Industrial-Organizational Psychology
- > Graduate Certificate in Nursing Administration
- > Graduate Certificate in Nurse Educator
- > 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

## DOCTOR OF NURSING PRACTICE IN SYSTEMS-LEVEL LEADERSHIP

### Course Descriptions

#### **NUR-800:** DNP ROLE DEVELOPMENT

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 learner 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 inter-professional collaboration to promote quality improvement and safe patient outcomes will be explored.

#### **NUR-805:** SCHOLARLY INQUIRY: A BASIS FOR EVIDENCE-BASED PRACTICE

Scholarly Inquiry: A Basis for Evidence-Based Practice 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

Health, Healthcare Policy, and Politics, 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**

Information Systems and Technology Impacting Healthcare Delivery, 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. Learners 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**

Integrating and Evaluating Population Health in Advanced Nursing Practice prepares the learner to lead population health initiatives. Learners 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**

Health Economics and Finance 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**

Organizational and Systems Leadership I 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 health care systems. Systems thinking will be discussed as a key strategy to improve performance and lead change.

### **NUR-842: ORGANIZATIONAL AND SYSTEMS LEADERSHIP II**

Organizational and Systems Leadership II explores models, concepts, and processes to enhance care quality and patient safety in health care 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 health care 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**

Scholarly Immersion I: Project Identification and Mentored Practicum 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 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 state-

ment, 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**

Scholarly Immersion II: Project Management and Mentored Practicum 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 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**

Scholarly Immersion III: Project Completion and Mentored Practicum 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 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.

# MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

<http://www.tesu.edu/heavin/maedl/MAEdL-Course-Descriptions.cfm>

## Course Descriptions

*All courses include required Practicum hours to be completed at the student's identified school site or alternate site. Enrollment in these courses is limited to accepted and matriculated students.*

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

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

### **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). Offered every term.

### **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, 3, 4). Offered every term.

### **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). Offered every term.

### **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 cultures, making informed decisions and communicating them skillfully, and resolving conflicts. Participation involves learning theoretical concepts through reflective writing activities, self-assessments and practice ISLLC exams (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6). Offered every term.

### **EDL-550: SCHOOL LAW (3 credits)**

School leaders as stewards of the educational process must ensure that the schools follow both the letter and the spirit of the law. The democratic principles of the United States require leaders to protect and serve the rights of students, staff and other stakeholders. This course enables the future school leader to examine the federal, state and local laws, court decisions, rules and regulations impacting on education. Both general principles and specific applications are examined to provide the leader with the knowledge and understanding of the constitutional basis of both curricular and extracurricular programs and services. In addition, the course presents the opportunity to analyze such issues as desegregation,



due process, student rights, tenure and special needs students (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6). Offered every term.

### **EDL-660: HUMAN RESOURCES ADMINISTRATION (3 credits)**

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

### **EDL-670: TECHNOLOGY FOR INSTRUCTION AND ADMINISTRATION (3 credits)**

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

### **EDL-680: BUDGET FORECASTING AND FISCAL PLANNING (3 credits)**

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

### **EDL-690: DEVELOPING SCHOOL AND COMMUNITY PARTNERSHIPS (3 credits)**

Students develop an awareness of the political, social, cultural and economic systems and processes that impact

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

### **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 his/her 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). Offered every term. SBA students are required to complete only 150 hours for their program.

### **EDL-710: PROFESSIONAL PORTFOLIO DEVELOPMENT (3 credits)**

As the capstone experience in the program, students prepare an electronic portfolio that demonstrates their incremental achievement of the program standards. Students compose self-assessment narratives that reflect their experiences in the program, analyzing and assessing the degree to which they have achieved their goals, the influences they experienced that enabled them to master the subject and

the barriers that inhibited their progress. Standards-based competencies may be substantiated through documentary evidence of site-based participation in educational leadership roles and responsibilities, letters of endorsement or support from qualified site administrators, class assignments and research papers, reflective journal entries and contact logs with mentors. Open only to students matriculated in the MAEdL program. Prerequisites include EDL 500, 510, 520, 530, 540, 550, 660, 670, 680 and 700. Offered every term.

### **EDL-800: THE SUPERINTENDENCY (3 credits)**

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

### **EDL-810: PROFESSIONAL PORTFOLIO DEVELOPMENT: SCHOOL ADMINISTRATORS (3 credits)**

As the capstone experience in the MAEdL program (District Leadership Area of Study), Professional Portfolio Development: School Administrators requires students to prepare an electronic portfolio that demonstrates their achievement of program and ISLLC standards. This portfolio will show how the student has developed and how he or she has applied learning. The process of portfolio development involves: goal setting; decision-making and analysis in the selection of artifacts that document and recognize propositional and procedural knowledge and personal and professional attributes of leadership; and self-evaluation and reflection. Students will learn how professional electronic portfolios are defined, organized and evaluated. A second goal of this course is to prepare students to retool their portfolio for continued professional and academic advancement beyond the degree program. Students will be

expected to substantiate standards-based competencies, a minimum of 300 internship hours at the building leadership level and 150 hours at the district leadership level, addressing each of the ISLLC standards through all of, but not limited to, the following: documentary evidence of site-based participation in educational leadership roles and responsibilities, letters of endorsement or support from qualified site administrators, class assignments and research papers, reflective journal entries, contact logs with mentors and self-assessment narratives (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6).

### **EDL-820: FIELD-BASED PRACTICUM FOR SUPERINTENDENTS (3 credits)**

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

### **EIO-520: ECONOMIC ISSUES IN ORGANIZATION (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.

### **FAM-540: FINANCE AND ACCOUNTING FOR MANAGERS (3 credits)**

This course is designed to provide the non-accountant and 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.

# MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING

<http://www.tesu.edu/heavin/maetol/Course-Descriptions.cfm>

## Course Descriptions

### **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.

### **OLT-510: THEORY AND CULTURE OF ONLINE LEARNING (3 credits)**

Theory and Culture of Online Learning is designed to give adult educators a theoretical base and practical orientation to the culture of online learning as well as tools and concepts to use in creating and teaching online courses. The course emphasizes a variety of readings, individual student work and a class discussion of online learning accompanied by practical experience in designing an online course. Because of the theory-base and instructional approach used in this course, participation by every student is crucial so that students can both learn and support each other in their learning process.

### **OLT-520: LEARNING TECHNOLOGY AS AN ISSUE IN ONLINE LEARNING (3 credits)**

One of the few things that almost all agree on is that technology is changing rapidly. How can teachers and learners keep up? This course takes the prudent track of discussing technology in the broader context of how we make decisions, solve problems and learn/teach technological skills.

### **OLT-630: ISSUES IN INSTRUCTIONAL DESIGN IN ONLINE LEARNING (3 credits)**

How is instructional design for online learning different from instructional design for other modes of delivering instruction? This course provides critical discussion of and practice in the ideas and practices that enhance quality in online learning.

### **OLT-640: COMMUNICATION AND INTERACTIVITY IN ONLINE LEARNING (3 credits)**

The technology enabling online learning allows communication and interaction between student and texts, student and teacher, and student and other students. This course considers the theoretical aspects of communication and interactivity and also the practical skills of facilitating online discussions and online interactions.

### **THC-625: TECHNOLOGY AND THE HUMAN COMMUNITY: CHALLENGES AND RESPONSES (3 credits)**

Students explore the role of technology as it relates to society, community and the individual, with particular emphasis on its impact on workplace issues. Students will explore humanity's love-hate relationship with technology over the millennia, will debate ethical issues such as cloning and irradiated food, and will anticipate technology's impact on cultures, communities and individual persons in the future. Students will use their own workplace or community to test theories and draw informed conclusions.

### **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.

**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 cultures, making informed decisions and communicating them skillfully, and resolving conflicts. Participation involves learning theoretical concepts through reflective writing activities, self-assessments and practice ISLLC exams.

**EDL-670: TECHNOLOGY FOR INSTRUCTION AND ADMINISTRATION (3 credits)**

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

**EDT-700: CAPSTONE PROJECT IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING (3 credits)**

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

**EDT-710: PRACTICUM IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING (3 credits)**

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



# MASTER OF ARTS IN LIBERAL STUDIES

<http://www.tesu.edu/heavin/mals/MALS-Course-Descriptions.cfm>

## Course Descriptions

### **LAP-500: THE 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. Throughout the course, students will relate learning to their professional lives through an interactive process such as a week-by-week portfolio or regular journal entries. Offered every term.

### **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. Offered every term.

### **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. Offered every term.

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

This course examines change, conflict and resolution in both historic and contemporary contexts and invites students to apply these concepts to their personal and professional lives while reflecting on their local, national and global significance. Through readings and online discussions in politics, literature and applied ethics, students will develop understandings of change, conflict and resolution as they relate to diverse cultures and eras, including the civil rights movement, women's rights, civil disobedience, working within the

system and revolution. The course will provide students with practical insights culled from a deep understanding of global change and will empower them with tools to steer and manage change in the workplace and community. Offered every term.

### **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 web sites 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. Offered every term.

### **THC-625: TECHNOLOGY AND THE HUMAN COMMUNITY: CHALLENGES AND RESPONSES (3 credits)**

Students explore the role of technology as it relates to society, community and the individual, with particular emphasis on its impact on workplace issues. Students will explore humanity's love-hate relationship with technology over the millennia, will debate ethical issues such as cloning and irradiated food, and will anticipate technology's impact on cultures, communities and individual persons in the future. Students will use their own workplace or community to test theories and draw informed conclusions. Offered every term.

**MLS-700; MLS-710: FINAL**  
**CAPSTONE PROJECT (6 credits)**

The Capstone Project is a 6-credit course that is completed over two terms at the end of the MALS program. It requires the student to demonstrate the depth and breadth of knowledge acquired in the program and to apply this knowledge to the workplace or the community. The project is interdisciplinary in nature. It is a supervised, hands-on experience that displays the student's ability to go beyond the mere collection of information and into a synthesis of accumulated knowledge and skills. The Capstone Project may be in the form of a research project, a creative project or an applied project. A final grade will be issued when the requirements of the Capstone Project are fulfilled by the submission and approval of a final project and the satisfactory oral presentation of the project. Students must have completed the core requirements and 10 of 12 required elective credits for the MALS degree before enrolling in MLS 700. Students must successfully complete the requirements of MLS-700 before enrolling in MLS-710. Offered every term.

# MBA COURSE DESCRIPTIONS

<http://www.tesu.edu/business/mba/Course-Descriptions.cfm>

## MBA Core Courses

### **ETM-750: ETHICS FOR MANAGERS** (3 credits)

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

### **MKM-700: MARKETING MANAGEMENT** (3 credits)

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

### **FIN-710: FINANCIAL MANAGEMENT** (3 credits)

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

### **SOP-720: STRATEGIC OPERATIONS MANAGEMENT** (3 credits)

Strategic Operations Management will examine the creation and implementation of organizational distinctive competitive advantages by exploring new technologies to increase efficiency. Students will analyze the mathematical tools that guide management on what decisions are best for the organization. The course will evaluate various concepts and processes

such as supply chain management, which involves strategic materials sourcing, forecasting, warehousing, inventory control and planning, transportation, purchasing and financials.

### **GSM-730: GLOBAL STRATEGIC MANAGEMENT** (3 credits)

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

### **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 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).*

### **MBA-730: MANAGEMENT CAPSTONE** (3 credits)

Candidates for the completion of the MBA degree will complete an independent project demonstrating their conceptual, analytical, research and practical management skills achieved through the courses in the program.

The project, called a Capstone because it represents a crowning achievement much as a capstone does in architecture, is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates the student's ability to synthesize and utilize the skills and knowledge gained in previous courses in the MBA program.

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

## MBA Course Electives

### **ENP-732: ENTREPRENEURSHIP** (3 credits)

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

### **FSA-712: FINANCIAL STATEMENT ANALYSIS** (3 credits)

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

*Advisory: Offered during September, January and May terms only.*

### **HRM-760: HUMAN RESOURCE 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.

### **INV-711: INVESTMENTS (3 credits)**

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

### **MCO-740: MANAGEMENT COMMUNICATIONS (3 credits)**

Management Communications 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.

*Advisory: Offered during September, January and May terms only.*

### **MKR-700: MARKETING RESEARCH (3 credits)**

Marketing Research examines the essential analysis skills required for making quality marketing decisions. Developing a market research design demands necessary quantitative and

qualitative abilities to identify and define market opportunities and issues; generate, improve and assess marketing performance and monitor marketing performance as well as advance understanding of marketing as a process. Students are required to select a contemporary marketing problem or opportunity, frame the issue into a research question, review the relative literature, develop measures and collect pertinent data, statistically analyze data results and provide an industry-standard final report of findings and limitations.

*Advisory: Offered during September, January and May terms only.*

### **NEG-731: NEGOTIATIONS (3 credits)**

Negotiation is a critical skill for managing, leading and living life. Students will examine the major concepts, theories of bargaining and negotiation as well as the dynamics of interpersonal, intergroup conflict and its resolution. The course will explore the nature of negotiation and the importance of strategizing and planning for negotiation in the context of both distributive bargaining and integrative negotiation. Additionally, students will analyze negotiation subprocesses including communication, perception, biases, social contexts, multiparty negotiations, individual differences, global negotiation and identifying or creating leverage. Students will assess the key concepts of outcomes, dispute resolution and remedies.

### **PJM-721: PROJECT MANAGEMENT (3 credits)**

The Project Management course is comprised of intricate contemporary managerial processes of how companies plan to execute their missions and visions using strategic project management ingenuities to accomplish these goals. The course will also cover topics such as international projects, agile project management strategies, modern project management, managing project risks, project outsourcing, leadership and nurturing project teams. The course will illustrate how to effectively select projects, develop project plans, monitor progress and estimate project durations and costs. Additionally, real-life project cases will be analyzed.

### **SOM-702: INTRODUCTION TO SOCIAL MEDIA (3 credits)**

Examines and analyzes the social media space from a business perspective. The course will introduce the space and review the strategies and tactics for social media management and marketing. Students will assess best practices and study the key communities currently involved in the social media space. Other topics include the business advantages of social media as well as an overview of what policies, rules and regulations practitioners must keep in mind.

### **SUS-700: DESIGNING A BUSINESS CASE FOR SUSTAINABILITY (3 credits)**

Introduces students to the attitudes, tools and proven techniques to design a business case for sustainability so that a company or organization can transition to accounting for the environmental and social factors that can assure long-term profitability. Students will also develop their capacity to think critically about the role their organizations have played or can play in building a more sustainable world.

*Advisory: Offered during September, January and May terms only.*

## **ACCOUNTING**

### **Area of Study**

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### **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. Other topics include developing performance measurement techniques and managing customer and employee relationships in a diversified, global economy.



**ACC-701: AUDITING AND ACCOUNTING INFORMATION SYSTEMS (3 credits)**

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

**ACC-702: FINANCIAL ESSENTIALS FOR ACCOUNTANTS (3 credits)**

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

**ACC-703: EMERGING ISSUES IN ACCOUNTING (3 credits)**

This course offers a study on emerging issues pertinent to accounting, auditing and management. It introduces concepts including an introduction to the corporate governance mechanism, focusing on accounting issues of corporate governance. Topics include IFRS convergence with US GAAP, Governments/NPOs, NGOs and taxation.

**DATA ANALYTICS**  
**Area of Study**

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

The success of modern business practices and evidenced-based decisions depends on sound statistical and analytical skills. This course lays the foundation for statistical thinking and imparts many valuable, important skills that are widely used in marketing, finance, economics, supply chain management and financial accounting. This course also expands spreadsheet skills, statistical programming using R and/or SAS and computing expertise for analyzing large complex data. This is a hands-on course with emphasis on examining and interpreting data using various statistical tools rather than on the theory underlying these tools. This course lays a solid foundation for learning advanced tools for data mining.

*Advisory: Offered during September, January and May terms only.*

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

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

*Advisory: Offered during September, January and May terms only.*

**DAM-702: PREDICTIVE ANALYTICS FOR BUSINESS INTELLIGENCE (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

**DAA-703: DATA ANALYTICS AND VISUALIZATION WITH CAPSTONE PROJECT (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

## FINANCE

### Area of Study

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#### **FSA-712: FINANCIAL STATEMENT ANALYSIS (3 credits)**

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

#### **INV-711: INVESTMENTS (3 credits)**

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

#### **ENP-732: ENTREPRENEURSHIP (3 credits)**

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

#### **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 com-

pete 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.

*Advisory: Offered during September, January and May terms only.*

## HEALTHCARE MANAGEMENT

### Area of Study

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#### **HCF-701: HEALTHCARE FINANCE (3 credits)**

This course focuses on some of the unique components of finance as they relate to a healthcare facility and some of the major issues they are faced with. Topics include reimbursement systems, managed care, insurance, Medicare and Medicaid, DRG prospective payment, accessibility, eligibility, budgeting and planning. Emphasis will be placed on the application of these topics to aid in making managerial decisions.

*Advisory: Offered during September, January and May terms only.*

#### **HCO-702: STRATEGIC MANAGEMENT WITHIN A HEALTHCARE ORGANIZATION (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

#### **HCD-703: HEALTHCARE DELIVERY (3 credits)**

This course explores the management of a healthcare organization's productive resources and the activities within its production systems. Tools for opera-

tions management will also be explored in various industries and within this theory and then applied to the healthcare environment. Management tools such as capacity planning, facility layouts, queuing theory, critical path analysis and tools of project management will be discussed.

*Advisory: Offered during September, January and May terms only.*

#### **HCL-704: LEGAL ISSUES IN HEALTHCARE (3 credits)**

This course examines the various legal, regulatory and ethical issues that most frequently arise in healthcare and that affect both healthcare organizations and healthcare providers. This course will address what role the law plays in: promoting the quality of healthcare; organizing the delivery of healthcare; assuring adequate control of the cost of healthcare; promoting access to necessary healthcare; and protecting the human rights of those who are provided care within the healthcare system.

*Advisory: Offered during September, January and May terms only.*

## HUMAN RESOURCE MANAGEMENT

### Area of Study

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#### **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.

*Advisory: Offered during September, January and May terms only.*

**HRM-762: HUMAN CAPITAL MANAGEMENT IN MULTICULTURAL ORGANIZATIONS (3 credits)**

This course examines the integration of 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.

*Advisory: Offered during September, January and May terms only.*

**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.

*Advisory: Offered during September, January and May terms only.*

**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.

*Advisory: Offered during September, January and May terms only.*

## MARKETING

### Area of Study

**MKR-700: MARKETING RESEARCH (3 credits)**

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

**GMK-703: GLOBAL MARKETING (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

**DMA-704: DIGITAL MARKETING ANALYTICS (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

**SOM-702: INTRODUCTION TO SOCIAL MEDIA (3 credits)**

Examines and analyzes the social media space from a business perspective. The course will introduce the space and review the strategies and tactics for social media management and marketing. Students will assess best practices and study the key communities currently involved in the social media space. Other topics include the business advantages of social media as well as an overview of what policies, rules and regulations practitioners must keep in mind.

# MASTER OF PUBLIC SERVICE LEADERSHIP

<http://www.tesu.edu/watson/Course-Descriptions.cfm>

## Course Descriptions

### **MPL-510: RESEARCH METHODS IN PUBLIC SERVICE (3 credits)**

Research Methods in Public Service 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)**

Evaluations are an essential piece of designing and operating nonprofit programs. Information from evaluations help key stakeholders make decisions about funding, growing, contracting and ending programs. This course is an introduction to evaluation methodology and common evaluation tools used to assess nonprofit programs. Students will plan, develop and evaluate nonprofit programs in public and private settings. The focus will be placed on the acquisition and demonstration of applied techniques including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment and cost benefit analysis. Special attention is given to issues of ethics, social justice as related to the use and misuse of research, the inclusion or omission of diverse populations in research studies, the implications of research for addressing social injustices of oppressed groups and the encouragement of a critical perspective when reading research on interventions as they apply to populations at risk.

### **MPL-580: PUBLIC SERVICE LEADERSHIP AND GOVERNANCE (3 credits)**

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

### **MPL-582: LAW, ETHICS AND DECISION MAKING IN THE PUBLIC SECTOR (3 credits)**

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

### **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, in-



ternational issues and perspectives are also considered in relation to climate change, clean development mechanism trading and cap.

**MSP-540: ADVANCED STUDIES IN HEALTHCARE (3 credits)**

An overview of the healthcare services system in America, this course covers characteristics of the U.S. health system, the role of healthcare professionals, medical technology, healthcare financing sources, healthcare delivery structures (including outpatient and primary care), inpatient facilities, managed care and integrated organizations, long-term care, services for special populations and system outcomes such as healthcare cost, access and quality.

**MSP-542: EPIDEMIOLOGY (3 credits)**

Introduction to the study of the general principles, methods and applications of epidemiology. Outbreak investigations, measures of infectious and chronic disease frequency, standardization of disease rates, study design, measures of association, hypothesis testing, bias, risk factors, effect modification, causal inference, disease screening and surveillance. Case studies apply these concepts to a variety of infectious, acute and chronic health conditions affecting the population.

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

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

improvement activities. This course is focused on the technological aspects of operations, leaving human behavioral studies to other management or leadership courses.

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

Introduction to the issues of health services law and ethics, including the role of law in the U.S. healthcare system, the legal system and legal research, managing and regulating healthcare system including legal structure and governance of healthcare organizations, government regulations in public health and health services, protecting privacy of medical information, medical staff credentialing and clinical privileges, the laws in government payment programs, antitrust law in healthcare field, and legal and ethics issues in patient care and in health insurance.

**MSP-621: NETWORKING FOR EFFECTIVE COMMUNITY DEVELOPMENT (3 credits)**

Networking for Effective Community Development is a comprehensive examination of community development through exploring and understanding the role of networks. The course provides an overview of the types of networks and how each functions to create critical linkages that enable the ability of the community to respond to needs, threats and challenges, and how these linkages can work to translate change and community effectiveness. Topics include improving governance; using community networks to bridge cultural and economic difference; improving communications and neighborhood relations; and using networks to work across agencies and facilitate planning. The course includes exercises aimed at promoting an understanding of networks, and simulations to apply theory to practice. This course draws from several disciplines to discuss and apply network theory and practice to community economic development. Please note that students are required to work in groups.

**MSP-661: FUNDRAISING IN NONPROFITS: CHALLENGES AND OPPORTUNITIES (3 credits)**

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

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

This course aims to provide a practical foundation to be used toward compiling a full proposal for this course and into the future by learning how to craft careful research questions presented with sound preparation and purposeful writing. Through this course, students will begin to fully understand and be able to articulate the need for a project or organization's work. Students will be guided through preparing individual components of the grant application and how to translate the work into a budget for the request. In addition to the basic application components, understanding the funders' interests, packaging and other formats will be covered.

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

This course focuses on the life cycle of volunteers, including how to effectively motivate, reward and retain volunteers at each stage of the cycle. Attention will be paid to enhancing the effectiveness of a volunteer workforce as well as the delicate issues of resolving conflicts and the termination of volunteers. Finally, the course compares episodic and ongoing volunteerism and the implications for volunteer-dependent organizations.

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

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

**NPM-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)

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

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

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

**SOE-570: SOCIAL ENTREPRENEURSHIP** (3 credits)

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

# MASTER OF SCIENCE IN APPLIED SCIENCE AND TECHNOLOGY

<http://www.tesu.edu/ast/msast/MSAST-Course-Descriptions.cfm>

For all areas of study except Information Technology, the Master of Science in Applied Science and Technology degree program includes 18 credits of core courses, 12 credits of area of study requirements and a 6-credit Master's Project. For the Information Technology area of study, students who are not working as information technology professionals at the time of their admittance into the program will be required to take 18 credits of core courses and all students in the Information Technology area of study are required to complete 15 credits in the area of study, 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.

## CORE COURSES:

*18 credits*

### Course Descriptions

#### **APS-602: MANAGING PEOPLE IN TECHNOLOGY BASED ORGANIZATIONS**

This course explores the theoretical and practical issues that science and technology poses to senior managers and leaders in contemporary organizations. The course will equip students with the tools needed to be effective leaders in organizations driven by scientific and technological breakthroughs. The case study method will be used to sharpen the analytical skills necessary to develop and implement solutions to challenges posed by a fast-paced, highly technical society.

#### **THC-625: TECHNOLOGY AND THE HUMAN COMMUNITY: CHALLENGES AND RESPONSES**

This course explores the role of technology as it relates to society, community and the individual, with

particular emphasis on its impact on workplace issues. Students will explore humanity's love-hate relationship with technology over the millennia, will debate ethical issues such as cloning and irradiated food, and will anticipate technology's impact on cultures, communities and individual persons in the future.

#### **APS-600: PRODUCTIVITY MEASUREMENT AND CONTINUOUS IMPROVEMENT (3 credits)**

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

#### **APS-510: PROJECT MANAGEMENT FOR TECHNOLOGY (3 credits)**

Project Management for Technology 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-601: TECHNOLOGICAL INNOVATION AND COMMERCIALIZATION (3 credits)**

This course examines the relationship between sustainable growth, innovation and the commercialization process. Particular emphasis will be 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 be immersed in the assessment skill set necessary to identify emerging trends and develop organizational to meet unmet market needs.

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

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

## CLINICAL TRIALS MANAGEMENT TRACK:

*12 credits*

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

This course provides an introduction to the field of clinical research and an overview of the environment, FDA approval process and regulations, and various elements involved in the

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

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

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

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

This course provides an overview of the clinical data management process in pharmaceutical research settings. Students gain an understanding of the regulations governing the data management process; identify the roles and responsibilities of personnel involved in the process; learn how and why data is collected; and understand database structure and design. The course covers the reporting of adverse drug events.

Also covered are parameters for data review, coding, queries and validation. Students develop strategies to manage practical issues that may arise.

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

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

**INFORMATION TECHNOLOGY:  
15 credits**

**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.

**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 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.

*Note: This course requires that you use Microsoft Access software, which is a Windows-based product and will not run on Macs. You can run this software and other Windows software on your Mac using Apple's Boot Camp technology or third-party virtualization tools like Parallels or VMWare Fusion. These tools make it possible to run Mac OSX and a Windows operating system side by side. This solution will require a Windows license.*

**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.



## NUCLEAR ENERGY TECHNOLOGY MANAGEMENT:

*12 credits*

### **APS-501: HUMAN PERFORMANCE IMPROVEMENT (3 credits)**

This course explores 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.

### **NUC-501: ATMOSPHERIC 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 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.

## TECHNICAL STUDIES TRACK:

*12 credits*

### **APS-501: HUMAN PERFORMANCE IMPROVEMENT (3 credits)**

This course focuses on improving human performance through analysis. Human Performance Improvement focuses on improving operational performance through training and development, ergonomics, environmental health and safety operations analysis.

### **APS-502: ADVANCED QUALITY ANALYSIS (3 credits)**

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

### **EUT-500: RENEWABLE AND ALTERNATIVE ENERGY (3 credits)**

The Renewable and Alternative Energy course provides an application knowledge of 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 lifecycle design that provide conservation strategies, and the

development of more ecologically and economically sustainable.

### **CMP-500: NETWORK SECURITY (3 credits)**

This course provides a practical survey of both the principles and practice of cryptography and network security. First, the basic issues to be addressed by a network security capability are explored through a tutorial and survey of cryptography and network security technology. Then, the practice of network security is explored via practical applications that have been implemented and are in use today.

## MASTER'S PROJECT:

*6 credits*

### **APS-700: MASTER PROJECT IN APPLIED SCIENCE AND TECHNOLOGY (6 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 learners applied science or technology workplace or profession. The learner will be expected to acquire knowledge, real life experience and research to make recommendations that are based upon solid data and benchmarking.

# MASTER OF SCIENCE IN HOMELAND SECURITY

<http://www.tesu.edu/watson/mshs/MSHS-Course-Descriptions.cfm>

## Course Descriptions

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

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

### **HLS-501: NATURAL DISASTERS (3 credits)**

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

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

The course examines the USA PATRIOT Act and will examine why the government and the public began to question and scrutinize the country's intelligence mechanisms, and national

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

### **HLS-611: INTERNATIONAL LEGAL AND ETHICAL ISSUES (3 credits)**

This course examines statutory and constitutional 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 policymaking.

### **HLS-615: DOMESTIC AND GLOBAL INTELLIGENCE FOR SECURITY MANAGEMENT (3 credits)**

Global Security managers are both producers and consumers of intelligence. This course acquaints students with the concepts and practices involved in the process of collecting, analyzing and evaluating intelligence, and in managing the intelligence cycle as well as the influence of intelligence in shaping homeland security decision making at the international, federal, state and local levels. It examines the structures, roles and interactions of foreign and domestic intelligence communities, the intelligence gathering and analysis capabilities of law enforcement and private sector entities, and the use of intelligence processes to support security investigations, planning and policy formulation. Based in a case study approach, students in this course will develop an understanding of intelligence tradecraft and the analytic and research skills used in intelligence

work as well as an appreciation for the ethical, Constitutional and civil liberties issues involved.

### **HLS-620: PREPAREDNESS: PREVENTION AND DETERRENCE (3 credits)**

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

### **HLS-625: TECHNOLOGY AND INFORMATION SECURITY (3 credits)**

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

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

This course focuses on the many response and recovery efforts possible for the various actors in homeland security, both in the public and private sectors. The concept of planning is addressed with a focus on implementation, testing and evaluation. Students will discuss how best to lead, communicate and coordinate in response and recovery efforts 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 are studied.

**HLS-640: ADMINISTRATION AND FINANCE FOR SECURITY PROFESSIONALS (3 credits)**

Using case studies and simulations related to emergency events (a terrorist attack, a natural disaster, a pandemic), this course focuses on management and finance aspects of disaster management.

**HLS-610: THE PSYCHOLOGY AND SOCIOLOGY OF DISASTER (3 credits)**

This course will determine how individuals react in disasters and what factors determine behaviors. This course examines the traumatic consequences of terrorism and disasters upon individuals and groups as well as the individual and collective social behaviors that often occur as a result of these events. The course examines a range of psychological and social issues related to terrorism and disaster, including theories of trauma; trauma prevention strategies and crisis intervention; the impact of trauma upon first responders and those directly exposed to terrorism or disasters; the psychological goals of terrorism; and post-traumatic stress. Individual and group dynamics and reactions are examined.

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

Biological threats, proliferation of biological weapons and bioterrorism present challenges to homeland and national security, and create legitimate concerns about the nation's ability to prevent biological attacks. Yet agencies have deeply embedded professional norms and organizational cultures that resist change. Students in this course will explore the obstacles to implementation and strategies to overcome them.

**HLS-650: CAPSTONE IN HOMELAND SECURITY (6 credits)**

The Capstone project is a comprehensive analysis of a significant incident, case problem or policy dilemma related to an agency selected by the student. Each student is required to develop a proposal identifying and describing the agency and the problem to be addressed; the data to be collected and analyzed; a list of viable alternatives; and a set of evaluation criteria to be used in selecting the best course of action to resolve the problem. The objective of the Capstone project is to produce a comprehensive analytical report that could be used in solving an actual organizational or policy-related problem.

# MASTER OF SCIENCE IN HUMAN RESOURCES MANAGEMENT

<http://www.tesu.edu/business/mshrm/MSHRM-Course-Descriptions.cfm>

## Course Descriptions

### CORE COURSES:

#### **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)**

Lifestyle Benefits and Compensation in the New Millennium 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 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.

*Advisory: Offered during September, January and May terms only.*

#### **HRM-550: STRATEGIC RECRUITING, RETENTION AND SUCCESSION PLANNING (3 credits)**

This course will focus on how the best practices of strategic manpower planning, advanced compensation and reward systems, and developmental interventions all make for a foundation culminating in an "organization of choice" rather than an "organization of last resort." Topics covered include the development of a qualified pool of

candidates, labor force trends, long-term strategic growth and retention.

#### **HRM-560: INTELLECTUAL CAPITAL AND THE WORKPLACE LEARNER (3 credits)**

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

#### **HRM-570: THE EFFECTIVENESS OF A MARKET CONNECTED CULTURE (3 credits)**

How a human resource team "connects" the external market to the internal infrastructure of an organization can ultimately mean the difference between overall organizational success and failure. This course will focus on managing and facilitating the culture of an organization requires defining in terms of organizational strategy and the voice of the customer. Culture management, setting the stage for change, formulating strategy, analyzing the need for change, and integrating and implementing the needed human capital of the organization in order to sustain a competitive advantage while adding value is covered in this course. This course will also address issues such as knowledge management, change management and capability building in order to create a culture connected to the market the organization serves.

*Advisory: Offered during September, January and May terms only.*

#### **HRM-600: MANAGING THE HUMAN RESOURCES ENTERPRISES (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

#### **HRM-610: HUMAN RESOURCES AS A STRATEGIC PARTNER (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

#### **HRM-620: THE LEGAL AND ETHICAL ENVIRONMENT OF HUMAN RESOURCES (3 credits)**

This course covers legal compliance in corporate staffing, disparate impact and disparate treatment claims, and numerous federal statutes and guidelines such as the Civil Rights Acts of 1964 and 1991, the Age Discrimination in Employment Act (1967), the Americans with Disabilities Act (1990) and Equal Employment Opportunity regulations. Approximately 25 percent of the course will be devoted to ethical challenges of the human resources professional,



including conflicts between the human resources function and a separate Office of Ethics that might exist in the corporate environment. The course will stress the need for keeping employee ethical questions and concerns confidential as well as developing and putting into practice a professional code of ethics for all employees. Additional topics covered in this course include affirmative action, seniority, sex discrimination, religious discrimination, retaliatory discharges and right to privacy in the workplace.

#### **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 life of most managers and leaders. The course provides techniques and skills that students will find helpful 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).*

### **CAPSTONE:**

#### **MAN-630: MANAGEMENT CAPSTONE (3 credits)**

Candidates for completion of the MSM or 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 or MSM programs.

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

### **ELECTIVES:**

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

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

*Advisory: Offered during September, January and May terms only.*

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

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

*Advisory: Offered during September, January and May terms only.*

#### **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.

#### **ETH-590: ETHICS FOR MANAGERS (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

#### **FAM-540: FINANCE AND ACCOUNTING FOR MANAGERS (3 credits)**

This course is designed to provide the non-accountant and 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.

**GLM-550: GLOBAL MANAGEMENT**  
(3 credits)

Global Management examines the issues and challenges facing managers in a global business context. Specifically, the course explores and analyzes international aspects of organizational behavior, human 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).

*Advisory: Offered during September, January and May terms only.*

*NOTE: A student's computer will need to have a media player, such as Windows Media or RealPlayer, in order to view the videos in this course.*

**LCO-610: LEADING CHANGE IN COMPLEX ORGANIZATIONS**  
(3 credits)

Leading Change in Complex Organizations focuses on what many scholars and practitioners consider the essence of leadership: organizational change. The course examines the importance of change, how change agents can work with others to effect meaningful change in organizations and why change will become increasingly significant to organizations in the future. Students will examine and apply a change process that includes establishing a sense of urgency, creating guiding coalitions, developing vision and a strategic plan, communicating that vision, empowering people for action to realize the change, generating short-term wins along the way, consolidating gains and embedding new approaches in the culture of the organization. This course provides students 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.

*Advisory: Offered during September, January and May terms only.*

**MKM-560: MARKETING MANAGEMENT** (3 credits)

This course examines concepts, environments and marketing management roles, as applied to industry, nonprofit

organizations and government agencies. Focus is on the unique attributes of the marketing mix (product, price, place and promotion), target groups, relationship marketing, research, competitor analysis and strategic planning. Emphasis will be placed on developing a marketing plan within the context of the broader organization as well as exploring the dynamic that will lead to completing each plan with confidence.

**MSM-620: LEADERSHIP, VISION AND STRATEGIC PLANNING**  
(3 credits)

This course examines the strategic management framework that integrates core business knowledge across all decision-making and functional areas of the organization, highlighting the issues and challenges of vision, leadership and strategy in dynamic organizations. It provides students with knowledge and skills to implement value-added, ethically principled, economically sound strategy and meet the challenges of global competitive advantage. The main topics covered include external and internal analysis in the strategic management process, functional strategies, competitive strategies, corporate strategies and international strategies.

**NPM-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)

Nonprofit Governance and Board Leadership explores governance within contemporary nonprofit organizations. The course focuses on leadership dynamics from theoretical and

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

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

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.

**OML-610: ORGANIZATIONAL MANAGEMENT AND LEADERSHIP I**  
(3 credits)

This course presents a comprehensive, integrative and practical focus on leadership and management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership and organizational leadership. The course presents leadership and management theories/concepts that have emerged over the past several decades. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through self-assessment exercises. Included in the course are identification of current leaders and leadership as well as contemporary perspectives on ethics,

networking, coaching, organizational culture, diversity, learning organizations, strategic leadership and crisis leadership.

*NOTE: This course builds upon ORG-502 (Leadership and Management), although that course is not a prerequisite to OML-610. While there is some overlap in content between the two, OML-610 has a far greater emphasis on application and skill development than ORG-502.*

### **OML-620: ORGANIZATIONAL MANAGEMENT AND LEADERSHIP II (3 credits)**

This course focuses on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities or societies. The course looks first at exemplary leaders, both those who are well known and national or international in their scope (e.g., Robert Kennedy, John F. Kennedy, Bill Clinton, Mohandas Gandhi) and those who are not well known (e.g., everyday people who have exercised moral leadership or community leadership), all with special consideration of the moral aspects of effective leadership in several different contexts. It then looks at how individuals can develop leadership and act with authenticity, integrity and creativity, all with special consideration of exercising leadership as a “whole person” who must balance responsibilities to home, work and community. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire. The course is based in the belief that leadership involves moral/ethical dimensions and that effective leadership equals good leadership; that is, that it includes service to others and to contexts beyond the self as well as qualities such as authenticity and integrity.

*Advisory: Offered during September, January and May terms only.*

*NOTE: This course builds upon ORG-502 (Leadership and Management), although that course is not a prerequisite to OML-620. While there is some overlap in content between the two, OML-620 has a far greater emphasis on application and skill development than ORG-502.*

### **OML-630: CONTEMPORARY ISSUES IN LEADERSHIP (3 CREDITS)**

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 (Leadership and Management II). The three courses together form a logical sequence that moves from a general exploration of theory and practice in OML-610, to a focus on leading and managing self in OML-620 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.*

*Advisory: Offered during September, January and May terms only.*

### **ORG-502: LEADERSHIP AND MANAGEMENT IN THE 21ST CENTURY (3 credits)**

This course offers students a comprehensive, relevant perspective on leadership and management. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Students analyze concepts such as leading as an interactive process (involving the leader, the “followers” and the situation), managing with innovation and creativity, escaping from embedded practices and embracing new managerial principles. This course provides students with contemporary empirical study of leadership and management as well as commentary, case histories and multimedia presentations.

### **PJM-510: PROJECT MANAGEMENT (3 credits)**

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation and performance measurement activities required for successful completion of a project.

### **PJM-520: PROJECT LEADERSHIP AND COMMUNICATIONS (3 credits)**

This course provides leadership and management guidelines for the project manager in a variety of situations. Principles of effective planning, communication and motivation throughout the project life cycle are the focus of this course. Project Leadership and Communication presents principles of project control from initiation through execution to closure in a clear and practical manner.

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

### **PJM-530: PROJECT RISK MANAGEMENT (3 credits)**

Project Risk Management provides students with an organized approach for managing the uncertainties that can lead to undesirable project outcomes. The course provides a systematic method for identifying the risks that can result in cost overruns, delayed schedules or failure to meet performance standards. The first half of the course covers risk identification, which takes place during project definition and planning. The last half of the course covers risk mitigation, which takes place during project execution and closure.

*Advisory: Offered during September, January and May terms only.*

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

**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.

*Advisory: Offered during September, January and May terms only.*

*NOTE: Students should have successfully completed Project Management (PJM-510), Project Leadership and Communication (PJM-520) and Project Risk Management (PJM-640) before beginning this course.*

**SOE-570: SOCIAL ENTREPRENEURSHIP (3 credits)**

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

**SUM-501: PRINCIPLES OF SUSTAINABLE MANAGEMENT (3 credits)**

Principles of Sustainable Management introduces students to the topic of sustainable management in organizations. Sustainable management views the goals of an organization (its product and/or service-providing mission) through a long-term, environmental and social cost/benefit mental model. The course provides background on the social, economic and environmental sustainability challenges facing managers today and explains the trade-offs and pay-offs involved in striving for zero waste, both social and planetary. In addition, it provides tools that will help students guide organizations along appropriate paths to become more sustainable. Through this course students learn from the key leaders and the important literature in the field about the global issues challenging today's sustainable managers. Students will also develop their capacity to think critically about the role their organizations have played or can play in building a more sustainable world.



## Course Descriptions

### CORE COURSES:

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

This is a survey course on Information Technology IT. Topics include IT foundation concepts, data/information management systems, networking systems, enterprise models/systems, IT management processes, IT security, and IT ethics. Discussion supplements course materials to critically review emerging trends and implications for business managers and IT professionals.

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

This course examines data communication and networking technologies from the business perspective. Topics covered include the networked enterprise, telecommunication network models, communication hardware, and trends and emerging technology, such as social media, mobile computing, cloud computing, big data, and the Internet of Things.

#### **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 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. Note: This course requires that you use Microsoft Access software, which is a Windows-based product and will not run on Macs. You can run this software and other Windows software on your Mac using Apple's Boot Camp technology or third-party virtualization tools like Parallels or VMWare Fusion. These tools make it possible to run Mac OSX and a Windows operating system side by side. This solution will require a Windows license.

### CYBERSECURITY AREA OF STUDY COURSES

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

This course introduces students to foundational cybersecurity concepts related to utilities critical infrastructure. The course will cover fundamental cybersecurity concepts and nomenclature. In addition, it will cover various types of utility networks and systems including Information Technology (IT), Industrial Control Systems (ICS), Supervisory Control and Data Acquisition (SCADA) systems, and distributed networks. The course also introduces students

to risk management concepts, threat modeling fundamentals, utilities-related regulations, standards, guidelines, and system control frameworks. This course lays the foundation for subsequent coursework in the Cybersecurity: Critical Infrastructure Graduate Certificate program and is recommended as the first course taken in the sequence.

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

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

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

In this course, students will learn the techniques used to identify, develop, and apply protective security controls in utility-related information technology (IT) and operational technology (OT) environments. They will develop the skills and knowledge needed to implement controls used to mitigate inherent risks and reduce the chances of utility systems being compromised.

Students will develop expertise using controls for identity and access management, awareness and training, asset management, network architecture and network segmentation, secure coding practices, personnel security, and physical security. Students in this course will employ risk-based frameworks and control catalogs to identify and select applicable security controls for utility environments.

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

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

**CYB-525: INTEGRATING CYBERSECURITY INTO THE SYSTEM LIFECYCLE (3 credits)**

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

## DATA MANAGEMENT AND ANALYTICS AREA OF STUDY COURSES

**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, multi-dimensional data, performance evaluation, advanced 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. Decision Support Systems (DSS) are used to present data in such a way as to help businesses survive in a competitive market. A data warehouse is a read-only analytical database that is used as the foundation for decision support 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 DSS life cycle, data warehouse architectures, system planning, warehouse requirements gathering, schema development, warehouse design and implementation, and user access.

**DTM-533: DATA ANALYTICS (3 credits)**

Data analytics refers to the qualitative and quantitative techniques and processes used 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, 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, 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, neural networks. In addition, students will become familiar with the current theories, practices, tools and techniques used to management knowledge assets.

## HEALTH INFORMATION TECHNOLOGY AREA OF STUDY COURSES

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### **HIT-541: FOUNDATIONS IN HEALTH INFORMATICS (3 credits)**

Health informatics combines diverse disciplines such as information technology, 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 their 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 records 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 health care, 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 health care 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, there remain significant complex legal, ethical, and financial questions related to their use that serve to impede their widespread adoption. Legal and ethical issues surrounding ownership, economics, privacy, data security, the use (or misuse) of decision support systems, accountability, as well as legal and regulatory compliance are central to debate surrounding health informatics and these issues have an impact on the requirements, design, implementation, and evolution of these systems. In this course, students will learn to develop solutions that address key legal, ethical, and financial challenges germane to health informatics.

## INFORMATION ASSURANCE AREA OF STUDY COURSES

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### **IAS-551: FOUNDATIONS OF INFORMATION ASSURANCE (3 credits)**

Information assurance (IA) is concerned with protecting the reliability of information and managing risks related to the use, processing, storage, and transmission of information or data. It includes securing the systems and processes that house and manipulate the data as well. IA includes protection of the integrity, availability, authenticity, non-repudiation and confidentiality of



organizational data. IA practitioners use physical, technical and administrative controls to accomplish these tasks. These protections apply to data in transit, both physical and electronic forms as well as data at rest in various types of physical and electronic storage facilities. Information assurance as a field has grown from the practice of information security. As opposed to information security and cybersecurity, IA relates more to the business value and strategic risk management of information and related organizational systems, rather than focusing on the creation and application of security controls. In this course students will learn to defend against malicious attacks while considering corporate governance issues such as privacy, regulatory and standards compliance, auditing, business continuity, and disaster recovery as they relate to an organization's information assets.

#### **IAS-552: VULNERABILITIES, THREATS, AND ATTACKS (3 credits)**

The impact of a security breach can be devastating to any organization. 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 external 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 effects, or by discovering and reporting it so that corrective action can be taken in the future. In this course students will learn the principals 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 OS and services, vulnerability assessment, baseline audits, forensics, logging, encryption, authentication, wireless security, 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 organization 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 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



## NETWORK MANAGEMENT AREA OF STUDY COURSES

### **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 Multipoint Distribution Service (MMDS), FSO (Free Space Optics), Wi-Fi (Wireless Fidelity), WiMax (Wireless 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:** PERVASIVE 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 your body or your tooth brush, can be imbedded 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 a 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 Networks (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 upgrade 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 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 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 OS and services, firewall assessment, vulnerability assessment, baseline audits, forensics, logging, encryption, authentication, VPNs, wireless, network access control, and security tools.

## SOFTWARE ENGINEERING AREA OF STUDY COURSES

### **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 lifecycle, 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 non-conformance 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)**

Software system integration 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.

# MSM PROGRAM COURSE DESCRIPTIONS

<http://www.tesu.edu/business/msm/MSM-Course-Descriptions.cfm>

## CORE COURSES:

### **ORG-502: LEADERSHIP AND MANAGEMENT IN THE 21ST CENTURY (3 credits)**

This course offers students a comprehensive, relevant perspective on leadership and management. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Students analyze concepts such as leading as an interactive process (involving the leader, the “followers” and the situation), managing with innovation and creativity, escaping from embedded practices and embracing new managerial principles. This course provides students with contemporary empirical study of leadership and management as well as commentary, case histories and multimedia presentations.

### **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.

### **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 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 must be taken one to two terms prior to Capstone (academic advisor approval must be obtained prior to registration).*

### **EIO-520: ECONOMIC ISSUES IN ORGANIZATION (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.

### **FAM-540: FINANCE AND ACCOUNTING FOR MANAGERS (3 credits)**

This course is designed to provide the non-accountant and 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.

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

### **MKM-560: MARKETING MANAGEMENT (3 CREDITS)**

This course examines concepts, environments and marketing management roles, as applied to industry, nonprofit organizations and government agencies.

Focus is on the unique attributes of the marketing mix (product, price, place and promotion), target groups, relationship marketing, research, competitor analysis and strategic planning. Emphasis will be placed on developing a marketing plan within the context of the broader organization as well as exploring the dynamic that will lead to completing each plan with confidence.

### **PJM-510: PROJECT MANAGEMENT (3 credits)**

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation and performance measurement activities required for successful completion of a project.

## CORE ADVANCED LEVEL COURSES:

### **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.

### **MAN-630: MANAGEMENT CAPSTONE (3 CREDITS)**

Candidates for completion of the MSM or 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 your ability to synthesize and utilize the skills and knowledge you have gained in previous courses in your MSM or MSHRM program.

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

## ELECTIVES:

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

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

*Advisory: Offered during September, January and May terms only. Working knowledge of Microsoft Excel is required.*

### **ACC-601: INTERMEDIATE ACCOUNTING III (3 credits)**

This course discusses accounting for investments, revenue recognition, income taxes, pensions and post retirement 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: Offered during September, January and May terms only. Working knowledge of Microsoft Excel is required.*

### **ACC-602: ADVANCED ACCOUNTING (3 credits)**

This course provides valuable information about accounting for home office branches and 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: Offered during September, January and May terms only. 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 emphasizes 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 non-monetary factors, problems of ownership equities and the disclosure of relevant information to investors and creditors.

*Advisory: Offered during September, January and May terms only. Working knowledge of Microsoft Excel is required.*

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

This course introduces students to the concept of corporate social responsibility, which involves an examination of whether organizations should expand their focus from serving stockholders to also considering the impact of the firm's activities on diverse stakeholders. Practicing corporate social responsibility requires that a corporation meld business goals with societal expectations. To do so means addressing complex questions such as: What obligations do businesses have to

the societies in which they operate? Can the interests of corporations and their outside stakeholders be aligned, or are they in inherent conflict? This course examines these and other questions without prescribing simple solutions.

*Advisory: Offered during September, January and May terms only.*

### **ETH-590: ETHICS FOR MANAGERS (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

### **GLM-550: GLOBAL MANAGEMENT (3 credits)**

Global Management examines the issues and challenges facing managers in a global business context. Specifically, the course explores and analyzes international aspects of organizational behavior, human 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).

*Advisory: Offered during September, January and May terms only.*

*Note: A student's computer will need to have a media player, such as Windows Media or RealPlayer, in order to view the videos in this course.*

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

This course is designed to provide the non-accountant and 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.

*Advisory: Offered during September, January and May terms only.*

### **HRM-550: STRATEGIC RECRUITING, RETENTION AND SUCCESSION PLANNING (3 credits)**

This course will focus on how the best practices of strategic manpower planning, advanced compensation and reward systems, and developmental interventions all make for a foundation culminating in an “organization of choice” rather than an “organization of last resort.” Topics covered include the development of a qualified pool of candidates, labor force trends, long-term strategic growth and retention.

### **HRM-560: INTELLECTUAL CAPITAL AND THE WORKPLACE LEARNER (3 credits)**

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

### **HRM-570: THE EFFECTIVENESS OF A MARKET CONNECTED CULTURE (3 credits)**

How a human resource team “connects” the external market to the internal infrastructure of an organization can ultimately mean the difference between overall organizational success and failure. This course will focus on managing and facilitating the culture of an organization requires defining in terms of organizational strategy and the voice of the customer. Culture management, setting the stage for change, formulating strategy, analyzing the need for change, and integrating and implementing the needed human capital of the organization in order to sustain a competitive advantage while adding value is covered in this course. This course will also address issues such as knowledge management, change management and capability building in order to create a culture connected to the market the organization serves.

*Advisory: Offered during September, January and May terms only.*

### **HRM-600: MANAGING THE HUMAN RESOURCES ENTERPRISES (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

### **HRM-610: HUMAN RESOURCES AS A STRATEGIC PARTNER (3 credits)**

Earning a seat where human resources is part of the process of setting strategy and not just sitting at the sidelines is the goal of human resource professionals. In this course students will learn about the many roadblocks to becoming an organizational partner in the formulation and implementation of institutional strategy. Students will be introduced to the resulting frustration, resentment, confusion and possibly even a regression back to maintaining

nothing more than an administrative function. Absorbing critical information from varying constituencies and the integration of critical information into a viable organization road map is covered.

*Advisory: Offered during September, January and May terms only.*

### **HRM-620: THE LEGAL AND ETHICAL ENVIRONMENT OF HUMAN RESOURCES (3 credits)**

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

### **LCO-610: LEADING CHANGE IN COMPLEX ORGANIZATIONS (3 credits)**

Leading Change in Complex Organizations focuses on what many scholars and practitioners consider the essence of leadership: organizational change. The course examines the importance of change, how change agents can work with others to effect meaningful change in organizations and why change will become increasingly significant to organizations in the future. Students will examine and apply a change process that includes establishing a sense of urgency, creating guiding coalitions, developing vision and a strategic plan, communicating that vision, empowering people for action to realize the change, generating short-term wins along the way, consolidating gains and embedding new approaches in the culture of the organization. This course

provides students 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.

*Advisory: Offered during September, January and May terms only.*

### **LDR-510: LEADERSHIP COMMUNICATION (3 credits)**

Leadership Communication will focus on developing and executing effective, real-world communication strategies for 21st century managers. This course will introduce communication tools and tactics innovative leaders use in their day-to-day work as well as their long-range challenges. In addition, it will focus on how leaders communicate balanced, informed judgment and demonstrate their ability to evaluate and synthesize disparate and complex information, ideas and opinions. It will also explore strategies to communicate with an array of audiences and with logical structure, professional style and clear, concise, compelling substance in a variety of contexts.

### **NPM-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)**

Nonprofit Governance and Board Leadership explores governance within contemporary nonprofit organizations. The course focuses on leadership dynamics from theoretical and practical perspectives. Students will explore salient internal and external environmental factors that influence behavior through the examination

and analysis of best practices. The primary goal of this course is to provide a realistic understanding of the elements that both support and impede effective governance for nonprofits. The significance of strong leadership and governance practices is reinforced in the course's discussion of emerging trends within nonprofit entities.

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

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

### **OML-610: ORGANIZATIONAL MANAGEMENT AND LEADERSHIP (3 credits)**

This course presents a comprehensive, integrative and practical focus on leadership and management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership, team leadership and organizational leadership. The course presents leadership and management theories/concepts that have emerged during the past several decades. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through self-assessment exercises. Included in the course are identification of current leaders and leadership as well as contemporary perspectives on ethics, networking, coaching, organizational

culture, diversity, learning organizations, strategic leadership and crisis leadership.

*NOTE: This course builds upon ORG-502 (Leadership and Management), although that course is not a prerequisite to OML-610. While there is some overlap in content between the two, OML-610 has a far greater emphasis on application and skill development than ORG-502.*

### **OML-620: ORGANIZATIONAL MANAGEMENT AND LEADERSHIP II (3 credits)**

This course focuses on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities or societies. The course looks first at exemplary leaders, both those who are well known and national or international in their scope (e.g., Robert Kennedy, John F. Kennedy, Bill Clinton, Mohandas Gandhi) and those who are not well known (e.g., everyday people who have exercised moral leadership or community leadership), all with special consideration of the moral aspects of effective leadership in several different contexts. It then looks at how individuals can develop leadership and act with authenticity, integrity and creativity, all with special consideration of exercising leadership as a 'whole person' who must balance responsibilities to home, work and community. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire. The course is based in the belief that leadership involves moral/ethical dimensions and that effective leadership equals good leadership; that is, that it includes service to others and to contexts beyond the self as well as qualities such as authenticity and integrity.

*Advisory: Offered during September, January and May terms only.*

*NOTE: This course builds upon ORG-502 (Leadership and Management), although that course is not a prerequisite to OML-620. While there is some overlap in content between the two, OML-620 has a far greater emphasis on application and skill development than ORG-502.*

### **OML-630: CONTEMPORARY ISSUES IN LEADERSHIP (3 credits)**

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.

*Advisory: Offered during September, January and May terms only.*

*NOTE: This course follows naturally from the foundations laid in OML-610 (Organizational Management and Leadership I) and in OML-620 (Leadership and Management II). The three courses together form a logical sequence that moves from a general exploration of theory and practice in OML-610, to a focus on leading and managing self in OML-620 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.*

### **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.

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

### **PJM-530: PROJECT RISK MANAGEMENT (3 credits)**

Project Risk Management provides students with an organized approach for managing the uncertainties that can lead to undesirable project outcomes. The course provides a systematic method for identifying the risks that can result in cost overruns, delayed schedules or failure to meet performance standards.

The first half of the course covers risk identification, which takes place during project definition and planning. The last half of the course covers risk mitigation, which takes place during project execution and closure.

*Advisory: Offered during September, January and May terms only.*

*NOTE: Students should have successfully completed Project Management (PJM-510) and Project Leadership and Communication (PJM-520) 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 and sold in the project management environment. Course topics include: contract and procurement strategies; legal issues; contract pricing alternatives; technical, management and commercial requirements; RFP development; source selection; invitations to bid and bid evaluation; risk assessment; and contract negotiation and administration.

*Advisory: Offered during September, January and May terms only.*

### **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.

*Advisory: Offered during September, January and May terms only.*

*NOTE: Students should have successfully completed Project Management (PJM-510), Project Leadership and Communication (PJM-520) and Project Risk Management (PJM-640) before beginning this course.*

### **SOE-570: SOCIAL ENTREPRENEURSHIP (3 credits)**

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

### **SUM-501: PRINCIPLES OF SUSTAINABLE MANAGEMENT (3 credits)**

Principles of Sustainable Management introduces students to the topic of sustainable management in organizations. Sustainable management views the goals of an organization (its product and/or service-providing mission) through a long-term, environmental and social cost/benefit mental model. The course provides background on the social, economic and environmental sustainability challenges facing managers today and explains the trade-offs and payoffs involved in striving for zero waste, both social and planetary. In addition, it provides tools that will help students guide organizations along appropriate paths to become more sustainable. Through this course students learn from the key leaders and the important literature in the field about the global issues challenging today's sustainable managers. Students will also develop their capacity to think critically about the role their organizations have played or can play in building a more sustainable world.



# MASTER OF SCIENCE IN MANAGEMENT – PUBLIC SERVICE CAREERS

<http://www.tesu.edu/watson/Course-Descriptions.cfm>

## Course Descriptions

### **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.

### **MPL-510: RESEARCH METHODS IN PUBLIC SERVICE** (3 credits)

Research Methods in Public Service 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)

Evaluations are an essential piece of designing and operating nonprofit programs. Information from evaluations help key stakeholders make decisions

about funding, growing, contracting and ending programs. This course is an introduction to evaluation methodology and common evaluation tools used to assess nonprofit programs. Students will plan, develop and evaluate nonprofit programs in public and private settings. The focus will be placed on the acquisition and demonstration of applied techniques including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment and cost benefit analysis. Special attention is given to issues of ethics, social justice as related to the use and misuse of research, the inclusion or omission of diverse populations in research studies, the implications of research for addressing social injustices of oppressed groups and the encouragement of a critical perspective when reading research on interventions as they apply to populations at risk.

### **MPL-580: PUBLIC SERVICE LEADERSHIP AND GOVERNANCE** (3 credits)

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

### **MPL-582: LAW, ETHICS AND DECISION MAKING IN THE PUBLIC SECTOR** (3 credits)

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

students with opportunities to examine their personal-professional values, assess 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

### **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.

**MSP-540: ADVANCED STUDIES IN HEALTHCARE** (3 credits)

An overview of the healthcare services system in America, this course covers characteristics of the U.S. health system, the role of healthcare professionals, medical technology, healthcare financing sources, healthcare delivery structures (including outpatient and primary care), inpatient facilities, managed care and integrated organizations, long-term care, services for special populations and system outcomes such as healthcare cost, access and quality.

**MSP-542: EPIDEMIOLOGY**  
(3 credits)

Introduction to the study of the general principles, methods and applications of epidemiology. Outbreak investigations, measures of infectious and chronic disease frequency, standardization of disease rates, study design, measures of association, hypothesis testing, bias, risk factors, effect modification, causal inference, disease screening and surveillance. Case studies apply these concepts to a variety of infectious, acute and chronic health conditions affecting the population.

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

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

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

Introduction to the issues of health services law and ethics, including the role of law in the U.S. healthcare system, the legal system and legal research, managing and regulating healthcare system including legal structure and governance of healthcare organizations, government regulations in public health and health services, protecting privacy of medical information, medical staff credentialing and clinical privileges, the laws in government payment programs, antitrust law in healthcare field, legal and ethics issues in patient care and in health insurance.

**MSP-621: NETWORKING FOR EFFECTIVE COMMUNITY DEVELOPMENT** (3 credits)

Networking for Effective Community Development is a comprehensive examination of community development through exploring and understanding the role of networks. The course provides an overview of the types of networks and how each functions to create critical linkages that enable the ability

of the community to respond to needs, threats and challenges, and how these linkages can work to translate change and community effectiveness. Topics include improving governance; using community networks to bridge cultural and economic difference; improving communications and neighborhood relations; and using networks to work across agencies and facilitate planning. The course includes exercises aimed at promoting an understanding of networks, and simulations to apply theory to practice. This course draws from several disciplines to discuss and apply network theory and practice to community economic development. Please note that students are required to work in groups.

**MSP-661: FUNDRAISING IN NONPROFITS: CHALLENGES AND OPPORTUNITIES** (3 credits)

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

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

This course aims to provide a practical foundation to be used toward compiling a full proposal for this course and into the future by learning how to craft careful research questions presented with sound preparation and purposeful writing. Through this course, students will begin to fully understand and be able to articulate the need for a project or organization's work. Students will be guided through preparing individual components of the grant application and how to translate the work into a budget for the request. In addition to the basic application components, understanding the funders' interests, packaging and other formats will be covered.

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

This course focuses on the life cycle of volunteers, including how to effectively motivate, reward and retain volunteers at each stage of the cycle. Attention will be paid to enhancing the effectiveness of a volunteer workforce as well as the delicate issues of resolving conflicts and the termination of volunteers. Finally, the course compares episodic and ongoing volunteerism and the implications for volunteer-dependent organizations.

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

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

**NPM-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)**

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

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

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

**SOE-570: SOCIAL  
ENTREPRENEURSHIP (3 credits)**

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

# MASTER OF SCIENCE IN NURSING

<https://www.tesu.edu/academics/courses/Nursing-Courses.cfm>

## Course Descriptions

### **NUR-340: NURSING INFORMATICS** (3 credits)

Nursing Informatics focuses on the use of electronic technologies and the management of information to facilitate nursing practice and enhance nursing knowledge. The use of electronic technologies in nursing practice, administration, education and research is explored. Learning experiences are provided to develop the basic skills nurses need to practice competently in an electronic healthcare environment. A reflective learning portfolio, initiated in the course, is used to validate professional and academic achievements and growth throughout the baccalaureate program.

### **NUR-342: ADVANCING NURSING PRACTICE** (3 credits)

This course creates a foundation for transition to baccalaureate nursing practice. An overview of professional practices, standards and models of clinical competence are provided. Issues related to current nursing practice within the complex healthcare environment are examined. The contemporary role of the baccalaureate-prepared nurse is explored. A reflective learning portfolio will serve as a means to validate professional and academic achievements and growth throughout the program.

### **NUR-418: RESEARCH IN NURSING** (3 credits)

The course is designed to increase the professional nurse's knowledge and use of the research process. Emphasis is placed on reading, interpreting and evaluating research findings, including considering ethical and practical aspects as a basis for evidence-based nursing practice.

*Prerequisite: Statistics required prior to enrolling in NUR-418.*

### **NUR-428: LEADERSHIP AND MANAGEMENT IN NURSING** (3 credits)

This course focuses on the development of leadership and management skills needed by professional nurses. Theories and concepts essential to the role of the nurse as leader and manager in a variety of community and healthcare settings are explored.

*Note: Credit can be earned for this course through the Leadership Exam option. Nurses who have leadership experience should contact their nursing advisor. This exam is only open to experienced registered nurses with leadership experience.*

### **NUR-443: PUBLIC HEALTH NURSING** (4 credits)

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

**Prerequisites:** All other nursing courses except NUR-445 and 6 credits of general education must be completed. Evidence of a current RN license and malpractice insurance should be sent to American DataBank (ADB), prior to registration - [www.tesunursingbackground.com](http://www.tesunursingbackground.com).

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

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

*Prerequisites: All other requirements for the BSN degree; may take one elective with this.*

### **NUR-516: ADVANCED HEALTH ASSESSMENT** (3 credits)

This course focuses on the acquisition of advanced health assessment and clinical reasoning skills. Students apply the diagnostic (clinical) reasoning process to develop a comprehensive plan of care for patients in a variety of settings throughout the life span. Emphasis is placed on advanced health assessment skills, health promotion, disease prevention and risk assessment.

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

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.

*Prerequisite: A course equivalent to HPS-200: Statistics for the Health Professions or STA-201: Principles of Statistics prior to enrolling in NUR-418: Research in Nursing is required for NUR-530-NG.*



**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.

*Advisory: A course equivalent to NUR-340-NU Nursing Informatics is required to be successful in NUR-531-NG. Students are responsible for ensuring they have acquired the knowledge needed prior to registering for NUR-531-NG.*

**NUR-600: NURSING LEADERSHIP IN A GLOBAL COMMUNITY (3 credits)**

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-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, pharmacog-

nomics 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.

## NURSE EDUCATOR

**NUR-630: THEORETICAL FOUNDATIONS AND INSTRUCTIONAL STRATEGIES IN NURSING EDUCATION (3 credits)**

Theoretical Foundations and Instructional Strategies in Nursing Education is designed to provide the foundation for understanding theories, philosophies and strategies of teaching and learning that influence nursing education. The course also explores ethical and legal issues in nursing education.

Theoretical Foundations and Instructional Strategies in Nursing Education 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 MSN degree nurse educator program.

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

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

**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 MSN program outcomes and nurse educator competencies.

*Prerequisites: All other MSN degree and Nurse Educator certificate requirements\* except NUR-750. Submission of all document 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.*

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

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

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.

*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.*

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

## NURSING INFORMATICS

### **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-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-711: NURSING INFORMATICS: CONSUMER INFORMATICS AND COMMUNICATION TECHNOLOGIES (3 credits)**

In this course, students explore communication technologies and their use in meeting consumer needs.

Emphasis is placed on empowering patients and consumers to safely obtain information, services and emotional support through effective use of these technologies.

### **NUR-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, need and interests. In Nursing Informatics: Seminar and Practicum I, students, working with the online mentor and onground preceptor, develop a plan for Practicum activities and select, initiate and implement informatics related projects that may continue into the second Practicum. Students reflectively discuss their experiences, projects and related learning in the online discussion seminar. This course requires completion of 150 Practicum hours.

*Prerequisites: All other MSN degree and Nursing Informatics certificate requirements except NUR-731-NG: Nursing Informatics: Seminar and Practicum II,\* submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.*

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

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

### **NUR-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 onground preceptor, may continue and/or modify the selected Practicum activities and project(s) developed in the first Practicum course. Students reflectively discuss their experiences, projects and related learning in the online discussion seminar. This course

requires completion of 150 Practicum hours and the finalized e-Portfolio.

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

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

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

## NURSING ADMINISTRATION

### **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-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-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-722: NURSING  
ADMINISTRATION: SEMINAR AND  
ROLE PRACTICUM (3 credits)**

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

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

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

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

**NUR-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 onground preceptor. Students engage in a reflective discussion of nursing administration issues and experiences in the online seminar. This course requires completion of 150 Practicum hours. Submission of an e-Portfolio will be required to demonstrate achievement of MSN program outcomes and competencies.

*Prerequisites: All other MSN degree and Nursing Administration certificate requirements,\* submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.*

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

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

# GRADUATE CERTIFICATE IN CLINICAL TRIALS MANAGEMENT

<http://www.tesu.edu/ast/Clinical-Trials-Management.cfm>

## Course Descriptions

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

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

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

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

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

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

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

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

# GRADUATE CERTIFICATE IN CYBERSECURITY-CRITICAL INFRASTRUCTURE

<http://www.tesu.edu/ast/Cyber-Security.cfm>

## Course Descriptions

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

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

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

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

to communicate cybersecurity risks to peers and senior management in both IT and OT. This course will also expose students to relevant international utility-related cybersecurity regulations, standards and guidelines.

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

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

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

The students will learn methods and techniques for monitoring information technology (IT) and operational technology (OT) environments. Along with developing an expertise in system monitoring techniques, students will learn methods for detecting compromise and develop strategies for effectively responding to and recovering from compromise. Students will learn methods and techniques such as network baselining, perimeter

and internal monitoring and defense, situational awareness, intrusion detection, detecting exploits, "kill chain" management, event analysis and correlation, incident response, evidence collection and preservation, and system recovery and restoration.

### **CYB-525: INTEGRATING CYBERSECURITY INTO THE SYSTEM LIFECYCLE (3 credits)**

This course focuses on integrating security into the entire system and solution 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 the knowledge and skills needed for integrating security requirements into technology acquisitions and for identifying and managing supply chain risks across system life cycles. Using case studies, students will apply the concepts learned throughout the program to solve real world utility and network system security challenges.



# GRADUATE CERTIFICATE IN DIGITAL HUMANITIES

<http://www.tesu.edu/heaven/grad-certificates/Digital-Humanities.cfm>

## Course Descriptions

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

Introduction to Digital Humanities 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 Web sites, 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. We 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, we 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 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. Together, we will thoroughly explore the concept of “social change” itself by identifying the values embedded in dominant cultural narratives of progress and decline. We will then turn our 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.

# GRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP

<http://www.tesu.edu/heavin/grad-certificates/Post-Masters-Educational-Leadership-Certificate.cfm>

## Course Descriptions

### **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, 3, 4). Offered every term.

### **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). Offered every term.

### **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 cultures, making informed decisions and communicating them skillfully, and resolving conflicts. Participation involves learning theoretical concepts through reflective writing activities, self-assessments and practice ISLLC exams (ISLLC 1, 2, 3, 4, 5, 6; NJDOE 1, 2, 3, 4, 5, 6). Offered every term.

### **EDL-660: HUMAN RESOURCES ADMINISTRATION (3 credits)**

In this course, students learn the latest methods for attracting, inducting, motivating, retaining and supporting staff and how to monitor and supervise certificated and noncertificated faculty and staff to set high standards for the

professional participation of all adults in the school community. Students apply systems management and collaborative decision making to effect change, particularly with respect to meeting state and district requirements. Open only to students matriculated in the Graduate Certificate in Educational Leadership or MAEdL program (ISLLC 2, 5, 6; NJDOE 2, 5, 6). Offered every term.

# GRADUATE CERTIFICATE IN FUNDRAISING AND DEVELOPMENT

<https://www.tesu.edu/watson/grad-certificates/Fundraising-and-Development.cfm>

## Course Descriptions

### **MSP-661: FUNDRAISING IN NONPROFITS: CHALLENGES AND OPPORTUNITIES (3 credits)**

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

### **MSP-662: PRACTICAL GRANT WRITING FOR NONPROFITS (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 grant-making 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-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.

### **NPM-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.

# GRADUATE CERTIFICATE IN GEROPSYCHOLOGY

<http://www.tesu.edu/heavin/grad-certificates/Geropsychology.cfm>

## Course Descriptions

### **GER-510: ADULT DEVELOPMENT AND AGING (3 credits)**

Adult Development and Aging 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)**

Geropsychological Assessment 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)**

Geropsychological Interventions 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). Coursework 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)**

Geropsychological Consultation 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.



# GRADUATE CERTIFICATE IN HOMELAND SECURITY

<http://www.tesu.edu/watson/grad-certificates/Homeland-Security-Course-Descriptions.cfm>

## Course Descriptions

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

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

*Offered in the July, October, January and April terms.*

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

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

*Offered in the July, October, January and April terms.*

### **HLS-620: PREPAREDNESS: PREVENTION AND DETERRENCE** (3 credits)

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

### **HLS-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 are studied.

# GRADUATE CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

<http://www.tesu.edu/business/Human-Resources-Management-Course-Descriptions.cfm>

## Course Descriptions

### **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)**

Lifestyle Benefits and Compensation in the New Millennium 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.

*Advisory: Offered during September, January and May terms only.*

### **HRM-550: STRATEGIC RECRUITING, RETENTION AND SUCCESSION PLANNING (3 credits)**

This course will focus on how the best practices of strategic manpower planning, advanced compensation and reward systems, and developmental interventions all make for a foundation culminating in an "organization of choice" rather than an "organization of last resort." Topics covered include the development of a qualified pool of candidates, labor force trends, long-term strategic growth and retention.

### **HRM-560: INTELLECTUAL CAPITAL AND THE WORKPLACE LEARNER (3 credits)**

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

### **HRM-570: THE EFFECTIVENESS OF A MARKET CONNECTED CULTURE (3 credits)**

How a human resource team "connects" the external market to the internal infrastructure of an organization can ultimately mean the difference between overall organizational success and failure. This course will focus on managing and facilitating the culture of an organization requires defining in terms of organizational strategy and the voice of the customer. Culture management, setting the stage for change, formulating strategy, analyzing the need for change, and integrating and implementing the needed human capital of the organization in order to sustain a competitive advantage while adding value is covered in this course. This course will also address issues such as knowledge management, change management and capability building in order to create a culture connected to the market the organization serves.

*Advisory: Offered during September, January and May terms only.*

### **HRM-600: MANAGING THE HUMAN RESOURCES ENTERPRISES (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

### **HRM-610: HUMAN RESOURCES AS A STRATEGIC PARTNER (3 credits)**

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

*Advisory: Offered during September, January and May terms only.*

**HRM-620: THE LEGAL AND  
ETHICAL ENVIRONMENT OF  
HUMAN RESOURCES (3 credits)**

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

# GRADUATE CERTIFICATE IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

<http://www.tesu.edu/heavin/grad-certificates/Industrial-Organizational-Psychology.cfm>

## Course Descriptions

### **IOP-510: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY** (3 credits)

Industrial and Organizational Psychology 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)

Psychological Factors in Selecting and Growing Organizational Talent 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)

Unearthing and Enhancing Organizational Talent Through Psychology 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)

The Psychology of Leadership, Motivation, and Teamwork 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.



# GRADUATE CERTIFICATE IN NURSING ADMINISTRATION

<http://www.tesu.edu/nursing/programs/Nursing-Administration.cfm>

## Course Descriptions

### **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-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-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-722: NURSING ADMINISTRATION: SEMINAR AND ROLE PRACTICUM (3 credits)**

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

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

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

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

### **NUR-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 onground preceptor. Students engage in a reflective discussion of nursing administration issues and experiences in the online seminar. This course requires completion of 150 Practicum hours. Submission of an e-Portfolio will be required to demonstrate achievement of MSN program outcomes and competencies.

*Prerequisites: All other MSN degree and Nursing Administration certificate requirements,\* submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.*

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

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

# GRADUATE CERTIFICATE IN NURSE EDUCATOR

<http://www.tesu.edu/nursing/programs/Nurse-Educator.cfm>

## Course Descriptions

### **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-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-711: NURSING INFORMATICS: CONSUMER INFORMATICS AND COMMUNICATION TECHNOLOGIES (3 credits)**

In this course, students explore communication technologies and their use in meeting consumer needs. Emphasis is placed on empowering patients and consumers to safely obtain information, services and emotional support through effective use of these technologies.

### **NUR-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, need and interests. In Nursing Informatics: Seminar and Practicum I, students, working with the online mentor and onground preceptor, develop a plan for Practicum activities and select, initiate and implement informatics related projects that may continue into the second Practicum. Students reflectively discuss their experiences, projects and related learning in the online discussion seminar. This course requires completion of 150 Practicum hours.

*Prerequisites: All other MSN degree and Nursing Informatics certificate requirements except NUR-731-NG: Nursing Informatics: Seminar and Practicum II,\* submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.*

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

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

### **NUR-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 onground preceptor, may continue and/or modify the selected Practicum activities and project(s) developed in the first Practicum course. Students reflectively discuss their experiences, projects and related learning in the online discussion seminar. This course requires completion of 150 Practicum hours and the finalized e-Portfolio.

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

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

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

# GRADUATE CERTIFICATE IN NURSING INFORMATICS

<http://www.tesu.edu/nursing/programs/Nursing-Informatics.cfm>

## Course Descriptions

### **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.

*Advisory: A course equivalent to NUR-340-NU Nursing Informatics is required to be successful in NUR-531-NG. Students are responsible for ensuring they have acquired the knowledge needed prior to registering for NUR-531-NG.*

### **NUR-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-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-711: NURSING INFORMATICS: CONSUMER INFORMATICS AND COMMUNICATION TECHNOLOGIES (3 credits)**

In this course, students explore communication technologies and their use in meeting consumer needs. Emphasis is placed on empowering patients and consumers to safely obtain information, services and emotional support through effective use of these technologies.

### **NUR-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, need and interests. In Nursing Informatics: Seminar and Practicum I, students, working with the online mentor and onground preceptor, develop a plan for Practicum activities and select, initiate and implement informatics related projects that may continue into the second Practicum. Students reflectively discuss their experiences, projects and related learning in the online discussion seminar. This course requires completion of 150 Practicum hours.

*Prerequisites: All other MSN degree and Nursing Informatics certificate requirements except NUR-731-NG: Nursing Informatics: Seminar and Practicum II,\* submission of all documents and requirements outlined in the Practicum Packet including a criminal background check.*

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

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

### **NUR-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 onground preceptor, may continue and/or modify the selected Practicum activities and project(s) developed in the first Practicum course. Students reflectively discuss their experiences, projects and related learning in the online discussion seminar. This course requires completion of 150 Practicum hours and the finalized e-Portfolio.

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

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

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

# GRADUATE CERTIFICATE IN ONLINE LEARNING AND TEACHING

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<http://www.tesu.edu/heavin/grad-certificates/Online-Learning-and-Teaching-Course-Descriptions.cfm>

## Course Descriptions

### **OLT-510: THEORY AND CULTURE OF ONLINE LEARNING (3 credits)**

Theory and Culture of Online Learning is designed to give adult educators a theoretical base and practical orientation to the culture of online learning, as well as tools and concepts to use in creating and teaching online courses. The course emphasizes a variety of readings, individual student work and a class discussion of online learning accompanied by practical experience in designing an online course.

### **OLT-520: LEARNING TECHNOLOGY AS AN ISSUE IN ONLINE LEARNING (3 credits)**

One of the few things that almost all agree on is that technology is changing rapidly. How can teachers and learners keep up? This course takes the prudent track of discussing technology in the broader context of how we make decisions, solve problems and learn/teach technological skills.

### **OLT-630: ISSUES IN INSTRUCTIONAL DESIGN IN ONLINE LEARNING (3 credits)**

How is instructional design for online learning different from instructional design for other modes of delivering instruction? This course provides critical discussion of and practice in the ideas and practices that enhance quality in online learning.

### **OLT-640: COMMUNICATION AND INTERACTIVITY IN ONLINE LEARNING (3 credits)**

The technology enabling online learning allows communication and interaction between student and texts, student and teacher, and student and other students. This course considers the theoretical aspects of communication and interactivity and also the practical skills of facilitating online discussions and online interactions.



# GRADUATE CERTIFICATE IN ORGANIZATIONAL LEADERSHIP

<http://www.tesu.edu/business/Organizational-Leadership-Course-Descriptions.cfm>

## Course Descriptions

### **EIO-520: ECONOMIC ISSUES IN ORGANIZATION (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.

### **FAM-540: FINANCE AND ACCOUNTING FOR MANAGERS (3 credits)**

This course is designed to provide the non-accountant and 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.

### **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.

### **OML-610: ORGANIZATIONAL MANAGEMENT AND LEADERSHIP I (3 credits)**

This course presents a comprehensive, integrative and practical focus on leadership and management. It is based upon a framework that analyzes leadership and management at different levels: individual leadership; team leadership; and organizational leadership. The course presents leadership and management theories/concepts that have emerged over the past several decades. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through self-assessment exercises. Included in the course are identification of current leaders and leadership as well as contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership and crisis leadership.

*NOTE: This course builds upon ORG-502 (Leadership and Management), although that course is not a prerequisite to OML-610. While there is some overlap in content between the two, OML-610 has a far greater emphasis on application and skill development than ORG-502.*

### **OML-620: ORGANIZATIONAL MANAGEMENT AND LEADERSHIP II (3 credits)**

This course focuses on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities or societies. The course looks first at exemplary leaders, both those who are well known and national or international in their scope (e.g., Robert Kennedy, John F. Kennedy, Bill Clinton, Mohandas Gandhi) and those who are not well known (e.g., everyday people who have exercised moral leadership or community leadership), all with special

consideration of the moral aspects of effective leadership in several different contexts. It then looks at how individuals can develop leadership and act with authenticity, integrity and creativity, all with special consideration of exercising leadership as a "whole person" who must balance responsibilities to home, work and community. Ultimately, the course is intended to help students become more effective leaders in contexts where they currently serve or in contexts to which they aspire. The course is based in the belief that leadership involves moral/ethical dimensions and that effective leadership equals good leadership; that is, that it includes service to others and to contexts beyond the self as well as qualities such as authenticity and integrity.

*NOTE: This course builds upon ORG-502 (Leadership and Management), although that course is not a prerequisite to OML-620. While there is some overlap in content between the two, OML-620 has a far greater emphasis on application and skill development than ORG-502.*

### **ORG-502: LEADERSHIP AND MANAGEMENT IN THE 21ST CENTURY (3 credits)**

This course offers students a comprehensive, relevant perspective on leadership and management. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Students analyze concepts such as leading as an interactive process (involving the leader, the "followers" and the situation), managing with innovation and creativity, escaping from embedded practices and embracing new managerial principles. This course provides students with contemporary empirical study of leadership and management as well as commentary, case histories and multimedia presentations.

**ORR-510: ORGANIZATIONAL  
RESEARCH (3 credits)**

This course equips students to conduct the 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.

# GRADUATE CERTIFICATE IN PROFESSIONAL COMMUNICATIONS

<http://www.tesu.edu/heavin/grad-certificates/Professional-Communications.cfm>

## Course Descriptions

### **COM-610: PROFESSIONAL COMMUNICATION THEORY** (3 credits)

Professional Communication Theory 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)

Advanced Professional and Business Writing 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.

### **SOM-702: INTRODUCTION TO 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% of young mothers tweet 10 to 20 times per day (Nielson 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 you the strategies and tactics for social media management and marketing. You 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.

You will establish a strong professional social media presence and your coursework for Introduction to Social Media will culminate in the production of a social media plan for a business of your choosing.

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

In Practical Grant Writing for Nonprofits, 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.

# GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

<http://www.tesu.edu/business/Project-Management-Course-Descriptions.cfm>

## Course Descriptions

### **PJM-510: PROJECT MANAGEMENT** (3 credits)

This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation and performance measurement activities required for successful completion of a project.

### **PJM-520: PROJECT LEADERSHIP AND COMMUNICATIONS** (3 credits)

This course provides leadership and management guidelines for the project manager in a variety of situations. Principles of effective planning, communication and motivation throughout the project life cycle are the focus of this course. Project Leadership and Communication presents principles of project control from initiation through execution to closure in a clear and practical manner.

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

### **PJM-530: PROJECT RISK MANAGEMENT** (3 credits)

Project Risk Management provides students with an organized approach for managing the uncertainties that can lead to undesirable project outcomes. The course provides a systematic method for identifying the risks that can result in cost overruns, delayed schedules or failure to meet performance standards. The first half of the course covers risk identification, which takes place during project definition and planning. The last half of the course covers risk mitigation, which takes place during project execution and closure.

*Advisory: Offered during September, January and May terms only.*

*NOTE: Students should have successfully completed Project Management (PJM-510) and Project Leadership and Communication (PJM-520) 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 and sold in the project management environment. Course topics include: contract and procurement strategies; legal issues; contract pricing alternatives; technical, management and commercial requirements; RFP development; source selection; invitations to bid and bid evaluation; risk assessment; and contract negotiation and administration.

*Advisory: Offered during September, January and May terms only.*

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

### **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.

*Advisory: Offered during September, January and May terms only.*

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



# GRADUATE CERTIFICATE IN STRATEGIC PLANNING AND BOARD LEADERSHIP FOR NONPROFITS

<http://www.tesu.edu/watson/grad-certificates/Strategic-Planning-and-Board-Leadership-for-Nonprofits.cfm>

## Course Descriptions

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

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

### **MPL-520: PROGRAM ANALYSIS AND EVALUATION (3 credits)**

Evaluations are an essential piece of designing and operating nonprofit programs. Information from evaluations help key stakeholders make decisions about funding, growing, contracting and ending programs. This course is an introduction to evaluation methodology and common evaluation tools used to assess nonprofit programs. Students will plan, develop and evaluate nonprofit programs in public and private settings. The focus will be placed on the acquisition and demonstration of applied techniques including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment and cost benefit analysis. Special attention is given to issues of ethics, social justice as related to the use and misuse of research, the inclusion or omission of diverse populations in research studies, the implications of research for addressing social injustices of oppressed groups and the encouragement of a critical perspective when reading research on interventions as they apply to populations at risk.

### **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.

### **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: (1) develop HR systems that work together to recruit, retain, and motivate staff, or (2) 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 you will be introduced to successful recruitment and retention programs that can be adapted to any organization.

### **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.

### **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.

# section 2

## Degree Programs and Certificates

[www.tesu.edu/academics/catalog/Degree-Programs-and-Certificates.cfm](http://www.tesu.edu/academics/catalog/Degree-Programs-and-Certificates.cfm)

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

### MASTER'S DEGREES

Most master's degree programs are 36 credits; all master's degree programs are offered completely online.

### GRADUATE CERTIFICATES

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

### GRADUATE DEGREE PROGRAMS

[www.tesu.edu/academics/Grad-Programs.cfm](http://www.tesu.edu/academics/Grad-Programs.cfm)

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:

- > 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 in Applied Science and Technology
- > Master of Science in Homeland Security
- > Master of Science in Hospitality Management
- > Master of Science in Human Resources Management
- > Master of Science in Information Technology
- > Master of Science in International Business Finance
- > Master of Science in Management
- > 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

<http://www.tesu.edu/academics/Grad-Certificates.cfm>

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 Cybersecurity- Critical Infrastructure
- > Graduate Certificate in Digital Humanities
- > Graduate Certificate in Educational Leadership
- > Graduate Certificate in Fundraising and Development
- > Graduate Certificate in Geropsychology
- > Graduate Certificate in Homeland Security
- > Graduate Certificate in Human Resources Management
- > Graduate Certificate in Industrial-Organizational Psychology
- > Graduate Certificate in Nursing Administration
- > Graduate Certificate in Nurse Educator
- > 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

# DOCTOR OF NURSING PRACTICE IN SYSTEMS-LEVEL LEADERSHIP

<http://www.tesu.edu/nursing/programs/dnp.cfm>

The Doctor of Nursing Practice (DNP), a post-master's degree in Systems-Level Leadership, focuses on the improvement of evidenced 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.

		Credits
<b>Term I</b>		
NUR-800	DNP Role Development	3
NUR-805	Scholarly Inquiry: A Basis for Evidence-based Practice	3
<b>Term II</b>		
NUR-902	Scholarly Immersion I: Project Identification & Mentored Practicum	3
NUR-832	Organizational & Systems Leadership I	3
<b>Term III</b>		
NUR-810	Health, Healthcare Policy & Politics	3
NUR-842	Organizational & Systems Leadership II	3
<b>Term IV</b>		
NUR-815	Information Systems & Technology Impacting Healthcare Delivery	3
NUR-820	Integrating and Evaluating Population Health in Advanced Nursing Practice	3
<b>Term V</b>		
NUR-912	Scholarly Immersion II: Project Management & Mentored Practicum	3
NUR-825	Health Economics & Finance	3
<b>Term VI</b>		
NUR-922	Scholarly Immersion III: Project Completion & Mentored Practicum	3
Elective		3
<b>Total</b>		<b>36 credits</b>

# MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

[www.tesu.edu/heavin/maedl](http://www.tesu.edu/heavin/maedl)

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

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

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

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

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

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

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

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

Credits

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

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



**MAEdL School Business Administrator**

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

*\*Meets state requirement for School of Business Administrator certification*

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

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

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

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

# MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING

<http://www.tesu.edu/heavin/maetol>

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

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

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

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

		Credits
<b>Course</b>		
EDT-500	Foundations of Educational Technology, Theories and Practices	3
EDT-510	Educational Technology in Curriculum Development	3
EDT-520	Leadership and Supervision in Educational Technology	3
OLT-510	Theory and Culture of Online Learning	3
OLT-520	Learning Technology as an Issue in Online Learning	3
OLT-630	Issues in Instructional Design in Online Learning	3
OLT-640	Communication and Interactivity in Online Learning	3
THC-625	Technology and the Human Community	3
EDL-670	Technology for Instruction and Administration	3
EDL-520	Standards-Based Curriculum Development, K-12	3
	<b>OR</b>	
EDL-540	Curriculum Leadership	3
EDT-700	Capstone in Educational Technology and Online Learning	3
EDT-710	Practicum in Educational Technology and Online Learning	3
<b>Total</b>		<b>36 credits</b>

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

# MASTER OF ARTS IN LIBERAL STUDIES

[www.tesu.edu/heavin/mals](http://www.tesu.edu/heavin/mals)

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

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

## Courses must be taken in order:

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

## Digital Humanities Area of Study

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

The area of study in Digital Humanities requires:

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

## Digital Humanities Area of Study 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 Area of Study

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

The area of study in Geropsychology requires:

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

## Geropsychology Area of Study 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 Area of Study

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

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

The area of study in Industrial-Organizational Psychology requires:

- > Industrial and Organizational Psychology (3 credits)
- > Psychological Factors in Selecting and Growing Organizational Talent (3 credits)
- > Unearthing and Enhancing Organizational Talent Through Psychology (3 credits)
- > The Psychology of Leadership, Motivation and Teamwork (3 credits)

## 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 Area of Study

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

The area of study in Digital Humanities requires:

- > Professional Communications Theory (3 credits)
- > Advanced Professional and Business Writing (3 credits)
- > Introduction to Social Media (3 credits)
- > Practical Grant Writing (3 credits)

## Professional Communications Area of Study Outcomes

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

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

## Online Learning and Teaching Area of Study

The online 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.

The area of study in Online Learning and Teaching requires:

- > Theory and Culture of Online Learning (3 credits)
- > Learning Technology as an Issue in Online Learning (3 credits)
- > Issues in Instructional Design in Online Learning (3 credits)
- > Communication and Interactivity in Online Learning (3 credits)



## **Learner-Designed Area of Study**

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

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

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

# MASTER OF BUSINESS ADMINISTRATION

[www.tesu.edu/business/mba/index.cfm](http://www.tesu.edu/business/mba/index.cfm)

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

## I. Core Courses

Credits

21

A. Ethics for Managers	3
B. Marketing Management	3
C. Financial Management	3
D. Strategic Operations Management	3
E. Global Strategic Management	3
F. Organizational Research	3
G. Management Capstone	3

## II. Electives and Areas of Study

18

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

Credits

### Elective Courses

A. Entrepreneurship	3
B. Human Resources Management	3
C. Project Management	3
D. Market Research	3
E. Social Media	3
F. Investments	3
G. Financial Statement Analysis	3
H. Negotiations	3
I. Designing a Business Case for Sustainability	3

### Total

39 credits

### Areas of Study

Credits

#### Accounting

12

Managerial Accounting for Decision Making	3
Auditing and Accounting Information Systems	3
Financial Essentials for Accountants	3
Emerging Issues in Accounting	3

#### Data Analytics

12

Business Forecasting	3
Predictive Analytics for Business Intelligence	3
Data Analytics and Visualization with Capstone	3
Managerial Statistics	3

#### Finance

12

Entrepreneurship	3
Financial Statement Analysis	3
Investments	3
Topics in Global Finance	3

#### Healthcare Management

12

Healthcare Delivery	3
Healthcare Finance	3
Healthcare Law	3
Strategic Management within a Healthcare Organization	3

#### Human Resource Management

12

Human Resource Management in the 21st Century Global Workplace	3
Human Capital Management in Multicultural Organizations	3
The HRM Professional and Attorney Relationship	3
Technology, Data and Analytics as Change Agents	3

#### Marketing

12

Digital Marketing Analytics	3
Global Marketing	3
Market Research	3
Social Media	3

# GRADUATE BUSINESS DEGREE PREPARATORY PROGRAM OVERVIEW

## Preparatory Program

### 4 Weeks

- ▶ Principles of Financial Accounting
- ▶ Principles of Microeconomics

### 8 Weeks

- ▶ Principles of Statistics

Prepares  
Students  
for...

### 8 Weeks

#### First MBA Courses

- ▶ Ethics for Managers (ETM-750)
- ▶ MBA Elective/Area of Study

**OR**

#### First MSIBF Courses

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

## 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) and Master of Science in International Business Finance degree programs at Thomas Edison State University and satisfies the prerequisites of the MBA and MSIBF programs.

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 MBA program prerequisites can be accepted directly into the MBA.

# MASTER OF PUBLIC SERVICE LEADERSHIP

[www.tesu.edu/watson/mpsl.cfm](http://www.tesu.edu/watson/mpsl.cfm)

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.

	Credits
<b>I. Core Requirements</b>	<b>18</b>
Law, Ethics and Decision Making in the Public Sector	3
Research Methods in Public Service	3
Project Leadership and Communications	3
<b>OR</b>	
Program Analysis and Evaluation	3
Organizational Management	3
<b>OR</b>	
Human Resources Management	3
Public Service Leadership and Governance	3
Municipal Finance	3
<b>II. Area of Study Requirements</b>	<b>12</b>
> Community and Economic Development	
> Environmental Policy/Environmental Justice	
> Information Technology Management for Public Service	
> Nonprofit Management	
> Public and Municipal Finance	
> Public Health/Public Policy	
<b>III. Public Service Electives (select one)</b>	<b>3</b>
> Decision Making, Conflict Resolution and Communication	3
> Nonprofit Governance and Board Leadership	3
> Statistics	3
<b>IV. Public Service Capstone</b>	<b>3</b>
<b>Total</b>	<b>36 credits</b>

## Areas of Study

### Community and Economic Development

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

#### Area of Study Requirements

<i>Required</i>	<b>3</b>
Community and Economic Development and Leadership	3
<i>Students may select three of the following:</i>	<b>9</b>
Leading Strategic Change in Public Service	3
Principles of Economic Development	3
Networking for Effective Community Development	3
Population, Land Use and Municipal Finance	3
Methods and Techniques for Community Economic Development	3
Practical Grant Writing	3
<b>Total</b>	<b>12 credits</b>

### Environmental Policy and Environmental Justice

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

#### Area of Study Requirements

<i>Required</i>	<b>6</b>
Environmental Issues and Policy	3
Environmental Justice Issues and Policy	3
<i>Students may select two of the following:</i>	<b>6</b>
Environmental Law and Policy	3
Environmental Science and Quantitative Methods	3
Practical Grant Writing	3
<b>Total</b>	<b>12 credits</b>



## Information Technology Management for Public Service

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

### Area of Study Requirements

<i>Required</i>	<b>6</b>
Managing Information and Technology in the Public Sector	3
E-Government in Urban and Public Service	3
<i>Students may select two of the following:</i>	<b>6</b>
Science, Technology and Public Policy	3
Ethical Implications for IT Professionals in Public Service	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.

### Area of Study Requirements

<i>Required</i>	<b>6</b>
Nonprofit Management	3
Nonprofit Governance	3
<i>Students may select two of the following:</i>	<b>6</b>
Volunteer Management	3
Practical Grant Writing	3
Social Entrepreneurship	3
Critical Issues in Nonprofit Management	3

**Total** **12 credits**

## Public and Municipal Finance

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

### Area of Study Requirements

*Students must select at least one course from both areas:*

#### Management

Leading Strategic Change in Public Service	3
Project Risk Management	3

#### Accounting/Finance

Public Finance	3
Urban Economics	3
Finance and Budgeting for Nonprofits	3
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.

### Area of Study Requirements

<i>Required</i>	<b>6</b>
Advanced Studies in Healthcare	3
Epidemiology	3
<i>Students may select two of the following:</i>	<b>6</b>
Legal Issues in Healthcare	3
Practical Grant Writing	3
Healthcare Operations and Systems	3

**Total** **12 credits**

# MASTER OF SCIENCE IN APPLIED SCIENCE AND TECHNOLOGY

<http://www.tesu.edu/ast/msast>

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

## I. Core courses Credits 15-18\*

THC-625	Technology and the Human Community: Challenges and Responses**	3
APS-602	Managing People in Technology Based Organizations	3
APS-600	Productivity Measurement and Continuous Improvement for Technology	3
APS-510	Project Management	3
APS-601	Technology Innovation and Commercialization	3
APS-610	Cost Estimation and Financial Management for Engineers and Technologists	3
MSI-501	Foundation of Information Technology*	3

## II. Areas of Study 12-15\*

### Clinical Trials Management

#### Area of Study Requirements

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**

### Information Technology

#### Area of Study Requirements

MSI-501	Foundations of Information Technology*	3
MSI-502	Telecommunications and Networking	3
MSI-503	Object-Oriented Application Development	3
MSI-504	Information Systems Analysis, Modeling and Design	3
MSI-505	Principles of Database Design	3
MSI-506	Operating Systems	3

**Total** **18 credits**

### Technical Studies

#### Area of Study Requirements

EUT-500	Renewable and Alternative Energy	3
APS-501	Human Performance Improvement	3
APS-502	Advanced Quality Analysis	3
CMP-500	Network Security	3

**Total** **12 credits**

## Nuclear Energy Technology Management

### Area of Study Requirements

APS-501	Human Performance Improvement	3
NUC-501	Atmospheric Dispersion of Radioisotopes	3
NUC-502	Criticality Safety	3
NUC-503	Current Issues Case Studies	3

**Total** **12 credits**

## III. Master's Project 6

APS-700	Master's Project in Applied Science and Technology	6
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**Total** **36-39 credits**

*\*The Information Technology area of study requires students who are not working IT professionals to take MSI-501 Foundation 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 area of study are not required to take THC-625: Technology and the Human Community: Challenges and Responses*

## Nuclear Energy Technology Management Learning Outcomes

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

- > Solve human performance challenges in nuclear energy management;
- > Solve technological challenges in nuclear energy management;
- > Solve safety challenges in nuclear energy field; and
- > Conduct research in nuclear technology management.

# MASTER OF SCIENCE IN HOMELAND SECURITY

<http://www.tesu.edu/watson/mshs>

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

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

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

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

# MASTER OF SCIENCE IN HOSPITALITY MANAGEMENT

[www.tesu.edu/business/mshm](http://www.tesu.edu/business/mshm)

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

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

		Credits
<b>Course Requirements</b>		
MSH-501	Hospitality Management in the 21st Century Global Workplace	3
FAM-540	Finance and Accounting for Managers	3
MSH-502	Hospitality Industry Law and Labor Relationships	3
HRM-530	Human Resources Management	3
MKM-560	Marketing Management	3
ETH-590	Ethics for Managers	3
MSH-503	Strategic Planning and Operations in the Hospitality Industry	3
MSH-504	Technology Systems and Applications in the Hospitality Industry	3
MSH-505	Hospitality Management Seminar	3
ORR-510	Organizational Research	3
Graduate Elective		3
MAN-630	Management Capstone	3
<b>Total</b>		<b>36 credits</b>



# MASTER OF SCIENCE IN HUMAN RESOURCES MANAGEMENT

[www.tesu.edu/business/mshrm](http://www.tesu.edu/business/mshrm)

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

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

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

## Courses must be taken in order:

	Credits
<b>I. MSHRM Core Courses</b>	<b>24</b>
HRM-530 Human Resources Management	3
HRM-540 Lifestyle Benefits and Compensation in the New Millennium	3
HRM-550 Strategic Recruiting, Retention and Succession Planning	3
HRM-560 Intellectual Capital and the Workplace Learner	3
HRM-570 The Effectiveness of a Market Connected Culture	3
HRM-600 Managing the Human Resources Enterprise	3
HRM-610 Human Resources as a Strategic Partner	3
HRM-620 The Legal and Ethical Environment of Human Resources	3
<b>II. Electives</b>	<b>6</b>
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 request and transfer credit must be approved by the dean.	
<i>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.</i>	
<b>III. Core Advanced Level Courses</b>	<b>6</b>
ORR-510 Organizational Research	3
MAN-630 Management Capstone	3
<b>Total</b>	<b>36 credits</b>

# MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

[www.tesu.edu/ast/msit](http://www.tesu.edu/ast/msit)

The Master of Science in Information Technology 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
<b>I. Core Courses</b>	<b>15-18</b>
MSI-501 Foundations of Information Technology*	3
MSI-502 Telecommunications and Networking	3
MIS-503 Object-Oriented Application Development	3
MSI-504 Information Systems Analysis, Modeling and Design	3
MSI-505 Principles of Database Design	3
APS-510 Project Management for Technology	3
<b>II. Areas of Study</b>	<b>6</b>
> Cybersecurity -- Critical Infrastructure	
> Data Management and Analytics	
> Health Information Technology	
> Information Assurance	
> Network Management	
> Software Engineering	
<b>III. Master's Project</b>	<b>6</b>
ORR-510 Organizational Research	3
MAN-630 Management Capstone	3
<b>Total</b>	<b>36-39 credits</b>

*\*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.*

## Cybersecurity

### Area of Study Requirements

The Cybersecurity 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.

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

## Data Management and Analytics

### Area of Study Requirements

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.

DTM-531	Advanced Database Systems	3
DTM-532	Data Warehouse Design	3
DTM-533	Data Analytics	3
DTM-534	Information Retrieval	3
DTM-535	Data Mining and Knowledge Management	3

## Health Information Technology

### Area of Study Requirements

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.

HIT-541	Foundations in Health Informatics	3
HIT-542	Clinical Informatics	3
HIT-543	Electronic Health Records Management	3
HIT-544	Telehealth Systems	3
HIT-545	Legal, Ethical, and Social Issues in Health Informatics	3

## Information Assurance

### Area of Study Requirements

The Information Assurance and Security 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

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

## **Network Management**

### **Area of Study Requirements**

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.

NET-561	Designing Large-scale Routing, Switching and Broadband Systems	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

## **Software Engineering**

### **Area of Study Requirements**

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.

SWT-571	Software Design and Architecture	3
SWT-572	Software Modeling, Validation, and Analysis	3
SWT-573	Design and Development of Large Software Systems	3
SWT-574	Software Testing and Quality Management	3
SWT-575	Software Systems Integration	3

# MASTER OF SCIENCE IN INTERNATIONAL BUSINESS FINANCE

<http://www.tesu.edu/business/msibf>

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

## Prerequisites

All candidates for the MSIBF are required to complete undergraduate courses in the following topics: financial accounting, microeconomics, finance and statistics.

Candidates who have a CPA license will be exempt from the financial accounting requirement. Candidates who have passed levels I and II of the CFA examination will be exempt from the financial accounting and the finance requirement.

The prerequisites can be completed via the University's Graduate Business Preparatory Program. The prerequisites can also be completed at regionally accredited institutions, including Thomas Edison State University, as long as they were completed within the last seven years and the candidate earned a grade of B or better. The prerequisites can also be completed via credit-by-exam programs, such as a College-Level Exam Program (CLEP®) or Thomas Edison Credit Examination Program (TECEP®). Students satisfying the microeconomics requirement via CLEP® must earn a score of at least 64. Students satisfying the financial accounting via CLEP® must earn a score of 50. TECEP® exams are pass/fail.

Candidates may apply to the program prior to completing these courses and receive conditional acceptance to the program but will not be able to enroll in MSIBF courses until the prerequisite requirements are satisfied.

## Credits

### Course Requirements

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

### Total

**36 credits**



# MASTER OF SCIENCE IN MANAGEMENT

[www.tesu.edu/business/msm](http://www.tesu.edu/business/msm)

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. MSM Core Courses

Credits  
18

ORG-502	Leadership and Management in the 21st Century	3
HRM-530	Human Resources Management	3
EIO-520	Economic Issues in Organizations	3
FAM-540	Finance and Accounting for Managers	3
ORR-510	Organizational Research	3
<i>(Select ONE of the following courses:)</i>		
MKM-560	Marketing Management	3
<b>OR</b>		
PJM-510	Project Management	3

## II. Electives/Areas of Study

12

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

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

**Total** **36 credits**

## MSM Areas of Study

### Organizational Leadership

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

#### Required and Suggested Course:

*Organizational Leadership (12 credits)*

*Students select four (4) 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

### Accounting

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

#### Required Course:

*Accounting (12 credits)*

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

### Project Management

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

#### Required and Suggested Course:

*Project Management (12 credits)*

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

## MSM/Public Service Areas of Study

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

Core Courses		Credits
		18
MNP-502	Leadership Management in Public Service in the 21st Century	3
MNP-530	Human Resources Management for Public Service	3
MNP-511	Organizational Research for Public Service	3
MNP-520	Economic Issues for Public Service Managers	3
MNP-540	Finance and Accounting for Managers in Public Service	3

*Select one of the following:*

MNP-560	Marketing Management in Public Service	3
MNP-510	Project Management in Public Service	3

**OR**

PJM-510	Project Management	3
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### Electives/Areas of Study 12

Students have the option of taking Thomas Edison State University graduate courses to fulfill the elective requirement. Electives not offered by the John S. Watson School of Public Service and Continuing Studies 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:

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

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.*

### Core Advanced-Level Courses 6

Students have the option of taking Thomas Edison State University graduate courses to fulfill the ele

MNP-515	Leading Strategic Change in Public Service	3
MPL-710	Public Service Capstone	3
<b>Total</b>		<b>36 credits</b>

## Areas of Study

### Community and Economic Development

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

#### Required and Suggested Courses:

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

MSP-520	Community and Economic Development and Leadership (required)	3
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*Students select three (3) of the following*

MNP-515	Leading Strategic Change in Public Service	3
MSP-620	Principles of Economic Development	3
MSP-661	Fundraising in Nonprofits Challenges	3
MSP-621	Networking for Effective Community Development	3
MSP-622	Population, Land Use and Municipal Finance	3
MSP-623	Methods and Techniques for Community and Economic Development	3
MSP-662	Practical Grant Writing	3

### Environmental Policy and Environmental Justice

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

#### Required and Suggested Courses:

*Environmental Policy and Environmental Justice (12 credits)*

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

*Students select two (2) of the following*

MSP-630	Environmental Law and Policy	3
MSP-632	Environmental Science and Quantitative Methods	3
MSP-662	Practical Grant Writing	3

### Information Technology Management for Public Service

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

### Required and Suggested Courses:

#### *Information Technology for Public Service (12 credits)*

MSP-550	Managing Information and Technology in the Public Sector	3
MSP-552	E-Government in Urban and Public Service	3
<i>Students select two (2) of the following:</i>		
MSP-650	Science, Technology and Public Policy	3
MSP-652	Ethical Implications for IT Professionals in Public Service	3
MSP-662	Practical Grant Writing	3

### Nonprofit Management

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

### Required and Suggested Courses:

#### *Nonprofit Management (12 credits)*

NPM-502	Nonprofit Management	3
NPM-610	Nonprofit Governance	3
<i>Students select two (2) of the following:</i>		
MSP-664	Volunteer Management	3
MSP-662	Practical Grant Writing	3
SOE-570	Social Entrepreneurship	3
NPM-670	Critical Issues in Nonprofit Management	3

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

### Public Health

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

### Required and Suggested Courses:

#### *Public Health/Public Policy (12 credits)*

MSP-540	Advanced Studies in Healthcare (required)	3
MSP-542	Epidemiology (required)	3
<i>Students select two (2) of the following courses:</i>		
MSP-550	Legal Issues in Healthcare	3
MSP-662	Practical Grant Writing	3
MSP-640	Healthcare Operations and Systems	3

### Public Service Administration and Leadership

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

### Required and Suggested Courses:

#### *Public Service Administration and Leadership (12 credits)*

MPL-580	Public Service Leadership and Governance (required)	3
MPL-582	Law, Ethics and Decision Making in the Public Sector (required)	3
<i>Students select two (2) of the following courses:</i>		
MSP-678	Finance and Budgeting for Nonprofits	3
MNP-515	Leading Strategic Change in Public Service	3
MSP-662	Practical Grant Writing	3
MSP-664	Volunteer Management	3

# MASTER OF SCIENCE IN NURSING

[www.tesu.edu/nursing/programs/msn.cfm](http://www.tesu.edu/nursing/programs/msn.cfm)

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

### I. Core Courses

NUR-529	Health Policy	3
NUR-530	Evidence-Based Nursing Practice	3
NUR-531	Nursing Informatics: Concepts and Issues	3
NUR-600	Nursing Leadership in a Global Community	3

### II. Direct Care Core Courses

NUR-516	Advanced Health Assessment	3
NUR-640	Advanced Pathophysiology	3
NUR-650	Advanced Pharmacology	3

### III. Specialty Courses

NUR-630	Theoretical Foundations and Instructional Strategies	3
NUR-700	Curriculum Theory and Development in Nursing Education	3
NUR-710	Testing, Assessment and Evaluation	3

### IV. Practicum Courses

NUR-740	Nurse Educator: Seminar and Practicum I	3
NUR-750	Nurse Educator: Seminar and Practicum II	3

**Total** **36 credits**

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

Credits

## MSN Nursing Informatics

### I. Core Courses

NUR-529	Health Policy	3
NUR-530	Evidence-Based Nursing Practice	3
NUR-531	Nursing Informatics: Concepts and Issues	3
NUR-600	Nursing Leadership in a Global Community	3

### II. Electives

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 three courses in nursing to enhance their skill base and work toward a future certificate in another nursing specialty.

### III. Specialty Courses

NUR-631	Nursing Informatics: Systems Life Cycle	3
NUR-701	Nursing Informatics: Databases and Knowledge Management	3
NUR-711	Nursing Informatics: Consumer Informatics and Communication Technologies	3

### IV. Practicum Courses

NUR-721	Nursing Informatics: Seminar and Practicum I	3
NUR-731	Nursing Informatics: Seminar and Practicum II	3

**Total** **36 credits**

Credits

## MSN Nursing Administration

### I. Core Courses

NUR-529	Health Policy	3
NUR-530	Evidence-Based Nursing Practice	3
NUR-531	Nursing Informatics: Concepts and Issues	3
NUR-600	Nursing Leadership in a Global Community	3

### II. Electives

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 three courses in nursing to enhance their skill base and work toward a future certificate in another nursing specialty.

### III. Specialty Courses

NUR-632	Nursing Administration: Standards and Structures	3
NUR-702	Nursing Administration: Executive Managerial Process	3
NUR-712	Nursing Administration: Resources Acquisition and Management	3

### IV. Practicum Courses

NUR-722	Nursing Administration: Seminar and Practicum I	3
NUR-732	Nursing Administration: Seminar and Practicum II	3

**Total** **36 credits**

*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.*

# GRADUATE CERTIFICATES

[www.tesu.edu/nursing/programs/msn.cfm](http://www.tesu.edu/nursing/programs/msn.cfm)

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 MSAST 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
<b>Total</b>		<b>12 credits</b>

## 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	Foundation 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 Lifecycle	3
<b>Total</b>		<b>15 credits</b>

## Graduate Certificate in Digital Humanities

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

The Graduate Certificate in Digital Humanities requires:		
DHM-510	Digital Communication	3
DHM-610	Introduction Digital Humanities	3
DHM-620	Social Media and Social Change	3
DHM-710	Mapping Time, Space and Identity	3
<b>Total</b>		<b>12 credits</b>

## Graduate Certificate in Educational Leadership

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

To be eligible for the standard administrative certificate with a supervisor endorsement, a candidate must hold a master’s degree from a regionally accredited college or university; hold a standard New Jersey instructional or educational services certificate or its out-of-state



equivalent; and complete three years of successful teaching and/or educational services experience. Teaching and/or educational services experience completed in a New Jersey public school must have been under an appropriate New Jersey certificate (N.J.A.C. 6A:9-12.6).

The Graduate Certificate in Educational Leadership requires:

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

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**Graduate Certificate in Fundraising and Development**

The goal of this certificate will be to provide organizations with a practical understanding of fundraising, with 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:

MSP-661	Fundraising in Nonprofits	3
MPS-662	Practical Grant Writing	3
MSP-678	Finance and Budgeting in Nonprofits	3
NPM-502	Nonprofit Management	3
<b>Total</b>		<b>12 credits</b>

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**Graduate Certificate in Geropsychology**

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

The Graduate Certificate in Geropsychology requires:

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

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**Graduate Certificate in Homeland Security**

The Graduate Certificate in Homeland Security provides students with a broad view of homeland security issues by going beyond a single discipline to consider policy, preparation, management and continuity throughout a crisis. Course work covers law enforcement, emergency management and business continuity issues. The 12-credit graduate program is offered completely online and may be transferred into the Master of Arts in Liberal Studies or Master of Science in Management programs at Thomas Edison State University.

The Graduate Certificate in Homeland Security requires:

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

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**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:

HRM-530	Human Resources Management	3
HRM-540	Lifestyle Benefits and Compensation in the New Millennium	3
HRM-550	Strategic Recruitment and Selection	3
HRM-560	Intellectual Capital and the Workplace Learner	3
HRM-570	The Effectiveness of a Market-Connected Culture	3
HRM-600	Managing the Human Resources Enterprise	3
HRM-610	Human Resources as a Strategic Partner	3
HRM-620	The Legal and Ethical Environment of Human Resources	3
<b>Total</b>		<b>12 credits</b>

*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.*

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## Graduate Certificate in Industrial-Organizational Psychology

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

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

The Graduate Certificate in Industrial-Organizational Psychology requires:		
IOP-510	Industrial and Organizational Psychology	3
IOP-610	Psychological Factors in Selecting and Growing Organizational Talent	3
IOP-620	Using Psychology to Create Effective Training and Development Programs	3
IOP-710	The Psychology of Leadership, Motivation, and Teamwork	3
<b>Total</b>		<b>12 credits</b>
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## Graduate Nursing Certificate Programs

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

### Nurse Educator

The Nurse Educator certificate program is designed for experienced RNs with a master’s in another area of nursing specialty who want to develop the knowledge and skills needed to teach in school of nursing and healthcare settings. The program includes three theory courses and an onground education Practicum for a total of 15 credits. The student will select a healthcare or educational setting and preceptor for the Practicums. The same facility will be used as the setting for both Practicums, which are 150 hours each. Prior to admission to the Nurse Educator certificate program, students must have completed graduate-level courses in Advanced Health Assessment; Advanced Pharmacology; and Advanced Pathophysiology.

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

*\*Completion of 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.*

Nursing Informatics

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

Certificate Program in Nursing Informatics requirements		
NUR-531	Nursing Informatics: Concepts and Issues*	3
NUR-631	Nursing Informatics: Systems Life Cycle	3
NUR-701	Nursing Informatics: Databases and Knowledge Management	3
NUR-711	Nursing Informatics: Consumer Informatics and Communications Technology	3
NUR-721	Nursing Informatics: Seminar and Practicum I**	3
NUR-731	Nursing Informatics: Seminar and Practicum II**	3
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.*

Nursing Administration

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

Certificate Program in Nursing Administration requirements		
NUR-632	Nursing Administration: Standards and Structures	3
NUR-702	Nursing Administration: Executive Managerial Process	3
NUR-712	Nursing Administration: Resource Acquisition and Management	3
NUR-722	Nursing Administration: Seminar and Role Practicum*	3
NUR-732	Nursing Administration: Seminar and Process Practicum*	3
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 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 Arts in Liberal Studies, Master of Science in Human Resources Management or Master of Science in Management degree programs at Thomas Edison State University. Students may select four courses from the core requirements of the Master of Science in Management degree program.

Students select four of the following courses:		
ORG-502	Leadership 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
SOM-702	Introduction to Social Media	3
MSP-662	Practical Grant Writing	3
<b>Total</b>		<b>12 credits</b>

### Learning Outcomes

- Upon completion of the certificate, students will be able to:
1. Analyze the implications of various forms of media in specific communications context.
  2. Develop various professional communications consistent with best practices.
  3. Integrate technology into the development of a professional communications plan.
  4. Apply ethical and legal standards to address communications practice.
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## 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 of Arts in Liberal Studies 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
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*Student may select (3) 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
<b>Total</b>		<b>12 credits</b>

*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.*

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**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 Strategic Planning and Board Leadership for Nonprofits 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
<b>Total</b>		<b>12 credits</b>



## TEXTBOOKS AND COURSE MATERIALS

[www.tesu.edu/academics/catalog/Course-Materials.cfm](http://www.tesu.edu/academics/catalog/Course-Materials.cfm)

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 MBS Direct for their course materials. Students who choose to use MBS Direct, may order textbooks (new and used) and materials by telephone, or online 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](http://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 MBS Direct website. MBS Direct 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 MBS Direct 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 textbooks.

## STUDY GUIDES

Some courses may require a study guide.

## MEDIA COMPONENTS

Some of the University's courses require the use of media in addition to other materials. Please contact MBS Direct to see which media components are necessary.

## COMPUTER SOFTWARE

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

Contact Information for MBS Direct

- > MBS Direct telephone orders are taken through its call center at: (800) 325-3252.
- > MBS Direct web orders are taken at: [www.mbsdirect.net](http://www.mbsdirect.net) or by visiting <http://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.

# section 3

## Course Registration and Student Services

[www.tesu.edu/academics/catalog/Course-Registration-and-Student-Services.cfm](http://www.tesu.edu/academics/catalog/Course-Registration-and-Student-Services.cfm)

The Courses Registration and Student Services section of the *Catalog* focuses on the procedures for registering for courses, examinations and prior learning assessment and contains information on student services. The section is organized into the following main categories:

### PRIOR LEARNING ASSESSMENT REGISTRATION

Reviews the procedures for registering for prior learning assessment at the University.

### REGISTERING FOR GRADUATE COURSES

Reviews the procedures for registering for graduate courses offered by the University.

### STUDENT SERVICES

Reviews all student services available to enrolled students.

### PRIOR LEARNING ASSESSMENT REGISTRATION

<http://www.tesu.edu/academics/catalog/Prior-Learning-Assessment-Registration.cfm>

#### GRADUATE PLA

Students enrolled in a Thomas Edison State University graduate degree may apply to earn PLA portfolio credit for any course required by the degree. Portfolio assessment opportunities for Thomas Edison State University courses will be based on the stated learning outcomes. For other approved 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 college academic dean regarding whether that degree program accepts PLA credit.

### REGISTERING FOR GRADUATE COURSES

<http://www.tesu.edu/academics/catalog/Registering-for-Graduate-Courses.cfm>

You are eligible to take graduate-level courses if:

- > You have been accepted into a graduate degree or certificate program
- > You have applied to be a nonmatriculated graduate student
- > You 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 course management system. 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 on online nursing courses in previous sections of this publication.

#### REGISTRATION METHODS: AN OVERVIEW

Online registration (via Online Student Services) 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 term at the top of the screen to see the graduate course offerings. Online registration is not available for the Graduate 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 Portfolio option to earn credit must submit a Graduate PLA proposal form. The form is reviewed by the dean of the School offering that program or course credit. Once the dean approves the proposal, the Office of Portfolio Assessment 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 the Graduate Portfolio process, please visit [www.tesu.edu/degree-completion/Graduate-PLA.cfm](http://www.tesu.edu/degree-completion/Graduate-PLA.cfm).

The following options require the use of a paper Graduate Registration Form, which may be accessed at [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms).

Fax in your Graduate Registration Form, which may be accessed at [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms), during scheduled registration sessions using your tuition assistance, VISA, MasterCard, American Express or Discover for payment of tuition. Fax registration is available 24 hours a day, seven days a week during the scheduled registration periods.

Register by telephone by calling (888) 442-8372 Use your VISA, MasterCard, American Express or Discover for payment of tuition and fees.

Mail in your Graduate Registration Form during scheduled registration sessions. Payment must be included with your registration.

Walk in with your completed Registration Form and payment. The Office of the Registrar is located in Hanover Hall at 167 W. Hanover St., Trenton, N.J. If you pay in cash, your payment must be delivered directly to the Office of the Bursar at 221 W. Hanover St., Trenton, N.J., after the registrar has processed your registration at Hanover Hall. All payment methods are accepted from students who choose to register in person.

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.

#### FINANCIAL AID FOR GRADUATE STUDENTS

Graduate students are eligible for Federal Direct Student Loans. Detailed information may be found in the Financial Aid Packet, which may be accessed through the Thomas Edison State University website or by contacting the Office of Financial Aid at (888) 442-8372 or [finaid@tesu.edu](mailto:finaid@tesu.edu).

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

<http://www.tesu.edu/academics/catalog/How-to-Register-for-Graduate-Courses-Step-By-Step-Instructions.cfm>

1. Select a course. If you are an enrolled Thomas Edison State University student and need help determining whether a particular course fits your degree requirements, contact an academic advisor. If you are enrolled in another institution, check with that institution to make sure the course fits your degree requirements.
2. Register for the courses during scheduled registration sessions. Your payment method determines how you may register. You can check your current course schedule on Online Student Service, under view current schedule.

Please note that once registration for your term ends, you will no longer see your courses listed. Online Student Service only shows the current registration term.

3. Receive a course confirmation from Thomas Edison State University by email.
4. After receiving confirmation of course registration, order your Course Materials Package, which includes all course materials and textbooks from MBS Direct. Contact MBS Direct at (800) 325-3252. Course materials and textbook costs are separate and must be paid directly to MBS Direct. Students will find the syllabus and Course Calendar online once the semester begins. Access information to courses will be emailed to students with their registration confirmation.
5. Start your course work on the term start date as outlined in the academic calendar. Contact your mentor the first week.

#### PAYMENT OPTIONS

For payment made by credit card, military tuition assistance and Thomas Edison State University approved financial aid award letter:

- › Register online via Online Student Services
- › Fax your registration to (609) 292-1657
- › Call (888) 442-8372 to register via the Use your VISA, MasterCard, American Express or Discover for payment of tuition and fees.
- › Complete the Graduate Registration Form and mail it to the Office of the Registrar, Attention: Course Registration. The form may be accessed at [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms).

For payment made by corporate vouchers and checks: You must fax, email or mail your completed Graduate Registration Form and Corporate Voucher Form together. Registrations received without approved corporate vouchers will not be processed. If your company requires partial student payment, make sure your payment is included. Registration with payment by check must be mailed.

The University will be closed on the following dates during the 2016-2017 academic year:

- › Independence Day: Monday, July 4, 2016
- › Labor Day: Monday, Sept. 5, 2016
- › Columbus Day: Monday, Oct. 10, 2016
- › Thanksgiving Day: Thursday, Nov. 24, 2016
- › Winter Holiday: Monday, Dec. 26 - Friday, Dec. 30, 2016
- › Martin Luther King Jr. Birthday: Monday, Jan. 16, 2017
- › Presidents' Day: Monday, Feb. 20, 2017
- › Good Friday: Friday, April 14, 2017
- › Memorial Day: Monday, May 29, 2017

## STUDENT SERVICES

<http://www.tesu.edu/academics/catalog/Student-Services.cfm>

The Student Services section of the *Catalog* focuses on services for students, including students with disabilities, academic advising, financial aid and scholarships, veterans benefits and library resources. The section is organized into the following categories:

*Students With Disabilities*

*Academic Advising*

*Financial Aid*

*Scholarships*

*Veteran Benefits*

*Library Resources*

## STUDENTS WITH DISABILITIES

<http://www.tesu.edu/academics/catalog/Students-with-Disabilities.cfm>

Thomas Edison State University adheres to the letter and spirit of 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.

If you would like to discuss reasonable disability accommodations for course work and/or examinations, please contact the ADA coordinator in the Office of Student Special Services prior to registering for a course or examination at (609) 984-1141, ext. 3415, or [ada@tesu.edu](mailto:ada@tesu.edu)

Hearing impaired individuals may call the TTY phone at (609) 341-3109.

*Student Guide to Accessing Disability Support Services*

## ACADEMIC ADVISING

<http://www.tesu.edu/academics/catalog/Academic-Advising.cfm>

### APPLICANTS

Applicants to the University who have questions regarding their academic evaluations are encouraged to contact the Office of Academic Advising at (888) 442-8372 for assistance. Applicants can also schedule an appointment online with an advisor to review their evaluation.

### ENROLLED STUDENTS

Enrolled students have full access to the University's academic advisement, evaluation and program planning services. Students may call the Advising Expressline at

(888) 442-8372 to address brief questions. Appointments for both undergraduate and graduate advising can be made online or through myEdison®.

### ADVISING EXPRESSLINE

Students who have already received their official program evaluation and have brief questions or need clarification of general degree issues should utilize the Advising Expressline. A student advising appointment (discussed below) should be made for more in-depth discussion regarding special degree concerns and/or specialization and area of study course requirements. The Advising Expressline is open Monday through Thursday, from 8:30 a.m. to 4:30 p.m., and 10 a.m. - 4 p.m. on Fridays, Eastern Time, excluding holidays. The toll free number for the Advising Expressline is (888) 442-8372. It is highly recommended that students call at least two weeks prior to the date of registration to determine if a course(s) is appropriate for their degree program.

### STUDENT APPOINTMENTS

Enrolled students are encouraged to make an appointment with an advisor for program planning, extensive questions regarding degree programs and methods of earning credits during the first six months of their enrollment period. Appointments with an advisor may be conducted in-person or by telephone. Appointments for both undergraduate and graduate advising can be made online at <http://tesc.phonescheduler.com/> or through myEdison®.

### 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 the remaining requirements for degree completion. Students may view the online *Advisement Program Planning Handbook* at <https://www.tesu.edu/current-students/hanbook>. This handbook provides them with the steps required in developing a program plan and includes detailed information on methods of earning credit, academic policies and the structure and credit requirements of degree programs.

### WRITTEN CORRESPONDENCE WITH THE OFFICE OF ACADEMIC ADVISING

Students may write to the Office of Academic Advising (via letter, fax, HelpDesk or email). Correspondence will be answered by an advisor. Correspondence and program plans should be sent to:

Office of Academic Advising  
Thomas Edison State University  
111 W. State St.  
Trenton, NJ 08608

HelpDesk (Preferred): <https://www2.tesu.edu/myedison/>

Fax: (609) 777-2956

Email: [enrolled@tesu.edu](mailto:enrolled@tesu.edu) [academicadvising@tesu.edu](mailto:academicadvising@tesu.edu)

*NOTE: Students must include their University ID Number and their degree program in the subject line of the email (AS, BS, BSC, BSHIM, BSND, BSN, BSHes, BSOL, BSPS, BSMIS, MBA, MSHS, MSHM, MSIT, MSIBF, MAETOL, MPSL, DNP, etc.) to ensure they receive a prompt response to their email.*

## FINANCIAL AID

<http://www.tesu.edu/academics/catalog/Financial-Aid.cfm>

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  
(888) 442-8372  
[finaid@tesu.edu](mailto:finaid@tesu.edu)

Additional information is also available on the University website at [www.tesu.edu](http://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 Pell Grants and federal loans. New Jersey residents who qualify and take at least 12 credits per semester may also be eligible for New Jersey Tuition Aid Grants. View more information on the NJ Stars II Scholarship.

Please note only Guided Study and online courses are eligible for federal aid.

### FINANCIAL AID FOR GRADUATE STUDENTS

Graduate students are eligible for Federal Direct Student Loans. Detailed information may be found in the Financial Aid Packet, which may be accessed through the Thomas Edison State University website or by calling the Office of Financial Aid at (888) 442-8372.

### FINANCIAL AID APPEALS

Students who do not meet the satisfactory academic progress requirements after the probation period will be denied additional financial aid. If, because of a mitigating circumstance (such as loss of income, death in the family, etc.) a student falls below the required standards, he or she may appeal by explaining the circumstances to the Financial Aid Appeals Committee within 30 days of notification concerning his or her academic performance. All appeals should be in writing and forwarded to:

Thomas Edison State University  
Financial Aid Appeals Committee  
Office of Financial Aid  
111 W. State St.  
Trenton, NJ 08608

If an appeal is granted, the student must regain satisfactory academic progress after the end of the appealed semester to be considered for further aid. If progress is not made at the end of the appealed semester, but the student completes all courses attempted with grades of C or better in that semester, an additional semester may be awarded. Students should contact the Office of Financial Aid after the results of the appealed semester are posted.

## ACADEMIC 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 that count toward the student's current 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 your area.



## SCHOLARSHIPS

<http://www.tesu.edu/academics/catalog/Scholarships.cfm>

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](http://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.

Scholarship applicants must:

- Be enrolled at Thomas Edison State University at the time of application
- Have applied for financial aid (federal, state [N.J. residents only] and Thomas Edison State University)
- Have a 3.0 Thomas Edison State University GPA at the time of application
- Have completed a minimum of 12 Thomas Edison State University credits each academic year since enrollment with at least six hours each year from online or Guided Study courses
- Incompletes, withdrawals and failed classes do not count as completed credits and students must successfully complete 66 percent of courses attempted
- Applicants must meet all eligibility criteria for the scholarship(s) for which they applied
- Required documentation, if any, must be provided before the end of the application period.

Questions about the University Scholarship Program should be directed to the Office of Financial Aid.

## VETERAN BENEFITS

<http://www.tesu.edu/academics/catalog/Veteran-Benefits.cfm>

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 either an online, Guided Study or TECEP®. PLA and e-Pack® credit options are not approved for veterans' benefits. For information about applying for or using your veterans' educational benefits at Thomas Edison State University, contact the Office of Military and Veteran Education by telephone, email or mail. You 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: (866) 446-1804  
Fax: (609) 984-7143  
Email: [militaryeducation@tesu.edu](mailto:militaryeducation@tesu.edu)

## LIBRARY RESOURCES

<http://www.tesu.edu/academics/catalog/Library-Resources.cfm>

### THE NEW JERSEY STATE LIBRARY

The New Jersey State Library is an affiliate of Thomas Edison State University and students have special access to its resources and services. All Thomas Edison State University students are given an ID card that enables them to contact library personnel for special assistance and access to resources not available to the general public.

Please visit the library's homepage at [www.njstatelib.org](http://www.njstatelib.org) or the library's student page to apply for a card.

The New Jersey State Library provides free online resources to students pursuing their education. [JerseyClicks.org](http://JerseyClicks.org) offers pertinent full-text articles from current newspapers, magazines and journals that can be downloaded and printed. JerseyClicks allows students to search up to 30 databases at once on topics such as business, education, science, history, health and literature. [JerseyClicks.org](http://JerseyClicks.org) is supported in whole or part by The Institute of Museum and Library Services through the Library Services and Technology Act. All Thomas Edison State University students have electronic access to the New Jersey State Library card catalog and to more than 3,000 journals, a third of which are directly available as full-text. Other materials may be ordered. Within the guidelines of the New Jersey State Library's interlibrary loan service, students also have access to the research holdings of most academic libraries in New Jersey.

### VALE (VIRTUAL ACADEMIC LIBRARY ENVIRONMENT)

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

# section 4

## University Policies and Procedures

<http://www.tesu.edu/academics/catalog/College-Policies-and-Procedures.cfm>

The University Policies and Procedures section of the *Catalog* focuses on all academic and nonacademic policies that govern the student experience at the University as well as the key procedures related to those policies. The section is organized into the following main categories:

### UNIVERSITY - WIDE POLICIES

Institutional policies pertaining to all enrolled undergraduate and graduate students.

### 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.

### LEARNING OUTCOMES ASSESSMENT

Information on learning outcomes assessment at the institutional, school and program levels.

### ABOUT THOMAS EDISON STATE UNIVERSITY

Summary information about the University.

### GOVERNANCE

Summary information about governance of the University.

### MENTORS AT THOMAS EDISON STATE UNIVERSITY

List of mentors at the University organized by school.

## ACADEMIC CODE OF CONDUCT

<http://www.tesu.edu/academics/catalog/Academic-Code-of-Conduct.cfm>

### ACADEMIC INTEGRITY

A detailed statement of what constitutes academic dishonesty and plagiarism is included in every course. By registering for a course, students agree to abide by this statement. Academic dishonesty will result in disciplinary action and possible dismissal from the University. The University is committed to helping students understand the seriousness of plagiarism, which is defined as the use of the work and ideas of others without proper documentation. Students who submit course materials or examination responses that are found to be plagiarized will receive an F on the plagiarized assignment, may receive a grade of F for the course and may face dismissal from the University.

### ACADEMIC CODE OF CONDUCT POLICY

Thomas Edison State University is committed to maintaining academic quality, excellence and honesty. The University expects all members of its community to share the commitment to academic integrity, an essential component of a quality academic experience.

Thomas Edison State University students are expected to exhibit the highest level of academic citizenship. In particular, students are expected to read and follow all policies, procedures and program information guidelines contained in publications; pursue their learning goals with honesty and integrity; demonstrate that they are progressing satisfactorily and in a timely fashion by meeting course deadlines and following outlined procedures; observe a code of mutual respect in dealing with mentors, staff and other students; behave in a manner consistent with the standards and codes of their professions; keep official records updated regarding changes in name, address, telephone number or email address; and meet financial obligations in a timely manner. Students not practicing good academic citizenship may be subject to disciplinary action including suspension, dismissal or financial holds on records. All members of the community are responsible for reviewing the academic code of conduct policy and behaving in keeping with the stated principles.

### PURPOSE

The purpose of this policy is to define and advise students of the academic code of conduct, and to identify violations and their consequences. It also provides a hearing and appeal process for students who believe they have been incorrectly accused of violating the standards of academic integrity.

### VIOLATIONS

The University considers any violation of this Academic Code of Conduct to be a serious breach of trust that threatens the academic environment of the entire community. Community members are in violation of the Academic Code of Conduct when acts of academic dishonesty occur.

These include, but are not limited to:

- > cheating;
- > fabricating information or citations;
- > falsifying documents;
- > falsifying information about test proctors;
- > forgery;
- > gaining unauthorized access to examinations;
- > making up or changing data for a research project;
- > plagiarizing;

- › submitting credentials that are false or altered in any way;
- › tampering with the academic work of other students;
- › using words or ideas from others without appropriate attribution;
- › facilitating another student's academic misconduct; and/or submitting course work or taking an exam for another student;
- › buying or selling of course materials, including exams, test answers and course papers.

## DISCIPLINARY PROCESS

Allegations of violations of the Academic Code of Conduct may be initiated by mentors, staff or students enrolled at Thomas Edison State University. Specific allegations of a violation of the Academic Code of Conduct must be submitted in writing to the appropriate dean's office. In cases of violations that result from inappropriate behavior in courses, the appropriate dean is the dean of the School that offers the course. In all other cases, the appropriate dean is the dean of the School in which the student is enrolled.

## PLAGIARISM

Acts of both intentional and unintentional plagiarism violate the Academic Code of Conduct. If an incident of plagiarism was an isolated minor oversight or an obvious result of ignorance of proper citation requirements, the mentor may handle the matter as a learning exercise. Appropriate consequences may include the completion of tutorials, assignment rewrites or any other reasonable learning tool, in addition to a lower grade for the assignment or course. The mentor will notify the student and appropriate dean of the consequence by email.

If the plagiarism appears intentional and/or there is more than an isolated incident, the mentor will refer the matter to the appropriate dean. The dean's office will gather information about the violation(s) from the mentor and student, as necessary. The dean will review the matter and the student will be notified in writing of the specifics of the charge and the sanction to be imposed. If the student disputes the charge or disagrees with the sanction, the student must submit a written request to the dean for a hearing within 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

The University reserves the right to review all credits, degrees and certificates. If any academic misconduct is revealed, those credits, degrees and certificates also may be rescinded. Records of all Academic Code of Conduct violations will be maintained in the student's file.

In extreme or emergency circumstances, any officer of the University at the vice president or higher level may immediately suspend a student from access to University premises, activities or electronic sites pending disciplinary action. Such action will be reported to the provost and vice president.

## HEARING

If a hearing is requested, such hearing will be convened at Thomas Edison State University, Trenton, N.J., within 21 business days after the request is received by the University. Students unable to travel to Trenton may attend the hearing telephonically via conference call. In these circumstances, every effort will be made to adhere as closely as possible to the procedures further outlined in this section.

- › The student shall have the opportunity to testify and present evidence and witnesses. A list of witnesses and a copy of documents to be presented at the hearing must be submitted to the University at least seven days prior to the hearing.
- › The student may have a nonparticipating advisor present for the proceedings.
- › The committee shall hear and question witnesses.
- › The student may suggest questions for witnesses to the committee.
- › The hearing will be audio recorded. All records and/or audio recordings of the hearing will be kept in the custody of the University. Records or recordings may not be reproduced without the specific authorization of the president of Thomas Edison State University.
- › All expenses incurred by the student and any witness will be borne by the student.
- › If a student (with notice) does not appear at the hearing, the committee shall decide whether to proceed in the student's absence.
- › An audio recording of the hearing (not deliberations) shall be made and maintained by the University.

The Academic Integrity Committee will review all reports and evidence regarding the misconduct charge. A written decision will be issued by the chairperson, Academic Integrity Committee, within 10 business days of the hearing and will be sent to the student concerned via certified and regular mail. In its decision, the Academic Integrity Committee will determine the appropriate sanction.

## APPEAL PROCESS

The student shall have the opportunity to appeal any decision involving disciplinary action. An appeal must be submitted in

writing to the provost and vice president within 10 business days after receipt of the hearing decision of the Academic Integrity Committee. The appeal must specify the grounds on which it is made. Allowable grounds for appeals are limited to the following:

- › Evidence of procedural irregularity
- › Evidence of mitigating circumstances or facts that could not have been presented at the hearing
- › Evidence of undue severity of sanction
- › Evidence of bias on the part of the members of the Academic Integrity Committee
- › Evidence that the decision of the Academic Integrity Committee is arbitrary, capricious or unreasonable and that the evidence does not support the charges
- › The provost and vice president will issue a decision within 10 business days and may require that the previously imposed sanction be:
  - 1) Affirmed and executed
  - 2) Suspended, set aside or rejected
  - 3) Modified or adjusted as warranted by circumstance

The decision of the provost and vice president is final.

## NONACADEMIC CODE OF CONDUCT

### PREAMBLE

Thomas Edison State University provides flexible, high quality, collegiate learning opportunities for self-directed adults. The University is dedicated to maintaining a scholarly community in which the freedom of expression both written and oral is 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 offices, off-site centers and special event venues.
- › Misappropriation/Misuse of or Damage to University Property, including misappropriation of or possession of misappropriated University property; intentional or negligent damage of University property; intentionally misplacing resources or in any way intentionally depriving other members of the University of the property or having access to the resources; infecting networks, programs, or other electronic media or systems with viruses, or otherwise causing systems to malfunction or disruptions to University technology.
- › Physical Abuse and Dangerous Activity, including actual physical abuse or threat of physical abuse to another person; damage to another person's property; cause another person to fear physical abuse or fear damage to his/her property; creating a condition which endangers or threatens the health, safety or well-being of other persons, or which could cause damage to property; possession, use or distribution of firearms, ammunition, explosives or other weapons on University property.
- › Written or Oral Harassment - written or oral harassment includes the use of threatening or obscene language, or language which is otherwise abusive or discriminatory in the circumstances, by a student, directed to another student, a mentor, trustee or employee of the University.



- Sexual Harassment – sexual harassment represents a form of abuse and/or intimidation and involves actions such as unwelcome sexual conduct; requests for sexual favors and other physical and expressive behavior of a sexual nature; written or oral abuse or threats of a sexual nature; displaying or distributing pornographic or derogatory pictures or materials; unwelcome physical contact such as touching, patting, pinching or punching; continuing to engage in certain behaviors of a sexual nature after an objection has been raised by the target of such inappropriate behavior; conduct that has the purpose or effect of unreasonably interfering with an individual's education or work performance or creating an intimidating or hostile environment. [Sexual harassment is a violation of Title IX of the Education Amendments of 1972 and other laws. See Policy Against Discrimination and Harassment for additional information.]
- Submission of Fraudulent Documents - such as transcripts, diplomas, test scores, references or applications that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses or otherwise deceptive (collectively referred to as fraudulent documents).
- Refusal to Provide Identification - refusal to provide identification upon request by an officer, employee or agent of the University acting on behalf of the University in the course of his/her duties.
- Disorderly, lewd or obscene conduct on University property or at a University activity.
- **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 Vice President for Enrollment Management and Learner Services (EMLS) 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 Office of the Vice President for Enrollment Management and Learner Services. The associate vice president and dean of Learner Services 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, 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 vice president for Enrollment Management and Learner Services may withdraw the charges any time prior to the hearing, if good cause exists to do so.

## STUDENT RIGHTS AND RESPONSIBILITIES

The student:

- Must notify the associate vice president and dean of Learner Services of the names of the student's advisor and any witnesses who will attend the hearing, at least three days before the hearing.
- Must submit a copy of any document that the student wishes to present into evidence, to the associate vice president and dean of Learner Services, at least three days before the hearing.
- Will be notified of the charges against him/her, in writing, prior to the hearing.
- Will be informed of the evidence upon which a charge is based.
- Will have a reasonable length of time to prepare a response to any charges.
- Will receive a copy of an investigation report prior to any hearing.
- 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.

## STUDENT CONDUCT COMMITTEE HEARING

All committee hearings will be convened in Trenton, N.J. Students unable to travel to Trenton may attend the hearing telephonically via conference call or video interface. A single audio recording of the hearing will be made by the University. Deliberations will not be recorded.

- The student may have an advisor present at the hearing, however, the student is responsible for presenting his/her information and, therefore, the advisor is not permitted to speak or participate directly in the hearing.



- The student will be allowed to review the investigating officer's report (a copy to be provided prior to the hearing), listen to the investigating officer deliver the report and suggest questions for the Committee chair to ask.
- The student shall have the opportunity to present his/her version of what happened, submit supporting documentation and present witnesses.
- All records of the hearing will be kept in the custody of the University. Records or recordings are the property of the University and may not be reproduced without the specific authorization of the president of Thomas Edison State University.
- Hearings are closed to the public and limited to the complainant, accused and advisor. Presentation of witnesses shall be subject to the Committee's approval.
- The Committee's determination shall be made on the preponderance of evidence standard (i.e., whether it is more likely than not that the accused student violated the code of conduct.)
- All expenses incurred by the student will be borne by the student.

The Student Conduct Committee will review the report, listen to evidence and decide if a violation did or did not occur. If a violation is determined to have taken place, the Committee will determine what disciplinary action, if any, to impose on the student. A written decision will be issued by the chairman, Student Conduct Committee, to the vice president of Enrollment Management and Learner Services. A copy of the decision will be sent to the student by certified and regular mail and serves as notice of the Committee decision and any sanctions to be imposed. With the exception of dismissal and expulsion the Student Conduct Committee may impose, on its own authority, all sanctions listed in this policy.

One or more of the following sanctions may be imposed:

- Written Warning – A written reprimand for violation of a specific nature, including a warning that continuation or repetition of prohibited conduct may be cause for additional disciplinary action.
- Exclusion/Removal from University Activity/Event – A student given this sanction may be barred from attending University sponsored activity and events for a specified period of time, not to exceed 180 days. These restrictions may be extended to participation in online events sponsored by the University.
- 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 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 and expulsions will be submitted directly to the Office of the President. All other appeals must be submitted in writing to the vice president for Enrollment Management and Learner Services, within fifteen (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

<http://www.tesu.edu/academics/catalog/Academic-Appeals-and-Waivers.cfm>

### ACADEMIC APPEALS

Students may appeal an academic decision. Such appeals must be filed within thirty (30) days of the date of the notification of that decision. All appeals must be submitted in writing to the dean of the School in which the student is enrolled. Note that many academic decisions do not require a formal appeal. Students may begin by submitting a statement of why they believe the decision to be in error, including such supporting materials as course descriptions or syllabi, to the Office of Academic Advising.

### 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](mailto:AdminAppeals@tesu.edu) or fax at (609) 943-5232.

Supporting documentation not submitted with the appeal may otherwise be required by the Committee. The Administrative Appeals Committee considers administrative matters involving financial relief, waivers, exceptions to policies and other special considerations of departmental decisions across all divisions of the University.

### 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 associate vice president and dean of Learner Services. 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 fourteen (14) days of receipt of the original denial.

## STUDENT COMPLAINT POLICIES AND PROCEDURES

<http://www.tesu.edu/academics/catalog/Student-Complaint-Policies-and-Procedures.cfm>

### 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 Office of the Associate Vice President and Dean of Learner Services at (609) 984-1141, ext. 3090, or [escheff@tesu.edu](mailto:escheff@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](http://www.tesu.edu/studentforms).

B. Academic Code of Conduct Policy.

C. Nonacademic Code of Conduct Policy.

D. Policy Against Discrimination and Harassment.

E. Disability Accommodations.

### 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 thirty (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 twenty (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 sixty (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 fifteen (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 thirty (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

<http://www.tesu.edu/academics/catalog/Equal-Opportunity-and-Diversity.cfm>

Thomas Edison State University is an Equal Opportunity institution. In the operation of its programs and activities (including admissions counseling and advisement), the University affords equal opportunity to qualified individuals regardless of race, color, religion, sex, gender, national origin, ethnic group, affectional or sexual orientation, atypical hereditary or cellular blood trait, age, disability, marital/familial status, domestic partnership status or liability for military service. This is in accord with Title VII of the Civil Rights Act of 1964 (which prohibits discrimination on the basis of race, color and/or national origin), Title XII of the Education Amendment of 1972 (which prohibits sex discrimination), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (which prohibits discrimination against otherwise qualified people with disabilities) and other applicable laws and regulations.

Inquiries concerning disability accommodations may be directed to Thomas Edison State University, Office of Student Special Services, Attn: ADA coordinator or by calling (609) 984-1141, ext. 3415, or by emailing [ada@tesu.edu](mailto:ada@tesu.edu). Hearing-impaired individuals may call the TTY line at (609) 341-3109.

## POLICY AGAINST DISCRIMINATION AND HARASSMENT

<http://www.tesu.edu/academics/catalog/Policy-Against-Discrimination-and-Harassment.cfm>

Thomas Edison State University is committed to maintaining an academic environment free from discrimination and harassment. The University prohibits sexual harassment and discrimination based on race, creed, color, national origin, ancestry, marital status, civil union status, domestic partnership status, sex, gender identity or expression, or affectional or sexual orientation, disability or nationality.

Hostile environment harassment based on any of these protected categories is also prohibited. Sexual harassment refers to unwelcome conduct based on a person's sex, including sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- > Submission to such conduct is made either explicitly or implicitly a condition of an individual's academic success.
- > Submission to or rejection of such conduct is used as the basis for academic decisions affecting an individual.
- > Such conduct interferes with an individual's academic performance or creates a hostile academic environment.

Any student who believes that he or she has been sexually harassed or discriminated against by a mentor or University staff member should file a complaint with the University's Title IX Coordinator and Equity/Diversity Office Heather Brooks, [hbrooks@tesu.edu](mailto: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 Office of the Associate Vice President and Dean of Learner Services at (609) 984-1141, ext. 3090, or [escheff@tesu.edu](mailto:escheff@tesu.edu). Students are encouraged to make timely reports so that a satisfactory resolution is more likely.

## POLICY AGAINST HARASSMENT, INTIMIDATION AND BULLYING

Any of the following acts are prohibited and could lead to suspension or dismissal from the University:

If a student acts with the purpose to bully, intimidate and harass another person by:

- > Making, or causing to be made, a communication or communications (including the use of electronic and/or social media) anonymously or at extremely inconvenient hours, or in offensively coarse language, or any other manner likely to cause annoyance or alarm; or

- Subjecting another to striking, kicking, shoving, or other offensive touching, or threatening to do so; or
- Engaging in any other course of alarming conduct or of repeatedly committed acts with purpose to alarm or seriously annoy such other person, such that the behavior substantially disrupts or interferes with the orderly operation of the institution or the rights of other students to participate in or benefit from the education program.

This policy is in addition to the University's Policy Against Discrimination and Harassment. Issues arising from this policy will be investigated and adjudicated in accordance with the University's Non-Academic Code of Conduct.

## DRUG ABUSE PREVENTION

<http://www.tesu.edu/academics/catalog/Drug-Abuse-Prevention.cfm>

### POLICY ON THE UNLAWFUL POSSESSION, USE OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL BY STUDENTS.

- I. Thomas Edison State University students are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession or use of a drug in the University.
  - A. A drug means a controlled dangerous substance, analog or immediate precursor as listed in Schedules I through V in the New Jersey Controlled Dangerous Substances Act, N.J.S.A. 24:21 1, et seq., and as modified in any regulation issued by the Commissioner of the Department of Health. It also includes controlled substances in schedules I through V of Section 202 of the Federal Controlled Substance Act (21 U.S.C. 812). The term shall not include tobacco or tobacco products or distilled spirits, wine or malt beverages as they are defined or used in N.J.S.A. 33:1 et seq.
  - B. "Student" means all Thomas Edison State University students who are enrolled in degree programs or certificate programs.
  - C. "University" means the physical area of operation of Thomas Edison State University, including buildings, grounds and parking facilities controlled by the University. It includes any field location or site at which a student is engaged, or authorized to engage, in academic work activity and includes any travel between such sites.
- II. Sanctions
  - A. Any student who is found to be involved in the unlawful manufacture, distribution or dispensation of a drug in the University may face disciplinary sanctions (consistent with local, state and federal law) up to and including termination of the status and referral to the appropriate legal authorities for prosecution.
  - B. Conviction (see definition 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

- Six-month loss or delay of a driver's license for conviction of any drug offense;
- \$500 to \$300,000 fine for conviction of various drug offenses;
- Forfeiture of property including automobiles or houses if used in a drug offense;
- Doubled penalties for any adult convicted of giving or dealing drugs to someone under 18 years of age;
- 25 years in prison without parole for any adult convicted of being in charge of a drug-dealing ring.

### II. Drug and Alcohol Counseling

Referrals may be made to agencies listed in the New Jersey Division of Alcoholism and Drug Abuse, "Directory of Drug Abuse Treatment and Rehabilitation Facilities," and the New Jersey Division of Alcoholism, "Treatment Directory."

Students who reside in New Jersey may be referred to treatment centers listed in the above directories. Out-of-state students may be referred to agencies in their respective states that are listed in the U.S. Department of Health and Human Services directory, "Citizen's Alcohol and Other Drugs Prevention Directory."

### III. Appeals

Any student accused of unlawful possession, use or distribution of illicit drugs and/or alcohol may request an internal hearing before the University hearing officer prior to disciplinary action or dismissal.

### IV. Health Risks Associated With Alcohol and Drug Abuse

Taken in large quantities over long periods of time, alcohol can damage the liver, brain and heart. Repeated use of alcohol can cause damage to the lungs, brain, liver and kidneys. Death due to a drug overdose is always a possibility for the drug user.



In addition to physical damage caused by alcohol and drug abuse, there are mental effects such as changes in mood and behavior and lack of interest and drive. The University will provide information concerning drug abuse to any student, officer or employee of the University.

Information and referrals to agencies offering drug abuse counseling can be obtained from the Office of Student Special Services at (609) 984-1141, ext. 3445.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)**

<http://www.tesu.edu/academics/catalog/Family-Educational-Rights-and-Privacy-Act-of-1974-FERPA.cfm>

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 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.

## RESIDENCY REQUIREMENTS

<http://www.tesu.edu/academics/catalog/Residency-Requirements.cfm>

Thomas Edison State University has certain academic residency requirements, however, there are no physical residency requirements. Thomas Edison State University requires a minimum of 30 credits from a regionally accredited institution for bachelor’s degrees and 15 for associate degrees when all other earned credits applied to the degree are from a foreign country, including Canada.

### ACADEMIC RESIDENCY REQUIREMENT

- Some programs have academic residency requirements of 12 credits for an associate degree and 24 credits for a bachelor’s degree.
- The joint degree programs with Rutgers School of Health Related Professions have academic residency requirements. For associate degrees the requirement is 6 credits and for bachelor’s degrees the requirement is 12 credits. This number of credits must be taken from the University before a student in these programs is eligible for graduation.
- For nondegree enrolled students, at least 50 percent of the credits required for an undergraduate or a graduate certificate must be earned at Thomas Edison State University. Application of any transferred credits is at the discretion of the dean.

## RESIDENCY FOR TUITION AND ENROLLMENT PURPOSES

Thomas Edison State University will determine residency pursuant to New Jersey Administrative Code 9A:5-1.1-1.2. The Code requires that students be domiciled in the state of New Jersey for a period of 12 months prior to enrollment in a public institution of higher education in order to be eligible for in-state tuition. United States military personnel and their dependents, who are attending public institutions of higher education in New Jersey, shall be regarded as residents of the state of New Jersey for the purpose of determining tuition (N.J.S.A. 18A:62-4.1).

The Office of the Registrar is the University’s principal authority on residency determination for tuition purposes. Following the registrar’s guidance, initial residency assessment will be determined by the Office of Admissions. The permanent address of the student in effect at the time the student applies for admission will be used to determine residency for tuition purposes. The initial determination will be communicated to the student and used for all tuition and fee assessments until a subsequent change of residency has been approved in accordance with prescribed procedures.

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](http://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.

## ACTIVE STATUS FOR CONTRACTUAL PROGRAM STUDENTS

<http://www.tesu.edu/academics/catalog/Active-Status-for-Contractual-Program-Students.cfm>

Students enrolled in Thomas Edison State University through contractual and military agreements [i.e., Corporate Choice®, eArmyU, Military Degree Completion Program (MDCP), Navy College Program and the Rutgers School of Health Related Professions (formerly University of Medicine and Dentistry of New Jersey) joint degree program] as well as veteran students and veteran family members must demonstrate academic activity by attempting a minimum of 3 semester hour credits over the course of the 12-month period for which they are enrolled.

For example, a student whose course or other credit-earning option began on Sept. 1, 2016, must register for another 3-credit course before Sept. 1, 2017, to be considered an enrolled Thomas Edison State University student for the following year. Students who do not attempt 3 credits in an academic year will be deemed “Inactive.”

An “Inactive” military or veteran student may receive the following University services:

- Register for classes online. Military and veteran students will pay the current tuition rate of their respective contract. All other contract students will pay the current nonmatriculated tuition rate. Registration by telephone or fax will also be permitted.
- View grades and current financial aid award status.
- Submit changes to mailing or email addresses.
- Receive academic advising for only current or potential Thomas Edison State University degree programs.

Evaluation updates, review of new transcripts, degree program changes and access to myEdison® account will not be available. “Inactive” students (those who were previously enrolled in the University, but who have not demonstrated academic progress as described above) can reactivate their enrollment in the following ways:

### MILITARY AND VETERAN STUDENTS:

- Enroll for a minimum of 3 semester hours in a course or other credit-earning option. Students will be governed by the academic policies in place at the time they began their program.

### Other Contractual Students:

- Pay a \$75 reactivation fee and enroll in a course or other credit-earning option. Students who choose this route will be governed by the academic policies in place at the time of their reactivated enrollment.

- Pay the \$75 reactivation fee and provide transcripts demonstrating academic progress (i.e., that they have attempted at least 3 credits) for each 12-month period whose anniversary is the date on which their most recently attempted Thomas Edison State University course or other credit-earning option began. Students who choose this route will be governed by the academic policies in place at the time of their original enrollment with the University.

Military students with a valid Servicemembers Opportunity Colleges (SOC) agreement with Thomas Edison State University, as well as veteran students and veteran family members, and who remain in “Inactive” status for five consecutive years, must reapply for admission to return to the University and will be governed by the academic policies and degree programs in place at the time of their readmission.

## GRADUATION

<http://www.tesu.edu/academics/catalog/Graduation.cfm>

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 form 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 sends two official letters of degree certification to each graduate and degree seeking candidates' names are presented to the Thomas Edison State University Board of Trustees for formal approval. Upon approval by the Board of Trustees, graduates receive written confirmation from the Office of the Registrar that the degree was conferred. Diplomas are ordered for each individual graduate and are mailed to graduates within two weeks of the graduation date.

## NURSING STUDENT POLICIES

<http://www.tesu.edu/academics/catalog/Nursing-Student-Policies.cfm>

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

### ADMISSIONS

> Admission to all RN programs offered by the W. Cary Edwards School of Nursing will be open and rolling.

> Full admission to the RN-BSN and RN-BSN/MSN programs require applicants to possess a current and valid RN license recognized in the United States and be graduates of an RN diploma program of nursing, a regionally accredited college or university in the United States or recognized foreign institution with an associate degree in nursing, or a bachelor of science in nursing degree or a master's in nursing degree.

> Provisional Admission to the RN-BSN and RN-BSN/MSN programs is open to senior nursing students or graduates of an RN diploma program of nursing, or a regionally accredited college or university in the United States with an associate degree in nursing awaiting RN licensure. Students provisionally admitted to the program may enroll in NUR-340 and NUR-342. Provisionally admitted students will have one year from the date of Provisional Admission to obtain RN licensure. Failure to do so within that time, will result in removal from the program.

> Two years experience in nursing is recommended for the MSN degree and for the graduate nursing certificate programs.

### ADMISSIONS PROCESS

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

- > Submit the completed online application with nonrefundable fee.
- > Have a current and valid RN license recognized in the U.S. If the student's state does not have an online validation process, he/she must submit a notarized copy of the license to:

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

In order for the student's application to be processed, the University must validate his/her license.

- > Have official transcripts sent to the Office of the Registrar from the institution where all previous degrees and credits were awarded.
- > 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 and a webcam.

As of July 2011, all nursing students are advised to upgrade to:

- > Operating Systems: For Windows users" Windows XP with service pack 3 installed or later versions such as VISTA and Windows 7.0; for Mac Users: Mac OSXv10.5 and later. Students also need to ensure that their computer is dual bootable using Boot Camp or a similar program.
- > Office Suite: Microsoft Office Suite version 2007 or 2010
- > Adobe Acrobat Reader
- > Current virus protection
- > Current email account on file with the Office of the Registrar

### PROVISIONAL ADMISSIONS

RNs completing their final requirement for the BSN degree, or who have completed their final requirement but have not been awarded the degree, may apply for admission to the MSN degree program on a provisional basis and register for a graduate nursing course. All other requirements for admission to the MSN degree program as specified in admissions policies must be satisfied for the student to continue in the MSN degree program.

### ENROLLMENT

- > Enrollment for all RN students in the W. Cary Edwards School of Nursing will be in effect on completion of the admissions process.
- > RN students will have the status of "Enrolled" upon receipt of completed application, license verification and all applicable fees.
- > Enrollment in the MSN degree program for students selecting the BSN/MSN option on application will be in effect following the request form and certification for graduation from the BSN degree.
- > Program materials will be provided and all students will be given access to advisement services on enrollment.
- > An Academic Evaluation will be provided online for students enrolled in nursing.

- > Enrollment for RN students will remain in effect as long as students earn a minimum of 3 credits that apply to their degree or certificate program in each 12-month period.

## RE-ENROLLMENT

Students returning to the BSN or to the MSN degree program or graduate nursing certificate programs from Inactive or Leave of Absence status must resubmit the Online Application. If the student's state does not have an online validation process, he/she must resubmit a notarized copy of the license to:

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

In order for the student's re-enrollment to be processed, the University must validate his/her license. Students returning to the BSN degree program from Inactive status will pay the application fee.

## DEGREE/CERTIFICATE PROGRAM REQUIREMENTS

- > Students may complete selected degree requirements by course, exam or prior learning assessment (PLA).
- > No residency is required for programs offered by the W. Cary Edwards School of Nursing.
- > 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 insure acceptance toward degree requirements.
- > Graduate credits earned prior to application that may satisfy requirements for the MSN degree or certificate program will be reviewed for acceptance upon application.
- > Nursing credits earned prior to application to the MSN degree or certificate programs must be newer than seven years at the time of application to the degree or certificate program to be considered for acceptance.
- > Nursing credits earned prior to application that may satisfy upper-division nursing requirements for the BSN degree must carry a grade equivalent of C or better and must be from a regionally accredited college or university or recognized foreign institution and be newer than 10 years at the time of application to be considered for acceptance.
- > One previously completed 3-credit lower-division nursing course may be accepted to satisfy an undergraduate upper-division nursing requirement in the BSN degree program.

- > A maximum of 12 graduate-level credits will be accepted in transfer toward the MSN degree.
- > A maximum of 6 graduate-level credits will be accepted in transfer toward the Nurse Educator and Nursing Administration certificates.
- > A maximum of 9 graduate-level credits will be accepted in transfer toward the Nursing Informatics certificate.
- > Nursing credits earned prior to application that may satisfy requirements for the MSN degree or certificate programs must carry a grade equivalent of B or better and must be from a regionally accredited college or university or recognized foreign institution to be considered for acceptance.
- > Students enrolled in the BSN degree program must maintain a minimum cumulative GPA of C (2.00) or better to graduate.
- > Students enrolled in the BSN degree program, and the MSN degree program must earn a grade of C (73) or better in the nursing courses for the credit to be accepted toward the degree.
- > Students enrolled in the MSN degree program must achieve a minimum cumulative GPA of B (3.00) or better to graduate.
- > Students enrolled in graduate nursing certificate programs must earn a grade of B (83) or better for the course to be applied to program requirements.
- > Students enrolled in the BSN degree program may repeat each nursing course, one time each.
- > Students enrolled in the MSN degree program may repeat two nursing courses, one time each.
- > Students enrolled in graduate nursing certificate programs may repeat each nursing course, one time each.
- > Students enrolled in the BSN degree program will be governed by academic policies for graduate nursing courses while enrolled in the graduate nursing courses required for the BSN degree.
- > Students enrolled in the BSN degree will be governed by University policies in regard to general education credit requirements.
- > Online nursing courses required for completion of the nursing degree or certificate programs are open only to RNs.



## GRADING SCALE

Distribution of Credit - Nursing (RN Diploma License)  
up to 60 credits awarded

- > Anatomy and Physiology - 6 credits
- > Chemistry - 3 credits
- > Microbiology - 3 credits
- > Nutrition - 3 credits
- > Psychology - 3 credits
- > Sociology - 3 credits
- > Growth and Development - 3 credits
- > Social Discussions of Health - 3 credits
- > Pharmacology - 3 credits
- > Nursing Fundamentals I - 3 credits
- > Nursing Fundamentals II - 3 credits
- > Professional Adjustments - 3 credits
- > Psychiatric Mental Health Nursing I - 3 credits
- > Psychiatric Mental Health Nursing II - 3 credits
- > Adult Nursing I - 3 credits
- > Adult Nursing II - 3 credits
- > Adult Nursing III - 3 credits
- > Maternal Child Health I - 3 credits
- > Maternal Child Health II - 3 credits

## GRADUATION

> All students in the W. Cary Edwards School of Nursing degree programs will apply for graduation and pay the graduation fee in Online Student Services according to University guidelines.

> All students in the W. Cary Edwards School of Nursing degree programs must have achieved the established GPA and have satisfied all financial obligations to be eligible for graduation.

> Students in the graduate nursing certificate programs must complete all course requirements, submit the request for graduate nursing certificate according to University guidelines for graduation and have satisfied all financial obligations to be eligible for certificate award.

> Students completing the MSN degree program will be awarded a certificate in their selected area of specialty in addition to the MSN degree on program completion.

## APPEALS

All students in the W. Cary Edwards School of Nursing will follow University policies on academic appeals as outlined in this University's catalogs.

## NON-ENROLLED RNS

> Non-enrolled RNs who wish to try an online nursing course may take two unrestricted nursing courses or three unrestricted graduate courses prior to enrollment.

> Courses restricted to students enrolled in the W. Cary Edwards School of Nursing include: Community Health Nursing and the graduate Practicum

## UPDATED CREDENTIALS FOR SELECTED COURSES

> Evidence of a current and valid RN license is required at the time the student registers for the Community Health Nursing course and the Seminar in Clinical Competence course in the BSN degree program.

> Evidence of current malpractice insurance and a current and valid RN license is required at the time the student registers for the Practicum courses in the MSN degree and graduate nursing certificate programs.

> Students must be in compliance with state and institutional requirements for health, criminal background check 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 provide health information to a vendor selected by the W. Cary Edwards School of Nursing. A criminal background check and child abuse clearance will be required through 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 check of any healthcare facility used by students for the independent education Practicums required as part of their program requirements.

> Students in the MSN degree program and the graduate nursing certificate programs must be in compliance with all requirements specified in the Practicum Information Packet.

## 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

> Two (2) current professional letters of recommendation from a healthcare supervisor or colleague, or from a faculty member who has taught the applicant (dated and on organizational letterhead)

> Well-written statement of background and goals

> Well-written essay

> Current resume

> Relevant professional work experience (2 years recommended)

> Current valid unencumbered registered nurse license in the United States



› Documented verification of post baccalaureate supervised clinical hours completed \*

*\* 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.*

#### **CRITERIA FOR ACCEPTANCE OF TRANSFER COURSES**

› A maximum of 9 graduate 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.

› 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, or who withdraw from a DNP course, or 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.

## **INTERNATIONAL STUDENT POLICIES**

[www.tesu.edu/academics/catalog/International-Student-Policies.cfm](http://www.tesu.edu/academics/catalog/International-Student-Policies.cfm)

#### **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 interested in becoming undergraduate students will be eligible for enrollment if they have, at a minimum, scored 500 on the paper examination, 173 on the computer-based or 79 on the Internet-based Test of English as a Foreign Language (TOEFL) for students living in countries where English is not the native language.

Students are responsible for taking the TOEFL and having the official scores sent to the Office of Admissions 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

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. The process requires the University to prepare the transcript, diploma or letter certifying graduation, and submit the notarized documents to the state of New Jersey for authentication. When the Apostille is received back from the state of New Jersey, the University forwards the package on to the student.

The state of New Jersey charges \$25 to authenticate the Apostille. (Additional charges will also be assessed by the University for specifically requested documents.) Payment of

all fees, to the state and to the University, associated with the Apostille must be made in U.S. dollars by international money order or personal check drawn from a U.S. bank. Please send signed written requests for an Apostille to:

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

Requests must include the following:

- The student's contact information.
- A clear statement of the document for which the Apostille authentication is required, the country to which it will be sent and the purpose of the Apostille.
- If the University is providing documents for authentication (official transcripts, diploma copies or letters certifying graduation) clearly state the information to be included in the document.
- An international money order or personal check (drawn from a United States bank) payable to "The State of New Jersey" in the amount of \$25.
- A separate international money order or personal check (drawn from a United States bank) payable to "Thomas Edison State University" for the required amount in accordance with its current fee schedule. (Currently the University charges \$15 for each official transcript and \$35 for each duplicate diploma requested.)
- A self-addressed return envelope so that these documents may be returned directly to the student once they have been processed.

Preparing an Apostille requires coordination with other state agencies, and multiple mailings. The entire process can take up to seven to eight weeks from the date the student mails all information and required documentation to Thomas Edison State University to the date the documents are received at their final destination. Students should be aware that the absence of any of the requested information will delay the Apostille process.

#### **INTERNATIONAL CREDIT POLICY FOR TESTING**

International students residing outside the United States will be permitted to attempt to earn credit through testing. United States and international citizens living abroad (both enrolled and nonenrolled) may request approval to register

for TECEP® examinations. Such approval will ordinarily be based on the student's ability to arrange an administration that makes use of examination sites approved by Thomas Edison State University. All tests 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. Students requesting approval must also submit a minimum score of 500 on the paper examination, 173 on the computer-based or 79 on the Internet-based Test of English as a Foreign Language (TOEFL) prior to registering for the examination if English is not the official language of their country of citizenship. Examinations are mailed via overnight express service, and students are responsible for all mailing costs and proctoring fees. Thomas Edison State University reserves the right to approve the proctoring arrangement.

#### **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 500 on the paper examination, 173 on the computer-based or 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 AND e-PACK® COURSES**

American citizens and international students residing outside of the continental United States are restricted to enrolling in Guided Study, online or e-Pack® courses. Prior to registering, students must first secure special approval.

Such approval is usually based on the student's ability to

arrange for proctored test administration approved by Thomas Edison State University and the willingness to absorb additional costs for sending course and examination materials.

All tests 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 course, online course or e-Pack® course, students living outside the United States must contact the Office of Test Administration to have a test proctor approved.

Students are responsible for all mailing or other transport costs and proctoring fees. United States military personnel are expected to take examinations through the education officer at a military base.

*NOTE: Does not apply to military and diplomatic personnel and their families who have APO/FPO addresses.*

### INTERNATIONAL CREDIT POLICY FOR TRANSFER CREDIT

An enrolled student may transfer a maximum of 90 credits from international institutions. 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.

### INTERNATIONAL CREDIT EVALUATIONS

TESU 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 TESU.

Academic Credentials Evaluation Institute, Inc. (ACEI)  
[www.acei-global.org](http://www.acei-global.org)

Center for Applied Research, Evaluations and Education, Inc.  
[www.iescaree.com](http://www.iescaree.com)

Educational Credential Evaluators, Inc. (ECE)  
[www.ece.org](http://www.ece.org)

World Educational Services, Inc. (WES)  
[www.wes.org](http://www.wes.org)

SDR Educational Consultants  
[www.sdreducational.org](http://www.sdreducational.org)

SpanTran Evaluation Services  
[www.spantran.com](http://www.spantran.com)

Transcript Research  
[www.transcriptresearch.com](http://www.transcriptresearch.com)

All costs associated with the international credit evaluation are the responsibility of the student. The University reserves the right to make its own determination on the amount and type of credit to be awarded based on the evaluations provided by these agencies. There will be no mixing or matching of evaluations. Thomas Edison State University does not issue "Certificates of Acceptance" (Form I-20) to international students. Students who enter the United States on a student visa (F-1) through another college or university 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 the continued pursuit of a Thomas Edison State University degree.

### APPLICATION AND ENROLLMENT FOR INTERNATIONAL STUDENTS

To apply to Thomas Edison State University, submit the following documents:

1. a completed Thomas Edison State University Application Form;
2. application fee (payment must be in U.S. dollars); and
3. a TOEFL score report sent directly to Thomas Edison State University from the Educational Testing Service.

To enroll in Thomas Edison State University select a tuition plan and pay tuition. After enrollment, any credentials or documents submitted will be evaluated. When the evaluation has been completed, the student will be advised of any remaining degree requirements. It is the responsibility of the student to arrange for the completion of remaining degree requirements.

### VISAS

Thomas Edison State University does not issue "Certificates of Acceptance" (Form I-20) to international students. Students who enter the United States on a student visa (F-1) through another college may enroll in Thomas Edison State University. However, it will be the student's responsibility to keep his/her visa status current to be eligible for continued pursuit of a Thomas Edison State University degree.

### FEES AND REQUESTS FOR ADDITIONAL INFORMATION

Fees for international students residing in foreign countries cover extensive administrative costs. Students on nonimmigrant visas living in the United States will pay out-of-state fees. Details on fees are available upon request.

### ENROLLMENT

Students are considered enrolled when they pay the Comprehensive Tuition Plan or Per Credit Tuition Plan Enrollment. A student's enrollment date is defined as the date the bursar receives the Comprehensive Tuition or the 10th day of a term for which a student registers paying the Per Credit Tuition Plan. This tuition covers a period of one year of service. At the end of the year, students will receive a bill for the subsequent year's enrollment tuition. Active duty military and National Guard students are considered New Jersey state residents for administrative purposes, and therefore pay in-state tuition rate.

Students enrolled in Thomas Edison State University through contractual and military agreements [i.e., Corporate Choice®, GoArmyED, eArmyU, Military Degree Completion Program (MDCP), Navy College Program, and the Rutgers School of Health Related Professions (formerly University of Medicine and Dentistry of New Jersey) joint degree program, must demonstrate academic activity by attempting a minimum of 3 semester hour credits over the course of the 12 month period for which they are enrolled. For example, a student whose course or other credit earning option began on Sept. 1, 2016, must register for another 3-credit course before Sept. 1, 2017, to be considered an enrolled Thomas Edison State University student for the following year. Students who do not attempt 3 credits in an academic year will be deemed “Inactive.”

“Inactive” students (those who were previously enrolled in the University but who have not demonstrated academic progress as described above) can reactivate their enrollment in the following ways:

### **MILITARY STUDENTS**

- Enroll for a minimum of 3 semester hours in a course or other credit-earning option. Students will be governed by the academic policies in place at the time they began their program.

### **OTHER CONTRACTUAL STUDENTS**

- Pay a \$75 reactivation fee and enroll in a course or other credit-earning option. Students who choose this route will be governed by the academic policies in place at the time of their reactivated enrollment.
- Pay the \$75 reactivation fee and provide transcripts demonstrating academic progress (i.e., that they have attempted at least 3 credits) for each 12-month period whose anniversary is the date on which their most recently attempted Thomas Edison State University course or other credit-earning option began. Students who choose this route will be governed by the academic policies in place at the time of their original enrollment with the University.

Military students with a valid Servicemembers Opportunity Colleges (SOC) agreement with Thomas Edison State University, and who remain in “Inactive” status for five consecutive years must reapply for admission to return to the University and will be governed by the academic policies and degree programs in place at the time of their readmission.

When students have received the Academic Evaluation showing how credits will apply to their degree program, they are urged to proceed with program planning and contact the Office of Academic Advising at (888) 442-8372. Should it become necessary to temporarily “stop-out,” students are urged to officially request a Leave of Absence from the University at the end of their enrollment year.

*NOTE: Students are considered enrolled in the W. Cary Edwards School of Nursing when they pay the appropriate fees and submit the documents required for admission. Enrollment continues as long as at least 3 credits are earned in each 12-month period.*

## **GRADUATE ACADEMIC POLICIES**

<http://www.tesu.edu/academics/catalog/Graduate-Academic-Policies.cfm>

### **ACADEMIC PROBATION**

Candidates who fall below a 3.0 average will be placed on academic probation.

### **ADMISSIONS**

Admission to graduate programs is competitive and based on a quantitative and qualitative assessment. Students are assessed according to the following:

- Candidates must have three to five years of appropriate experience.
- MSHRM applicants should have at least three years of exempt-level experience.
- MSM applicants should have managerial or supervisory experience.
- MPSL applicants should have three years of professional experience or significant volunteer experience.
- MALS candidates should have professional, managerial or significant volunteer experience.
- MAEdL and Graduate Certificate in Educational Leadership candidates must have three years of teaching experience and appropriate educational/instructional certification.
- MSN candidates are processed on an open and rolling basis; Advanced BSN through licensing: two years of experience in nursing is recommended (not required) for the MSN degree and for graduate nursing certificate programs
- Candidates must have earned an undergraduate degree from a regionally accredited college or university in the United States or from a recognized foreign institution.
- Foreign students must submit TOEFL scores of at least 550 for the written exam, 213 for the computer exam or 79 on the Internet-based exam.
- Foreign students must submit course-by-course evaluations from an agency approved by Thomas Edison State University. The evaluation must state they have the equivalent for a United States regionally accredited degree.
- Candidates must submit all official transcripts and documentation of past college credits, professional and/or military training and other experiences.
- Candidates must complete the essay portion of the application.



- Candidates must submit at least two Letters of Recommendation from individuals able to attest to their ability to complete a graduate degree. At least one should be from a person who has supervised the applicant.
- Candidates must submit a current resume.
- Candidates are required to have the following basic computer skills: ability to access the internet and experience with/knowledge about sending email.
- Recommended undergraduate GPA is 2.75 for most graduate programs; some, such as the Master of Business Administration, require a higher GPA of 3.0.

The Admissions Committee reviews the application to assess the fit between the program and the applicant's goals, the appropriateness of the applicant's experience and the applicant's potential for success.

The University maintains sole discretion for determining those students who would benefit appropriately from the learning and educational processes of the institution. Conversely, the University maintains sole discretion for determining those students who would not benefit appropriately from the learning and educational processes of the institution.

### **RESIDENCY REQUIREMENTS**

Students are not required to live in New Jersey to enroll in graduate programs at Thomas Edison State University.

### **ENROLLMENT**

Graduate students are considered "enrolled" when they have been accepted into the graduate program and have registered for their first course.

- a. Date of Enrollment. The date of enrollment is defined as the first day of class for the first semester the student starts taking courses as a matriculated student. As long as students continue to take courses, the student is enrolled. This status may change if the student becomes inactive or take a leave of absence.
- b. Catalog in Effect. Graduate students must use the *Catalog* that was in effect on the date of enrollment to determine graduation requirements. If students become inactive and re-enrolls, graduation requirements will be those listed in the *Catalog* in effect at the time of re-enrollment.
- c. Time Frame for Completion. Students in graduate programs have up to seven years to complete their degree. Students wishing to request a waiver of this timeframe should make their request to the dean of the School in which they are enrolled.
- d. Deferred Enrollment. A graduate student who has been accepted may defer enrollment. This request for deferment must be done in writing.

### **GRADUATE TRANSFER POLICY**

In addition to graduate credit earned through Thomas Edison State University methods, students in a graduate program at the University may transfer graduate-level credit in the following ways:

- Graduate credits previously earned at other regionally accredited colleges or universities;
- Courses that have been evaluated by American Council on Education (ACE) and recommended for graduate credit; and
- Military service schools that have been evaluated by the ACE Office of Educational Credit and Credentials and recommended for graduate credit.

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

### **AUDITING GRADUATE COURSES**

Students who wish to audit a graduate course must contact, for permission, the dean of the School in which the course is offered. Students are charged full tuition to audit a course. A grade of AU will be awarded.

### **BACHELOR'S TO MASTER'S PROGRAM**

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.

### **GRADUATE NONMATRICULATED STUDENT STATUS**

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.

## GRADUATE COURSE POLICIES AND REGULATIONS

Students must maintain a B average to remain in good academic standing.

## GRADUATE ACADEMIC STANDING GRADING SYSTEM

Letter Grade	Quality Points	Numerical Equivalents
A	4.0	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3.0	83-87
B-	2.7	80-82
C+	2.3	78-79
C	2.0	73-77
F	0	Below 73
I Incomplete (Temporary grade)		
IF	0	Below 73
CR*	N/A	None

*\*Nongraded credit assessed at the B level and above will be counted toward graduate degree requirements in accordance with University and appropriate School policies.*

## GRADUATE COURSE REPEAT POLICY

Students may repeat a graduate course once for the purpose of improving competency. A maximum of two graduate courses may be repeated. Only the highest grade will be calculated in the GPA. All grades will appear on the official transcript. Students must also adhere to any repeat policy standards established by their school.

## WITHDRAWALS/REFUNDS

A written withdrawal request must be made on the Request for Course Withdrawal Form found in the student's course section, online at [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms) or in a letter sent before the end of the term to:

Thomas Edison State University  
Office of the Registrar  
111 W. State St.  
Trenton, NJ 08608  
Fax: (609) 292-1657

Stopping payment on credit cards or checks does not constitute an official withdrawal, nor does it relieve a student from his/her financial obligation to the University. Failure to submit assignments or take examinations does not constitute an official withdrawal, nor does verbal notification to the mentor or to any member of the University staff.

A request for course withdrawal will only be accepted in writing and must be submitted before the end of the term. A withdrawal request will not be processed if it is submitted after the course has officially ended.

If a student sends a letter, it must cite the 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. These policies refer to course withdrawals only. If a student wishes to withdraw from his/her degree program at the University he/she must do so in writing to the Office of the Registrar.

## WITHDRAWAL TUITION REFUND SCHEDULE

Tuition refunds for course withdrawals will be processed within two weeks after the withdrawal request is received in the Office of the Registrar. 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.

Students will not be charged an administrative withdrawal fee if they withdraw before the first day of the term.

## REFUND AND TRANSFER POLICY

- > Withdrawals before the first day of the term = 100 percent tuition refund minus the \$10 administrative withdrawal fee
- > Withdrawals between the first and the seventh day of the term = 75 percent tuition refund
- > Withdrawals between the eighth and 14th day of the term = 50 percent tuition refund
- > Withdrawals between the 15th and 21st day of the term = 25 percent tuition refund
- > Withdrawals after the 21st day of the term = No refund

Transfers from one course to another within the same term are permitted before the start date of the term. Transfers from one term to another are not permitted.

## EXTENSIONS

Students are governed by the policies and procedures in effect on their course start date.

Students making satisfactory progress may apply for one eight-week extension per course. Mentors must certify that 50 percent of the course work has been completed, and the student must pay the extension fee. Other than the mentor's certification, no other documentation is required. The Office of the Registrar will process the request and notify the student of their new course ending date. With the exception of extensions related to military deployments, all students must pay for the extension. This requirement applies even in cases

of medical illness or financial hardship. In cases involving military deployments, documentation presented must show deployment dates relevant to the specific course.

In limited circumstances, such as severe illness or medical treatment, students may apply for a second extension of eight weeks. In these cases students must submit appropriate supporting documentation relevant to the issue preventing course completion during the first extension and pay another extension fee. The Office of the Registrar will determine if the second extension is warranted and notify the student of their decision and if approved of their new course ending date.

For both first and second extension, the eight weeks will be added to the current end date of the course in question. Students cannot have more than 16 additional weeks added to the original start date of their term. Students may not request more than two extensions for a single course. Students may not apply for (or be granted) an extension after the last day of the course. Students will be permitted to withdraw after an official course extension has been processed as long as the extension has not ended. A percentage of 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.

#### **UPDATING THE RECORDS**

It is crucial that the University have accurate records of a student's name, address, email address and telephone number. If any of these change between the time a student register and the time he/she receive his/her grades, the student must notify the University immediately. Students may do this online via Online Student Services or by mailing a completed Student Data Change Form to the Office of the Registrar. The form is available at [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms).

#### **ACADEMIC INTEGRITY**

A detailed statement of what constitutes academic dishonesty and plagiarism is included in every course. By registering for a course, students agree to abide by this statement. Academic dishonesty will result in disciplinary action and possible dismissal from the University. The University is committed to helping students understand the seriousness of plagiarism, which is defined as the use of the work and ideas of others without proper documentation. Students who submit course materials or examination responses that are found to be plagiarized will receive an F on the plagiarized assignment, may receive a grade of F for the course and may face dismissal from the University.

#### **STUDENT RESPONSIBILITIES**

Thomas Edison State University students are expected to exhibit the highest level of academic citizenship. In particular, students are expected to read and follow all policies, procedures and program information guidelines contained in publications; pursue their learning goals with honesty and integrity; demonstrate that they are progressing satisfactorily and in a timely fashion by meeting course deadlines and following outlined procedures; observe a code of mutual

respect in dealing with mentors, staff and other students; behave in a manner consistent with the standards and codes of their professions; keep official records updated regarding changes in name, address, telephone number or email address; and meet financial obligations in a timely manner. Students not practicing good academic citizenship may be subject to disciplinary action including suspension, dismissal or financial holds on records.

See page 105 for information on the University's Academic Code of Conduct.

### **LEARNING OUTCOMES ASSESSMENT**

[www.tesu.edu/academics/catalog/Learning-Outcomes-Assessment.cfm](http://www.tesu.edu/academics/catalog/Learning-Outcomes-Assessment.cfm)

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 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 to make informed decisions and improve practice in 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 organization and community.
- > Create sophisticated arguments supported by quantitative evidence.

#### **STUDENT'S ROLE IN OUTCOMES ASSESSMENT**

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

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

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

## ADDITIONAL LEARNING OUTCOMES FOR GRADUATE PROGRAMS

[www.tesu.edu/academics/catalog/Learning-Outcomes-Assessment.cfm](http://www.tesu.edu/academics/catalog/Learning-Outcomes-Assessment.cfm)

### MASTER OF ARTS IN LIBERAL STUDIES PROGRAM OUTCOMES

Graduates of Master of Arts in Liberal Studies program, students will be able to:

- > Articulate and evaluate a system of values, its historical context and its effect on personal well-being and workplace and community cohesion
- > Apply the imaginative and analytical skills developed through immersion in the liberal arts to decision making in the family, at the workplace, and/or in the local and global community
- > Incorporate new knowledge to transform awareness of self and the local and global community
- > Emphasize the values of compassion, justice and respect for the rights of others inherent in metaphysical and spiritual traditions
- > Demonstrate the ability to sustain a cogent, cohesive and articulate argument informed by the liberal arts and the learner designed area of study
- > Assess the environmental impact of our viewpoints and projects on the natural world.

### MASTER OF ARTS IN EDUCATIONAL LEADERSHIP OUTCOMES AND COMPETENCIES

#### MAEDL - BUILDING LEADERSHIP:

Graduates of the Master of Arts in Educational Leadership 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
- > 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
- > 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
- > 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
- > 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
- > 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
- > 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:

1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders;
2. Advocating, nurturing and sustaining a school and district culture and instructional program conducive to student learning and staff professional growth;

3. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness and in an ethical manner;
6. Understanding, responding to and influencing the political, social, economic, legal and cultural context of the school system; and
7. 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:

1. Analyze and apply into practice the roles and responsibilities of the School Business Administrator position;
2. Describe and analyze, through an appraisal of proper fiscal management, how school organizations utilize available resources to operate a safe and efficient learning environment;
3. Collaborate and articulate with the school organization's administrative team and other stakeholders during the budget development process;
4. Analyze and compare the school organization's budget and expenditures with benchmarks to ensure efficiency through comprehensive evaluation processes; and
5. 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

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

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

## MASTER OF SCIENCE IN APPLIED SCIENCE AND TECHNOLOGY OUTCOMES

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Graduates of the Master of Science in Applied Science and Technology 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.

## MBA PROGRAM OUTCOMES

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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 SCIENCE IN HOMELAND SECURITY LEARNING OUTCOMES

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

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

## MASTER OF SCIENCE IN HOSPITALITY MANAGEMENT PROGRAM OUTCOMES

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Graduates of the Master of Hospitality Management program will be able to:

- > Analyze hospitality management within a global context;
- > Evaluate operational requirements associated with managing multisize hospitality enterprises;
- > Synthesize culturally-aligned communication skills to deliver client services in multicultural contexts;
- > Apply ethical, legal and data-informed decision making in managing across countries and cultures; and
- > Use information and web-based technologies to enable business development, growth and sustainability.



## **MASTER OF SCIENCE IN MANAGEMENT PROGRAM OUTCOMES**

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Graduates of the Master of Science in Management degree program will be able to:

- > Evaluate management practices within a global context;
- > Evaluate 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 HUMAN RESOURCE MANAGEMENT PROGRAM OUTCOMES**

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Graduates of the Master of Science in Human Resource Management degree program will be able to:

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

## **MASTER OF SCIENCE IN INFORMATION TECHNOLOGY**

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Graduates of the program will possess the skills and knowledge to:

- > Demonstrate a comprehensive understanding of the broad themes in Information Technology
- > Use and apply current technical concepts and practices in the core information technologies of networking, data management, software engineering, computer security.
- > Demonstrate a deep understanding of the IT methodologies and frameworks used to solve complex computing problems related to at least one IT Body-of-Knowledge

- > Identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.
- > Effectively integrate IT-based solutions into the user environment.
- > Developed and implement optimal solutions to complex computing problems using industry-recognized best practices and standards.
- > 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, students will be able to:

- > Investigate cybersecurity risks based on ranking criteria.
- > Apply appropriate models for security risk mitigation.
- > Analyze new technology and identify/develop solution sets for cybersecurity vulnerability concerns.
- > Construct research-based recommendations to resolve security incidents and to mitigate vulnerabilities and threats.
- > Develop cybersecurity solution requirements for IT/OT vendors and suppliers.
- > Implement industry best practices for existing and future systems.
- > Implement security controls as defined by industry standards and cybersecurity frameworks.
- > Integrate security into the entire system lifecycle (planning, architecture, design, development, implementation/operation, maintenance and disposal).

### **MSIT - DATA MANAGEMENT AND ANALYTICS LEARNING OUTCOMES**

Upon completion of the area of study in Data Management and Analytics, students 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.
- > 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, students 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.
- > 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, students 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.
- > 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, students 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.
- > 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, students 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.
- > 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 INTERNATIONAL BUSINESS FINANCE PROGRAM OUTCOMES**

Graduates of the Master of Science in International Business Finance will be able to:

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

## **DNP PROGRAM OUTCOMES**

- > 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.

- › Apply information systems/technology to improve health and systems-level outcomes.

## MASTER OF SCIENCE IN NURSING OUTCOMES

### MSN DEGREE PROGRAM

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 of 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 DEGREE PROGRAM OUTCOMES

On completion of the MSN 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.

### NURSE EDUCATOR COMPETENCIES

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.

### NURSING INFORMATICS COMPETENCIES

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;
- › 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.

## NURSING ADMINISTRATION COMPETENCIES

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.

## MASTER OF PUBLIC SERVICE LEADERSHIP PROGRAM OUTCOMES

The Master of Public Service Leadership degree's 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 (domain 1)

Evaluate effective strategic leadership for public service administrators.

### Ethical Leadership (domain 1)

Synthesize what constitutes ethical and legal constructs in the effective leadership.

### Policy (domain 2)

Analyze the policy development for application in areas of public service.

### Issues of Field (domains 2 and 4)

Analyze significant issues pertaining to specific fields of study.

### Analyze and Interpret (domain 3)

Use reflective and research skills to evaluate theory to make informed decisions and improve practice in their field.

### Critical Reasoning (domain 3)

Use critical thinking to evaluate, make informed decisions and improve practice in their field.

### Diversity (domain 5)

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.

## LEARNING OUTCOMES FOR THE COMMUNITY AND ECONOMIC DEVELOPMENT AREA OF STUDY

(offered under MPSL and MSM programs)

- > 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
- > Compare and contrast how different tools are applied to solve community economic development problems

## LEARNING OUTCOMES FOR THE ENVIRONMENTAL POLICY/ENVIRONMENTAL JUSTICE AREA OF STUDY

(offered under MPSL and MSM programs)

- > 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
- > 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

## LEARNING OUTCOMES FOR THE INFORMATION AND TECHNOLOGY FOR PUBLIC SERVICE AREA OF STUDY

(offered under MPSL and MSM programs)

- > Identify and contrast the uses of specific IT systems in the public sector
- > Identify and evaluate the IT induced organizational changes in the public sector

- > Identify and categorize the principles of managing IT in the public sector

#### **LEARNING OUTCOMES FOR THE NONPROFIT MANAGEMENT AREA OF STUDY**

(offered under MPSL and MSM programs)

- > 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
- > Assess emerging trends in nonprofit arenas such as collaborations/mergers, shared services models, advocacy, and international concerns (e.g., NGOs)

#### **LEARNING OUTCOMES FOR THE PUBLIC AND MUNICIPAL FINANCE AREA OF STUDY**

(offered under MPSL and MSM programs)

- > 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.
- > Evaluate the needs of government financing activities and be able to locate the sources of needed information and incorporate that information into the process.

#### **LEARNING OUTCOMES FOR THE PUBLIC HEALTH AREA OF STUDY**

(offered under MPSL and MSM programs)

- > 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.
- > Make suggestions to improve policy and public health practice.

#### **LEARNING OUTCOMES FOR THE PUBLIC SERVICE ADMINISTRATION AND LEADERSHIP AREA OF STUDY**

(offered under MPSL and MSM programs)

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



# 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. Our student body represents every state in the U.S. and approximately 60 countries throughout the world. Unlike "traditional" colleges and universities, which are designed to meet the needs of college students who are between 18 and 21 years old, Thomas Edison State University is designed exclusively to serve the needs of adults. The University's academic programs enable students to plan degree paths and to select learning options that best meet their needs. Course scheduling at Thomas Edison State University enables students to take courses at times convenient to them.

## CURRENT STUDENTS

- > Current Total Enrollment: approximately 17,500
- > Average student age: 36
- > 42 percent of students are New Jersey residents
- > 56 percent of students are out-of-state residents (including all 50 states and students from or studying in approximately 60 countries)
- > 55 percent of students are male
- > 45 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 which requires colleges and universities to reach a common understanding and agreement as to the standards of quality for American higher education.

The W. Cary Edwards School of Nursing baccalaureate and master's degree programs, and graduate certificate programs at Thomas Edison State University are accredited by the Accrediting Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 975-5000

The W. Cary Edwards School of Nursing baccalaureate and master's degree nursing programs at Thomas Edison State University are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791.

The W. Cary Edwards School of Nursing programs at Thomas Edison State University are approved by the New Jersey Board of Nursing, PO Box 45010, Newark, NJ 07101, (973) 504-6430.

Thomas Edison State University's Master of Arts in Educational Leadership Program, which is designed to prepare educators for roles in school leadership, is awarded Teacher Education Accreditation Council (TEAC) accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from April 2015 and April 2022. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, relicensure or other purposes. This accreditation certifies that the forenamed professional education program has provided evidence that the program adheres to TEAC's quality principles. The TEAC Public Performance Disclosure as applicable to the Educational Leadership program is available on the University website at [www.tesu.edu](http://www.tesu.edu).

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 was awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The initial accreditation status is valid from March 16, 2012 until March 31, 2017.

Accreditation documentation can be obtained by contacting the accrediting agency directly.

## CONTACT INFORMATION:

### **Commission on Accreditation of Allied Health Education Programs (CAAHEP)**

25400 US Highway 19 N, Suite 158  
Clearwater, FL 33763  
(727) 210-2350

### **Commission on Collegiate Nursing Education (CCNE)**

One Dupont Circle, N.W., Suite 530  
Washington, DC 20036-1120  
(202) 887-6791

### **Engineering Technology Accreditation**

Commission of ABET  
111 Market Pl., Suite 1050  
Baltimore, MD 21202  
(410) 347-7700

### **Middle States Commission on Higher Education**

3264 Market St.  
Philadelphia, PA 19104  
(267) 284-5000

### **Accrediting Commission for Education in Nursing (ACEN)**

3343 Peachtree Road, N.E., Suite 850  
Atlanta, GA 30326  
(404) 975-5000

### **New Jersey Board of Nursing**

P.O. Box 45010  
Newark, NJ 07101  
(973) 504-6430

### **Teacher Education Accreditation Council (TEAC)**

One Dupont Circle NW, Suite 320  
Washington, DC 20036  
(202) 466-7236

Students desiring to file a complaint with an accreditor of Thomas Edison State University should contact the accreditor directly at the contact information provided above for each accrediting agency.

# THOMAS EDISON STATE UNIVERSITY SCHOOLS

## SCHOOL OF APPLIED SCIENCE AND TECHNOLOGY

The School of Applied Science and Technology provide students with innovative degree programs to gain expertise in the fields of the applied sciences and technology. The curriculum meets the educational and career needs of adult learners who work in environments that benefit from technical currency, practical knowledge and applied skills. Explore our applied science programs below.

### ACADEMIC PROGRAMS

- > Associate in Applied Science
- > Associate in Science in Applied Science & Technology
- > Associate of Science degree: Occupational Therapy Assistant\*
- > Bachelor of Science in Applied Science & Technology
- > 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\*
- > Bachelor of Science in Nutrition and Dietetics\*
- > Master of Science in Applied Science & Technology
- > Master of Science in Information Technology
- > Undergraduate Certificate in Dental Assistant\*
- > Undergraduate Certificate in Electronics
- > Undergraduate Certificate in Gas Distribution
- > Undergraduate Certificate in Polysomnography
- > Graduate Degree in Clinical Trials Management
- > Graduate Degree in Cybersecurity - Critical Infrastructure

*\*joint program offered with the Rutgers School of Health Professions*

### MISSION AND PURPOSE

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

The School's curriculum provides opportunities to achieve personal and career goals through programs in associate, bachelor's and master's degree programs in 75 areas of study, allowing the flexibility to integrate skills and knowledge acquired outside academia by granting academic credit for professional licenses/certifications, apprenticeships, professional training and military training.

Students may advance toward their academic goal by transferring credit from other regionally accredited institutions or by earning credit through alternative methods including examination programs, such as TECEP®, CLEP® and DSST®, Portfolio Assessment and academic program reviews.

The School of Applied Science and Technology's vision is to continually enhance our position as a leader in Engineering Technology and Applied Science education through exemplary quality of graduates of our degree and certificate programs, in all aspects of their academic and professional endeavors, and in their civic and social responsibilities.

## HEAVIN SCHOOL OF ARTS AND SCIENCES

The Heavin School of Arts and Sciences provides an interdisciplinary approach to lifelong learning for adult learners interested in exploring values inherent in the liberal arts, humanities, natural sciences and social sciences. The curriculum for liberal arts programs 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 degree: Criminal Justice
- > Associate in Arts
- > Associate in Natural Science and Mathematics
- > Bachelor of Arts
- > Bachelor of Science
- > Master of Arts in Educational Leadership
- > Master of Arts in Online Learning and Educational Technology
- > Master of Arts in Liberal Studies
- > Undergraduate Certificate in Computer Science
- > Undergraduate Certificate in Health and Wellness
- > Undergraduate Certificate in Labor Studies
- > Undergraduate Certificate in Criminal Justice
- > Undergraduate Certificate in Psychology

- > Undergraduate Certificate in Communications
- > Graduate Certificate in Online Learning and Teaching
- > Graduate Certificate in Professional Communications
- > Graduate Certificate in Educational Leadership
- > Graduate Certificate in Digital Humanities
- > Graduate Certificate in Geropsychology
- > Graduate Certificate in Industrial-Organizational Psychology

### MISSION AND PURPOSE

The Heavin School of Arts and Sciences is dedicated to the intellectual and professional development of our students. The School offers rigorous degree programs which provide students with significant depth and breadth of knowledge. Arts and Sciences degree programs feature an interdisciplinary approach to lifelong learning that is particularly important to those seeking management career paths in both government and private sector organizations. The Liberal Studies curriculum is designed to support management skills such as communications, writing, critical thinking and decision making.

The Bachelor of Arts and Master of Arts in Liberal Studies programs can be individually designed for learners who have interests in multiple areas of study. The Master of Arts in Educational Leadership prepares students to become effective school leaders in addition to preparing students interested in NJ Supervisor and Principal certification. All of the Heavin School's degree programs provide students with flexible, high-quality learning experiences.

The Heavin School also offers a unique opportunity for those who wish to pursue a Master's degree at Thomas Edison State University. Students who have earned at least 99 credits towards their Baccalaureate degree may apply for provisional admission to a Thomas Edison State University graduate degree. Students can earn up to 12 credits that will concurrently satisfy both the undergraduate and graduate degree requirements.

## 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 Hospitality Management
- > Master of Science in Human Resource Management
- > Master of Science in International Business Finance
- > Master of Science in Management
- > Undergraduate Certificate in Accounting
- > Undergraduate Certificate in Computer Information Systems
- > Undergraduate Certificate in Finance
- > Undergraduate Certificate in General Management
- > Undergraduate Certificate in Human Resources Management
- > Undergraduate Certificate in Marketing
- > Undergraduate Certificate in Operations Management
- > Undergraduate Certificate in Organizational Leadership
- > Graduate Certificate in Human Resources Management
- > 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 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
- > Nursing Administration Graduate Certificate
- > Nurse Educator Graduate Certificate
- > Nursing Informatics Graduate Certificate

### MISSION, PHILOSOPHY AND PURPOSE

The W. Cary Edwards School of Nursing accepts and upholds the mission of the University in providing flexible, high-quality, collegiate learning opportunities for self-directed adult learners. 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 and peers to create and enhance a dialogue within a community of learners. Through this innovative approach to programming, the W. Cary Edwards School of Nursing assists in shaping the nursing profession by preparing nurses who are clinically competent and technologically adept to assume leadership positions in nursing.

The W. Cary Edwards School of Nursing supports the belief that attainment of the bachelor's degree is essential to the ongoing process of professional nursing education and development. The Bachelor of Science in Nursing (BSN) degree, building on the prior education and experience of the student, prepares graduates to practice nursing in a variety of settings and roles and provides a foundation for graduate

study and lifelong learning. The Master of Science in Nursing (MSN) degree prepares graduates to assume leadership roles in a diverse, technologically challenging and global healthcare environment, and for advanced study and lifelong learning. The graduate nursing certificate programs offer opportunities for advanced specialized study to master's-prepared nurses seeking additional opportunities in nursing.

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

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



the healthcare community, and the standards of the nursing profession.

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

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

## **JOHN S. WATSON SCHOOL OF PUBLIC SERVICE AND CONTINUING STUDIES**

The John S. Watson School of Public Service and Continuing Studies currently 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: Homeland Security and Emergency Management
- > Bachelor of Science in Human Services
- > Master of Public Service Leadership
- > Master of Science in Management - Public Service Careers
- > Graduate Certificate in Homeland Security
- > Graduate Certificate in Fundraising and Development
- > Graduate Certificate in Strategic Planning and Board Leadership for Nonprofits
- > Noncredit Programs

### **MISSION AND PURPOSE**

The mission of the John S. Watson School of Public Service and Continuing Studies 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 flexible, high-quality, collegiate learning opportunities for self-directed adults, 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 and Continuing Studies 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, 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
- > Identifying and developing leaders within the public service professions

# GOVERNANCE

<http://www.tesu.edu/academics/catalog/Governance.cfm>

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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. View current trustees.

## GRADUATE COUNCIL

The Graduate Council is designed to promote and maintain the quality of the University's graduate offerings and to facilitate the work of the University in achieving its mission and goals. The Graduate Council has been delegated authority to review and make recommendations to the Board of Trustees on matters concerning the graduate policies and programs of the University. In meeting this obligation, the Graduate Council is responsible for making recommendations concerning the nature of graduate degrees and certificates, graduate program structure, guidelines for concentrations and specializations, distance learning, academic integrity, the evaluation of graduate courses, student learning, methods of earning credit and issues related to academic standing. The Graduate Council consists of members representing four-year public and private higher education institutions in New Jersey and its surrounding region, educational organizations from the noncollegiate sector, a Thomas Edison State University student and members of the academic leadership.

## SCHOOL CURRICULUM COMMITTEES

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

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[www.tesu.edu/academics/catalog/mentors.cfm](http://www.tesu.edu/academics/catalog/mentors.cfm)

The University has approximately 687 mentors who facilitate learners' academic progress. Thomas Edison State University mentors are selected because of their academic and experiential preparation as well as their commitment to serving adult students. Like our students, mentors come from many places. They may also work at other colleges and universities or hold positions in the nonprofit or corporate world. We require that all graduate mentors hold a terminal degree. Many also have extensive professional experience.

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MS (Fairleigh Dickinson University)

**Sherwood Brown**, Senior Program  
Advisor  
BA (William Paterson University)  
MBA (Rider University)

**Andrew Bugdal**, Admissions  
Technical Specialist  
AA (Mercer County Community  
College)  
BA (Montclair State University)

**Doray H. Burns**, Learner Services  
Representative  
BA (Seton Hall University)

**Robert J. Burton**, Assistant Director,  
Military and Veteran Education  
BA, MAS (Fairleigh Dickinson  
University)  
DPA (West Chester University)

**Christine Carter**, Associate Director  
of Enrollment Services  
BA (Georgetown University)  
MEd (University of Virginia)

**Patricia Certo**, Senior Program Advisor  
BA, MBA (Rosemont College)

**Alison Chambers**, Regional Military  
Base Manager, South Central Region

**Carla Colburn**, Associate Director,  
Academic Advising  
BA (Niagara University)  
MA (University of Delaware)  
MS (State University College of New  
York at Buffalo)

**Ellen Coleman**, Regional Military  
Base Manager,  
Mid-Atlantic Region  
BS (St. Leo University)  
MSEd (Troy University)

**Patricia Delaine**, Learner Services  
Representative  
BS (Rutgers, The State University  
of New Jersey)

**Pamela DeMartino**, Director of  
Academic Advising  
BS (Centenary University)  
MS (American University)

**Robert Devine**, Learner Services  
Representative  
BA (Rutgers, The State University of  
New Jersey)

**Colleen E. Doran**, Program Advisor  
AA (Ocean County College)  
BA (Ramapo College)  
MA (Monmouth University)

**Janet Lee Eickhoff**, Associate Vice  
President, Office of Strategic  
Partnerships  
BA (Ohio University)  
MPA (Rutgers, The State University  
of New Jersey)

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**Danielle Fiorentino**, Financial Aid and  
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BS (Rider University)  
MPA (Rutgers, The State University of  
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**Edward Gall**, Coordinator of SOC Programs, Office of Military and Veteran Education  
BSBA (Villanova University)

**Bonniejean Gallagher**, Admissions Counselor  
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**Megan Grandilli**, Graphic Designer  
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**Sylvia G. Hamilton**, Associate Vice President for Enrollment Management Planning and Outreach  
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MS (State University of New York at Cortland)

**Julia Herman**, Director of Integrated Advertising Strategy  
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BA (Fairleigh Dickinson University)  
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**Donna K. Keehler**

Senior Program Advisor  
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MLIS (Southern Connecticut State University)

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**Shawn Mann**, Director of Military Enrollment Management  
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BS (Hawaii Pacific University)  
MS (Thomas Edison State University)

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ASM (Thomas Edison State University)

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MSM (Thomas Edison State University)

**Bryan Mazzilli**, Admissions Counselor  
AA (Walnut Hill College)

**Steven Mazzilli**, Program Advisor II  
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**Susanne McCartney**, Learner Services Representative  
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**Gary Meder**, Program Advisor  
BA (Thomas Edison State University)

**Monica Meehan**, Program Assistant  
AS (Mercer County Community

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**Lyrisa Meizanis**, Learner Support Representative  
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MBA (Rider University)

**Vanessa Meredith**, Associate Director of Admissions  
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BA (Rutgers, The State University of New Jersey)  
MSHSV (Post University)

**Alisha Miller**, Associate Director  
BS (University of Hawaii)

**Christopher Miller**, Art Director  
BS (University of Maryland)

**Julia Mooney**, Enrollment Services Counselor  
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**Samuel Mooney**, Graduation Auditor  
BA (Kean University)

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MA (Widener University)

**Barbara Murdoch**, Learner Services Representative  
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BA (Rowan University of New Jersey)

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MBA (Pace University)  
MA (Temple University)

**Kelli Parlante-Givas**, Director for Strategic Partnership Management  
AA (Burlington County College)

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MSM (Thomas Edison State University)

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BS, MS (Drexel University)  
MA (La Salle University)

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MA (University of South Carolina)

**Corale A. Sandy**, Program Assistant

**Michael Sheridan**, Learner Support Representative  
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**Roberto Smart**, Academic Records and Registration Specialist  
BS (Saint Peters University)

**Craig Smith**, Director of Veteran Affairs  
AAS (Community College of the Air Force)  
BS (Southern Illinois University)  
MBA (Centenary College)

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BA, MA (Fairleigh Dickinson University)

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BS (Temple University)

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MA (Jones International University)  
PhD (Walden University)

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AAS (Thomas Edison State University)

**Larsicena Vance-West**, Graduation Records Specialist  
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AA (Thomas Edison State University)  
BA (Thomas Edison State University)

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MSM (University of Georgia)

**Maureen Woodruff**, Director of Test Administration  
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MS (Thomas Edison State University)

**Gillian Wyckoff**, Director, Learner Support Center  
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MS (Hood College)

**Raymond Young**, Associate Vice President and Dean of Learner Services  
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MS (University of Southern California)  
MAEd, EdD (East Carolina University)

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MSM (Thomas Edison State University)  
MSS (U.S. Army War College)  
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BA (Guangdong University of Foreign Studies, Guangzhou, China)  
MA, PhD (Michigan State University)

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BS, MS (Kean University)

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BA (Thomas Edison State University)

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BA, MBA (Rider University)

**Ann Marie Senior**, Associate Vice President for Planning and Research  
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PhD (University of Michigan)

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**John P. Thurber**, Vice President for Public Affairs  
BA (Hampshire College)  
JD (Rutgers Law School)

**Frederick Brand**, Director of Corporate and Foundation Relations  
BA (College of the Holy Cross)  
MA (New York University)



**Kathleen Brommer**, Assistant Director  
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BA (Rider University)  
MA (Seton Hall University)

**Meg Frantz**, Director of Alumni Affairs  
BA (Susquehanna University)

**Milady Gonzalez**, Confidential  
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**Jennifer Guerrero**, Associate Director  
of the Annual Fund and Donor Relations  
BS, MS (Drexel University)

**Joseph Guzzardo**, Associate Vice  
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BA-J (Marquette University)

**Misty N. Isak**, Associate Vice President  
of Development  
BA, BS (College of Charleston)  
MA (Trinity International University)

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Advancement Associate  
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**Kristen Lacaille**, Communications  
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**Jeff Lushbaugh**, Director, Website and  
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MS (Kean University)

**Michael Martucci**, Web Specialist  
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**Michelle W. Robinson**, Gift Processing  
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BA (Temple University)  
MALS (Thomas Edison State  
University)

**Erica Spizzirri**, Director of  
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**Mei Yin**, Web Developer  
BS (Beijing Science and Technology  
University)  
MS (Drexel University)

**Li-yun Young**, Program Assistant,  
Alumni Affairs  
BA (Rutgers University)  
MA (Biblical Theological Seminary)



## CONTACT INFORMATION

	<b>Telephone</b>	<b>FAX</b>	<b>Email</b>
Office of Admissions	(888) 442-8372	(609) 984-8447	<i>admissions@tesu.edu</i>
Undergraduate Student Advising	(888) 442-8372	(609) 777-2956	<i>academicadvising@tesu.edu</i>
Financial Aid	(888) 442-8372	(609) 633-6489	<i>finaid@tesu.edu</i>
Registrar	(888) 442-8372	(609) 777-0477	<i>registrar@tesu.edu</i>
Course and TECEP® Registration	(609) 633-9242	(609) 292-1657	<i>registration@tesu.edu</i>
ADA Coordinator	(609) 984-1141, ext. 3415	(609) 943-5232	<i>ada@tesu.edu</i>
Test Registration			
> Examinations other than TECEP®	(609) 984-1181	(609) 777-2957	<i>testing@tesu.edu</i>
> Course and TECEP® Examination Proctor Requests	(609) 984-1181	(609) 777-2957	<i>testing@tesu.edu</i>
Learner Support Center	(888) 442-8372	(609) 984-8447	<i>LSC@tesu.edu</i>

## COLLEGE ADMINISTRATION

Heavin School of Arts and Sciences	(609) 984-1130	(609) 984-0740	<i>heavin@tesu.edu</i>
School of Business and Management	(609) 984-1130	(609) 292-7608	<i>schoolofbusiness@tesu.edu</i>
School of Applied Science and Technology	(609) 984-1130	(609) 292-7608	<i>scienceandtechnology@tesu.edu</i>
W. Cary Edwards School of Nursing	(609) 633-6460	(609) 292-8279	<i>nursing@tesu.edu</i>
John S. Watson School of Public Service and Continuing Studies	(609) 777-4351	(609) 777-3207	<i>watsonschool@tesu.edu</i>
Center for Assessment of Learning	(609) 984-1140	(609) 984-3898	<i>cal@tesu.edu</i>
Alumni Affairs	(609) 633-8592	(609) 943-3023	<i>alumni@tesu.edu</i>
Bursar	(609) 984-4099	(609) 984-4066	<i>bursar@tesu.edu</i>
College Operator	(888) 442-8372	(609) 984-8447	<i>LSC@tesu.edu</i>
Office for Assessment of Professional and Workplace Learning	(609) 633-6271	(609) 984-3898	<i>apr@tesu.edu</i>
Center for Learning and Technology (CLT)	(609) 292-6317	(609) 292-9892	<i>clt@tesu.edu</i>
Military and Veteran Education	(609) 281-5215 (866) 446-1804	(609) 984-7143	<i>militaryeducation@tesu.edu</i>

**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

Canal Banks Building  
221 W. Hanover St.  
Trenton, NJ 08618  
(609) 292-1611

Hanover Hall  
167 W. Hanover St.  
Trenton, NJ 08618  
(609) 292-0078

Center for Learning  
and Technology  
102 W. State St.  
Trenton, NJ 08608  
(609) 292-6317

Kelsey Complex  
111 W. State St.  
Trenton, NJ 08608  
(609) 292-7361

Glen Cairn Hall  
301 W. State St.  
Trenton, NJ 08618  
(609) 599-9443

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 the HANOVER HALL and CANAL BANKS BUILDING

- > 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.
- > Thomas Edison State University's Canal Banks Building is located at 221 W. Hanover St.



CANAL BANKS BUILDING



CENTER FOR LEARNING AND TECHNOLOGY



GLEN CAIRN HALL



HANOVER HALL



KELSEY COMPLEX



KUSER MANSION

### **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.
- > Center for Learning and Technology is located at 102 W. State St.

### **To the KUSER MANSION and GLEN CAIRN 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 Glen Cairn Hall is located at 301 W. State St.
- > The Nursing Simulation Lab is located in Glen Cairn 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 and CANAL BANKS BUILDING**

---

- > Make a right at the first light onto West Hanover Street.
- > Thomas Edison State University's Hanover Hall is located at 167 W. Hanover St.
- > Thomas Edison State College's Canal Banks Building is located at 221 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 101 W. State St.
- > Center for Learning and Technology is located at 102 W. State St.

### **To the KUSER MANSION and GLEN CAIRN HALL**

---

- > Make a right at the second light onto West State Street. Continue on West State Street through one traffic light (Calhoun Street).
  - > Make the second left after the traffic light into the driveway of the parking lot.
  - > Thomas Edison State University's Kuser Mansion is located at 315 W. State St.
  - > Thomas Edison State University's Glen Cairn Hall is located at 301 W. State St.
  - > The Nursing Simulation Lab is located in Glen Cairn 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 ACADEMIC CENTER and CANAL BANKS BUILDING**

---

- > 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.
- > Thomas Edison State University's Canal Banks Building is located at 221 W. Hanover St.

### **To the KELSEY BUILDING, TOWNHOUSES and CENTER FOR LEARNING AND TECHNOLOGY**

---

- > Turn right at the first traffic light onto West State Street and proceed one full block.
- > Thomas Edison State College's Kelsey Complex is located at 111 W. State St.
- > Center for Learning and Technology is located at 102 W. State St.

### **To the KUSER MANSION and GLEN CAIRN 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 Glen Cairn Hall is located at 301 W. State St.
- > The Nursing Simulation Lab is located in Glen Cairn Hall.

### **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. CANAL BANKS BUILDING

Street parking is usually available near the Canal Banks Building. The building is ADA compliant. Handicap-accessible parking is available.

### 5. KUSER MANSION

Parking is available behind the building. Handicap-accessible parking is available next to the main entrance of Kuser Mansion.

### 6. GLEN CAIRN HALL

Parking is available at Glen Cairn Hall.

## PARKING GARAGES

### PARK AMERICA

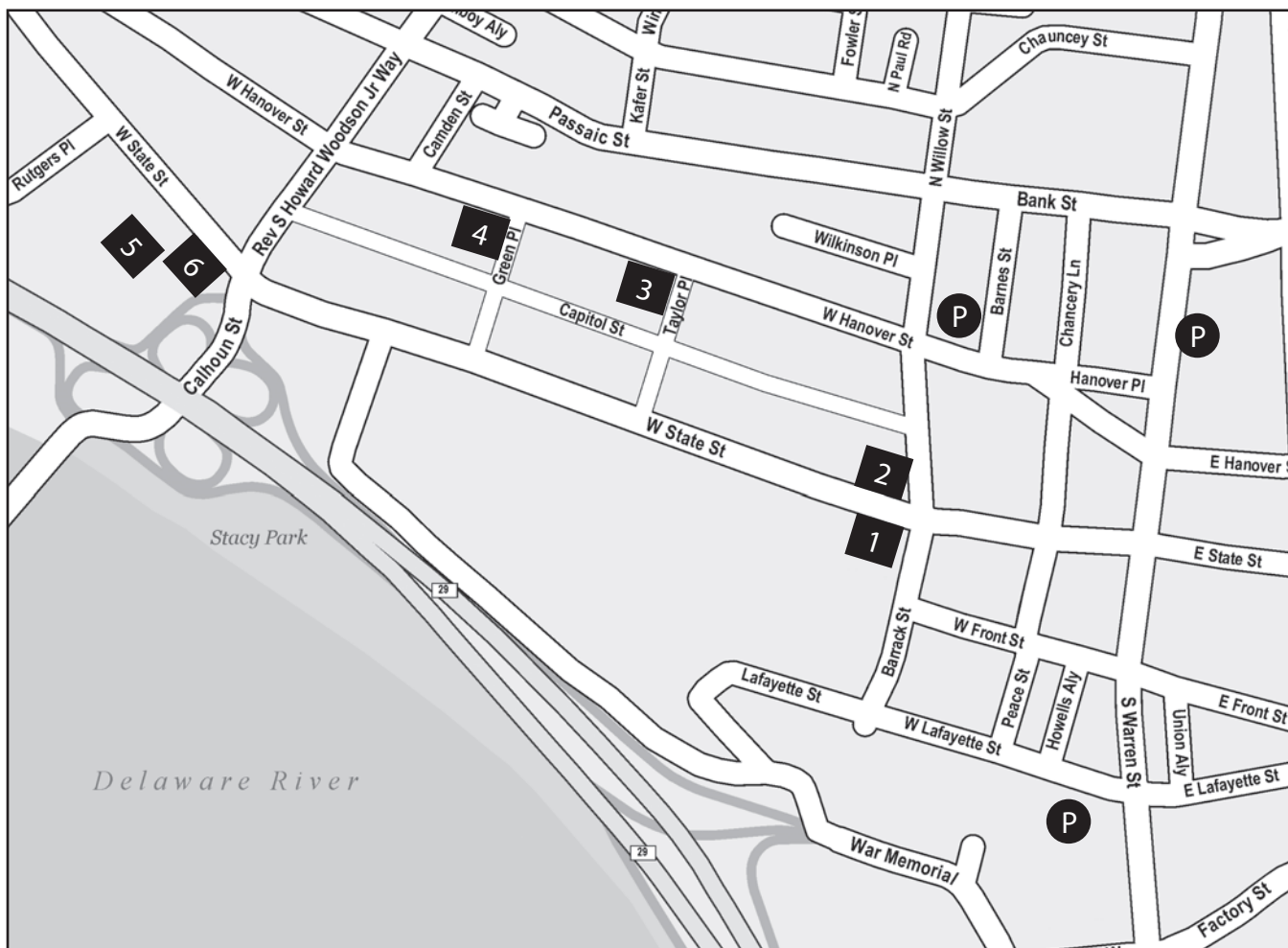
41 Chancery Lane  
Trenton, NJ 08608  
(609) 393-9822

### TRENTON PARKING AUTHORITY

N. Warren Street Garage  
110-116 N. Warren St.  
Trenton, NJ 08608

### LAFAYETTE YARD GARAGE

Public Parking at the Lafayette Marriott



# section 5

## Student Forms

<http://www.tesu.edu/studentforms>

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### THE FOLLOWING PAGES CONTAIN IMPORTANT FORMS:

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- > Graduate Registration Form
  - > Textbook and Course Materials Order Form
- 

Please review each form carefully. Select the forms for the services that you need and fill them out completely. Make sure to include your ZIP code, telephone number(s), email address and payment when submitting a form. Please note: all forms are also available online at [www.tesu.edu/studentforms](http://www.tesu.edu/studentforms).

**COPY EACH FORM AS NEEDED.**





# GRADUATE REGISTRATION FORM

**COPY THIS FORM AS NEEDED**

Submit this completed form with payment to:

**Office of the Registrar**  
Thomas Edison State University  
Course Registration  
111 W. State St.  
Trenton, NJ 08608  
Phone: (888) 442-8372  
FAX: (609) 292-1657

Please check the semester you want:

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> July 2016    | <input type="checkbox"/> September 2016 |
| <input type="checkbox"/> October 2016 | <input type="checkbox"/> January 2017   |
| <input type="checkbox"/> January 2017 | <input type="checkbox"/> May 2017       |
| <input type="checkbox"/> April 2017   |   |

**MBA**

**You may register online at [www.tesu.edu](http://www.tesu.edu)**

Telephone registrations are accepted with a credit card during scheduled registration sessions.

You may register online, via fax or mail your registration 24 hours a day during scheduled registration sessions. Include your credit card number or other payment information.

## GENERAL INFORMATION

☐ Check if this is an address change.

University ID Number

Last Name

First Name

MI

Street Address

City

State

ZIP Code

( )

( )

Daytime Telephone Number

Fax (if available)

Email Address (required)

Please indicate the degree program in which you are enrolled: \_\_\_\_\_

## COURSE REGISTRATION

**For complete tuition and fees information, please refer to the University website at [www.tesu.edu](http://www.tesu.edu), and click on *Tuition and Financial Aid*.** Registrations received without complete information or total payment will not be processed and will be returned. Students are responsible for payment for course materials and shipping and handling. Students may not register for more than 6 credits without approval from the dean of their program.

Complete Course Code	Course Title	Tuition

Late fee (if applicable) \$ \_\_\_\_\_

Total Tuition \$ \_\_\_\_\_

(CONTINUED ON REVERSE SIDE)

Student Name

University Identification Number

**PAYMENT INFORMATION**☐ Check/Money Order ☐ Credit Card ☐ Thomas Edison State University Financial Aid ☐ Military/Corporation/Agency Assistance Plan\*Make check/money order payable to: **Thomas Edison State University**Cash payments must be made in person, and are accepted only at: **Office of the Bursar**, 221 W. Hanover St., Trenton, NJ 08618, *after* the registrar has processed the registration at Hanover Hall.

TUITION AID or CORPORATE/AGENCY NAME: \_\_\_\_\_

If your employer is providing tuition assistance, provide your employer's address and the contact person:

Contact Name

Street Address

City

State

ZIP Code

Employer's Telephone Number

Fax Number (if available)

Email Address (if available)

\* TUITION ASSISTANCE AUTHORIZATION/DOCUMENTATION MUST ACCOMPANY THIS REGISTRATION FORM OR REGISTRATION WILL NOT BE PROCESSED AND WILL BE RETURNED.

**STUDENT SIGNATURE**

*I hereby certify that the above statements are true and correct to the best of my knowledge and that I meet the prerequisites as listed for each course for which I have registered. I have read the current University Catalog and agree to abide by it. I authorize the release of grade information on the above course(s) to my employer, if my employer is paying for my course(s). By signing this form, I verify that I understand and agree to abide by the complete policy on academic integrity and procedures for discipline of academic integrity violations as stated in the University Catalog.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Thomas Edison State University is committed to providing reasonable accommodation for verified disability. If you would like information on reasonable accommodation for disability, please contact the ADA coordinator at (609) 984-1141, ext. 3415 (voice), or (609) 341-3109 (TTY).

**CREDIT CARD AUTHORIZATION**CREDIT CARD: ☐ AMERICAN EXPRESS ☐ VISA ☐ MASTERCARD ☐ DISCOVER

ACCOUNT NUMBER: \_\_\_\_\_ Total Payment Amount From Other Side: \_\_\_\_\_

CARD EXPIRATION DATE: \_\_\_\_\_ Authorization Signature/Date (**required**): \_\_\_\_\_

BILLING ADDRESS FOR CARD: \_\_\_\_\_

# TEXTBOOK AND COURSE MATERIALS ORDER FORM



## Thomas Edison State University

**COPY THIS FORM AS NEEDED**

Please check semester:

- ☐ July 2016  
☐ August 2016  
☐ September 2016

- ☐ October 2016  
☐ November 2016  
☐ December 2016

- ☐ January 2017  
☐ February 2017  
☐ March 2017

- ☐ April 2017  
☐ May 2017  
☐ June 2017

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