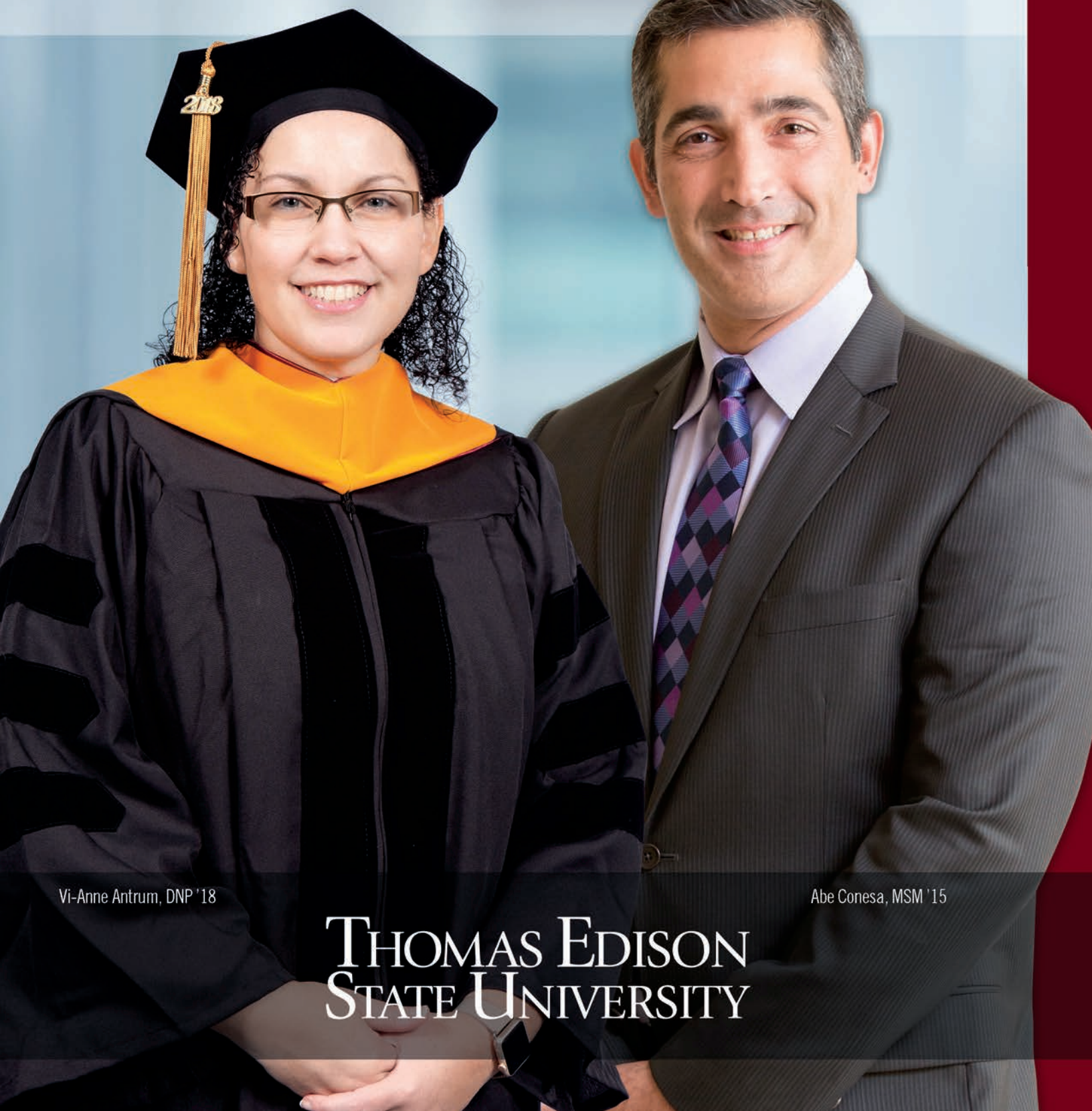


2018/2019

www.tesu.edu

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, 2018. While every effort has been made to ensure the accuracy of the information contained in this publication, the University reserves the right to make changes without prior notice.

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

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

Thomas Edison State University graduate students are often balancing their studies with demanding jobs and career transitions, family responsibilities and other personal and civic commitments. At Thomas Edison State University, our mission is at the heart of what we do – providing flexible, high-quality, collegiate learning and assessment opportunities for self-directed adults. We excel at making your graduate education work with your life.

Inside our *Graduate Catalog* you'll find the academic policies and procedures that will guide your experience at the University, providing details and requirements for each of the graduate degree and certificate programs we offer. This *Catalog* also includes pertinent information about the learning outcomes and objectives you'll achieve once you've completed your program of study as well as information about each of our Schools: the 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.

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

To your success,



Merodie A. Hancock, PhD
President



2018-2019 GRADUATE CALENDAR

July 2018 Term

Course registration:	May 18 - June 16, 2018
Term start date:	July 2, 2018
Deadline for 75% refund:	July 8, 2018
Deadline for 50% refund:	July 15, 2018
Deadline for 25% refund:	July 22, 2018
Term ends:	Sept. 23, 2018

October 2018 Term

Course registration:	Aug. 17 - Sept. 15, 2018
Term start date:	Sept. 24, 2018
Deadline for 75% refund:	Sept. 30, 2018
Deadline for 50% refund:	Oct. 7, 2018
Deadline for 25% refund:	Oct. 14, 2018
Term ends:	Dec. 16, 2018

January 2019 Term

Course registration:	Nov. 16 - Dec. 15, 2018
Term start date:	Jan. 1, 2019
Deadline for 75% refund:	Jan. 7, 2019
Deadline for 50% refund:	Jan. 14, 2019
Deadline for 25% refund:	Jan. 21, 2019
Term ends:	March 24, 2019

April 2019 Term

Course registration:	Feb. 16 - April 1, 2019
Term start date:	April 1, 2019
Deadline for 75% refund:	April 7, 2019
Deadline for 50% refund:	April 14, 2019
Deadline for 25% refund:	April 21, 2019
Term ends:	June 23, 2019

2018-2019 SCHOOL OF BUSINESS AND MANAGEMENT GRADUATE CALENDAR

July 2018 Term

Course registration:	May 18 - June 16, 2018
Late registration:	June 17 - July 1, 2018
Term start date:	July 2, 2018
Deadline for 50% refund:	July 15, 2018
Term ends:	Aug. 26, 2018

September 2018 Term

Course registration:	July 20 - Aug. 11, 2018
Late registration:	Aug. 12 - 26, 2018
Term start date:	Aug. 27, 2018
Deadline for 50% refund:	Sept. 9, 2018
Term ends:	Oct. 21, 2018

November 2018 Term

Course registration:	Sept. 21 - Oct. 13, 2018
Late registration:	Oct. 14 - Nov. 4, 2018
Term start date:	Nov. 5, 2018
Deadline for 50% refund:	Nov. 18, 2018
Term ends:	Dec. 30, 2018

January 2019 Term

Course registration:	Nov. 16 - Dec. 15, 2018
Late registration:	Dec 16 - Dec. 31, 2018
Term start date:	Jan. 1, 2019
Deadline for 50% refund:	Jan. 14, 2019
Term ends:	Feb. 24, 2019

March 2019 Term

Course registration:	Jan. 18 - Feb. 9, 2019
Late registration:	Feb. 10 - Mar. 3, 2019
Term start date:	Mar. 4, 2019
Deadline for 50% refund:	Mar. 17, 2019
Term ends:	Apr. 28, 2019

May 2019 Term

Course registration:	Mar. 22 - Apr. 13, 2019
Late registration:	Apr. 14 - May 5, 2019
Term start date:	May 6, 2019
Deadline for 50% refund:	May 19, 2019
Term ends:	June 30, 2019

section 1

Methods of Learning and Earning Credit

ABOUT OUR COURSES

SYSTEM REQUIREMENTS:

Operating System*:

- > Windows 7 or higher
- > MacOS 10.8 or higher

Browser*:

- > Firefox or Chrome recommended
- > Edge/Internet Explorer and Safari may have limited functionality for some of our tech and media tools.

Internet Connection (required):

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

Peripherals for Video Related Activities:

- > Webcam recommended
- > Headphones with built-in microphone recommended
- > Some courses may require additional hardware. Details on these will be included in those specific courses.

Software:

- > All students receive a Thomas Edison State University email account that provides free access to G Suite for Education.

*Some course tools may require browser plugins or other free software to be installed. More information is provided in those courses.

Mobile:

- > Many of the University's technology platforms are optimized for tablet and mobile experiences.

**Some course tools may require browser plugins or other free software to be installed. More information is provided in those courses. Note that operating systems, browsers, plugins and other software should be kept up-to-date for security purposes and to ensure proper functionality.*

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

ABOUT PRIOR LEARNING ASSESSMENT

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

GRADUATE PLA

Students enrolled in a Thomas Edison State University graduate degree may apply to earn prior learning assessment (PLA) portfolio credit for most courses required by the degree. Portfolio assessment opportunities for Thomas Edison State University courses will be based on student's demonstration of mastery of the stated learning outcomes. For certain electives, matriculated students may present course descriptions from graduate courses offered at other regionally accredited colleges or universities as a basis for earning credit through prior learning assessment, subject to the dean's approval. This policy may be limited by external accrediting bodies or by the nature of the course. Not all graduate degree programs will accept PLA credit. Please check with the individual school's academic dean regarding whether 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 at <http://www.tesu.edu/current-students/Student-Forms.cfm> and must be sent directly to the dean's office for approval.

ABOUT GRADUATE TRANSFER CREDIT

Students in a 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 AND DESCRIPTIONS

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
- > Master of Science in Healthcare Management
- > 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 Data Analytics
- > 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

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

DOCTOR OF NURSING PRACTICE DEGREE IN SYSTEMS-LEVEL LEADERSHIP

Course Descriptions

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

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

NUR-800: DNP ROLE DEVELOPMENT (3 credits)

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

NUR-805: SCHOLARLY INQUIRY: A BASIS FOR EVIDENCE-BASED PRACTICE (3 credits)

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 (3 credits)

In 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 (3 credits)

In 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. Students will gain knowledge on how health information is exchanged through integrated information systems and explore how data are extracted and analyzed to improve organizational decision-making behaviors.

NUR-820: INTEGRATING AND EVALUATING POPULATION HEALTH IN ADVANCED NURSING PRACTICE (3 credits)

Integrating and Evaluating Population Health in Advanced Nursing Practice prepares the learner to lead population health initiatives. Students examine and apply biostatistical and epidemiological methods of analysis. The course addresses the use and analysis of available systems data to identify gaps in care or services and to design, plan and evaluate evidence-based health promotion/clinical prevention programs and care delivery models.

NUR-825: HEALTH ECONOMICS AND FINANCE (3 credits)

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 (3 credits)

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 Executives (AONE) Competency domains to define the role of professional nursing and to develop strategies to influence and transform healthcare systems. Systems thinking will be discussed as a key strategy to improve performance and lead change.

NUR-842: ORGANIZATIONAL AND SYSTEMS LEADERSHIP II (3 credits)

Organizational and Systems Leadership II explores models,

concepts and processes to enhance care quality and patient safety in healthcare organizations. Concepts and principles of systems analysis, stakeholder theory and complexity science will be discussed to describe and evaluate contemporary healthcare organizations' approaches to nursing issues. Various methods used in outcomes management and their application in healthcare organizations will be analyzed. Through the use of case studies, students will analyze a variety of scenarios and incorporate appropriate methods, measurement tools and data elements to improve quality and safety and make a business case for system-level changes to improve outcomes.

NUR-902: SCHOLARLY IMMERSION I: PROJECT IDENTIFICATION AND MENTORED PRACTICUM (3 credits)

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 statement, evidence-based literature review, and the development of a preliminary, clinical immersion project proposal. The Practicum element of this course will reflect the foundation for project development focusing on improving practice.

NUR-912: SCHOLARLY IMMERSION II: PROJECT MANAGEMENT AND MENTORED PRACTICUM (3 credits)

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 (3 credits)

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

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 Master of Arts in Educational Leadership (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. School of Business Administration 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 Master of Arts in Educational Leadership (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 Master of Arts in Educational Leadership (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).

MNP-502: LEADERSHIP MANAGEMENT IN PUBLIC SERVICE IN 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 with a special emphasis on public service organizations.

MNP-520: ECONOMIC ISSUES IN PUBLIC SERVICE 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.

MNP-540: FINANCE AND ACCOUNTING FOR MANAGERS IN PUBLIC SERVICE (3 credits)

This course is designed to provide an individual who is not an accountant or 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

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 and is designed for teachers who wish to develop effective online courses. Through readings and course discussions, the student will gather and evaluate instructional material appropriate for online teaching and apply good instructional design principles to online teaching situations. Students will explore specific issues related to online courses and will plan, implement, and evaluate strategies that present the material to promote student learning in the courses.

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

The technology enabling online learning allows communication and interaction between student and texts, student and teacher, and student and other students. This course considers the theoretical aspects of communication and interactivity and the practical skills of facilitating online discussions and online interactions. With the advent of web 2.0, the interactive web, there are new ways of communicating with students. Some are appropriate for an online class, some are not. In this course, students will be discussing communication in light of new developments, keeping in mind that all courses must conform to solid pedagogical principles. Students will also be working to develop a "philosophy of online teaching" statement that is often required when students apply for an online teaching position.

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

Technology and the Human Community: Challenges and Responses looks at technics and technology historically and philosophically. The course will cover critical issues specific to contemporary (and emerging) corporate and professional institutions, and the role of the professional practitioner dealing with political, economic, and social pressures. A key purpose of this course is to have students engage in and discuss serious issues concretely and with a view toward their resolution.

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

Course Descriptions

LAP-500: LIBERAL ARTS AND THE PROFESSIONAL LIFE (3 credits)

This course seeks to define the liberal arts and explore their relevance in today's world. Proceeding from the past to modern times, the course provides a broad overview of the liberal arts throughout the world, including history, the arts and sciences, literature, the social sciences and philosophy/religion. With graduate mentor guidance, students will conduct independent research and will relate their findings to workplace or community experiences. As its major objective, this course examines the content, meaning, and interrelationship of the liberal arts and their direct relevance to the intellectual and moral formation of the working professional. Students will explore a selection of texts that illuminate fundamental issues outside of the workplace, in which professionals exercise their responsibilities.

As part of the Master of Arts in Liberal Studies (MALS) curriculum, this course provides a basis for subsequent courses by:

- › Encouraging an appreciation of the liberal arts as formative influence in Western history and culture.
- › Establishing a common understanding of the implications of the professions and professionalism

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

SIC-520: THE SPECIES, THE INDIVIDUAL AND COMMUNITY (3 credits)

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

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

(3 credits)

Technology and the Human Community: Challenges and Responses looks at technics and technology historically and philosophically. The course will cover critical issues specific to contemporary (and emerging) corporate and professional institutions, and the role of the professional practitioner dealing with political, economic, and social pressures. A key purpose of this course is to have students engage in and discuss serious issues concretely and with a view toward their resolution.

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 Master of Arts in Liberal Studies (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.

Course Descriptions

MBA Core Courses

ETM-750: ETHICS FOR MANAGERS (3 credits)

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

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 organization's 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 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 throughout the MBA program.

MBA Course Electives

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. It also presents a comprehensive overview of how to effectively develop a talent management strategy. Topics covered include turnover analysis, job and skills analysis, performance management, recruiting and selection, and designing effective rewards systems

IBF-504: CORPORATE AND MANAGERIAL FINANCE (3 credits)

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

Advisory: Offered during September, January and May terms only

IBF-507: FINANCIAL MODELING (3 credits)

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

Advisory: Offered during September, January and May terms only

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 leadership and management as well as for daily life. Negotiations will examine the major concepts and theories of bargaining and negotiation as well as the dynamics of interpersonal and intergroup conflict and its resolution. The course will explore the nature of

negotiation and the importance of strategizing and planning for negotiation in the context of both distributive bargaining and integrative negotiation. Additionally the course will cover negotiation subprocesses including communication, perception, biases, social contexts, multiparty negotiations, individual differences, global negotiation, and identifying or creating leverage. Finally, the course will examine the key concepts of outcomes, dispute resolution, and remedies. Students will participate in a group negotiation project, and each student will complete a personal Best Practices Manual for Negotiation as a final project for the course. This manual will provide a practical framework for approaching business and personal negotiation.

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)

Social media is the number one activity on the web. About half of all in-person retail purchases were first researched online (Forrester 2010), 30 percent of young mothers tweet 10 to 20 times per day (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 students the strategies and tactics for social media management and marketing. Students will learn best practices and key communities to be involved in social media for business as well as an overview of what policies, rules and regulations practitioners must keep in mind. The course will also explore the various niche community spaces where online marketing is moving to next. Finally, the course will cover the various measuring tools for social media and how to overcome the core challenges when implementing social media in a corporation. Students will establish a strong professional social media presence and the course work will culminate in the production of a social media plan for a business the student will choose.

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

Designing a Business Case for Sustainability introduces students to the topic of sustainability with a focus on how they can build a business case for sustainability within their organization. The course provides background into the social, economic, and environmental challenges facing organizations today as they strive for more sustainable

operations, explaining both the trade-offs and the potential payoffs from striving for a zero-waste supply chain. Students will learn why it is imperative that all businesses work toward developing a regenerative business model rather than one that is exploitative. This course discusses ways an organization can revise its operations to accommodate the triple bottom line of profit, people, and planet. Students will learn about the global issues challenging today's business managers from the key leaders and the important literature in the sustainability field. Students will also develop their capacity to think critically about the role the organizations they are connected with have played or can play in building a more sustainable world.

ACCOUNTING

Area of Study

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 finance techniques, concepts, and procedures related to the role of auditors, senior-level accountants, and controllers in business organizations including discussions related to the functions and management responsibilities. Central to this will be addressing two issues: understanding what corporate finance is and how a controller provides analysis and recommendations in the financial activities of a firm

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 IFRS convergence with U.S. GAAP, forensic accounting and fraud schemes, business ethics, and insight into developing nonfinancial measures for financial statement presentation.

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)

This course focuses on the premise of business forecasting methodologies used by business managers in today's various industries. This course is focused on presenting basic managerial statistical techniques as well as business forecasting models that are useful for preparing individual business forecasts and long-term planning. Organizations constantly need to make business predictions, whether implicitly or explicitly, about future events that will affect their business and the industry in general. Students will be offered opportunities on how to build business forecasting models and how to produce business forecasts as well as how to evaluate the reliability of the business forecasts generated. Another key focus of the course will be using past organizational information to predict future trends through various types of business forecasting.

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

IBF-504: CORPORATE AND MANAGERIAL FINANCE (3 credits)

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

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

IBF-507: FINANCIAL MODELING (3 credits)

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

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.

TGF-713: TOPICS IN GLOBAL FINANCE (3 credits)

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

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

HEALTHCARE MANAGEMENT

Area of Study

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, and 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)

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.

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**

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 human resources 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)

Social media is the number one activity on the web. About half of all in-person retail purchases were first researched online (Forrester 2010), 30 percent of young mothers tweet 10 to 20 times per day (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 students the strategies and tactics for social media management and marketing. Students will learn best practices and key communities to be involved in social media for business as well as an overview of what policies, rules and regulations practitioners must keep in mind. The course will also explore the various niche community spaces where online marketing is moving to next. Finally, the course will cover the various measuring tools for social media and how to overcome the core challenges when implementing social media in a corporation. Students will establish a strong professional social media presence and the course work for Introduction to Social Media will culminate in the production of a social media plan for a business the student will choose.

MASTER OF PUBLIC SERVICE LEADERSHIP

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)

Program Analysis and Evaluation is designed to introduce basic concepts of policy and program evaluation. These include needs assessment, program monitoring, stakeholder awareness and influence, and assessing effectiveness and efficiency. Students will examine quantitative, qualitative and mixed-methods research approaches. Social, political and ethical contexts of evaluation studies will also be discussed.

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

Public Service Leadership and Governance examines the multiple roles a public service leader has working within and outside an organization. The course scrutinizes legal, philosophical, and pragmatic leadership drivers and provides an evaluation of leadership theory and application. Governance is emphasized through an assessment of the impact of legislative, judicial, and regulatory bodies and the manner in which they interact with public and private organizations.

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. Law, Ethics, and Decision Making in the Public Sector provides students with the essential framework for personal and professional ethical decision making applied in the context of diverse workplaces and organizations. Through the study of ethical theories, case studies in applied ethics, and specific assignments looking at legal and ethical complexities, students will examine personal and professional values, assess his or her moral intelligence, and consider the legal foundations of public service.

MPL-710: PUBLIC SERVICE CAPSTONE (3 credits)

Candidates for completion of the Master of Public Service Leadership, Master of Science and Management - Public Service Careers and Master of Science in Homeland Security degree will complete a project demonstrating their conceptual, analytical, research and practical management skills achieved through the courses in each program. The project is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates the student's ability to synthesize and utilize the skills and knowledge gained in their graduate program.

MSP-520: COMMUNITY AND ECONOMIC DEVELOPMENT AND LEADERSHIP (3 credits)

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

MSP-530: ENVIRONMENTAL ISSUES AND POLICY (3 credits)

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

MSP-531: ENVIRONMENTAL JUSTICE ISSUES AND POLICY (3 credits)

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

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

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

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

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

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

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-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)

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

MSP-664: VOLUNTEER MANAGEMENT (3 credits)

This 3-credit course focuses on issues of volunteer recruitment, training and basic management of this important human resource many leaders in the public sector rely on to meet their missions.

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

For all areas of study except Information Technology, the Master of Science 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 (IT) 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: Foundations of Information Technology, pending a review by the dean.

CORE COURSES:

18 credits

Course Descriptions

APS-602: MANAGING PEOPLE IN TECHNOLOGY-BASED ORGANIZATIONS (3 credits)

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.

APS-600: ENHANCING PERFORMANCE IN TECHNOLOGY ORGANIZATIONS (3 credits)

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

strategies and approaches are illustrated through practical applications.

APS-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: TECHNOLOGY INNOVATION AND COMMERCIALIZATION (3 credits)

This course examines the relationship between sustainable growth, innovation, and the commercialization process. Particular emphasis is placed on how to drive profitable innovation through a dynamic process of constantly creating new business models, improving customer experiences, opening new markets, and commercializing or launching new products. Students will research innovative technologies; identify processes that transform technology innovations, research, and results from the laboratory to the real marketplace; determine their commercialization potential; and discuss different types of legal protection.

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

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

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

Technology and the Human Community: Challenges and Responses looks at technics and technology historically and philosophically. The course will cover critical issues specific to contemporary (and emerging) corporate and professional institutions, and the role of the professional practitioner dealing with political, economic, and social pressures. A key purpose of this course is to have students engage in and discuss serious issues concretely and with a view toward their resolution.

CLINICAL TRIALS MANAGEMENT TRACK:

12 credits

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

Introduction to Clinical Trials Research and Drug Development introduces students to the field of clinical research and provides an overview of the environment, FDA approval processes and regulations, and various elements involved in the development and conduct of clinical trials.

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

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

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

This course provides an overview of the clinical data management process in pharmaceutical research settings. 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)

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

INFORMATION SYSTEMS:

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. Emphasis is on data communications as an integral element of business.

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

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

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

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

The focus of this course is on the identification of an organization problem, the goals and the purpose of 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 students use Microsoft Access software, which is a Windows-based product and will not run on Macs. Students can run this software and other Windows software on a Mac using Apple's Boot Camp technology or third-party virtualization tools like Parallels or VMWare Fusion. These tools make it possible to run Mac 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:

12 credits

Complete 12 semester hours of area of study graduate-level courses from any discipline in Applied Science and Technology. Students can work with an academic advisor for help with selecting their courses.

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 HEALTHCARE MANAGEMENT

Course Descriptions

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

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

HCM-500: 21ST CENTURY HEALTHCARE SYSTEMS (3 credits)

This course presents the foundation principles and dynamics of healthcare management, the healthcare system, and basic concepts and skills in administration. The institutional, social and political forces in the field of healthcare are analyzed and topics include fundamentals of management in modern healthcare. This course is an overview of the healthcare stakeholders in a variety of settings as well as key health and medical terms. Students will examine the historical development of the U.S. healthcare system and current trends in modern healthcare delivery.

HCM-501: ORGANIZATION OF THE HEALTHCARE VALUE CHAIN (3 credits)

Students identify and describe components of the system, including patients, healthcare professionals, public and private third-party payers, regulators, reimbursement methods and information technology. The roles of patients, physicians, hospitals, insurers and pharmaceutical companies will be established. The interaction between the government and these different groups are covered using the most contemporary healthcare legislation as the backdrop.

HCM-502: HEALTHCARE ADMINISTRATOR LEADERSHIP (3 credits)

This course explores how healthcare organizations can create sustainable competitive advantage in a volatile, reimbursement driven industry. Topics include external and internal environmental analysis, strategy formulation, organizational design and control, and the impact of mergers and alliances on

industry performance. Healthcare Administrator Leadership explores the theories, processes, and practical techniques of negotiation so that students can successfully negotiate and resolve disputes in a variety of situations including interpersonal and group settings. Emphasis is placed on understanding influence and conflict resolution strategies; identifying interests, issues, and positions of the parties involved; analyzing co-negotiators, their negotiation styles, and the negotiation situations; and managing the dynamics associated with most negotiations.

HCM-503: QUALITY IMPROVEMENT STRATEGIES IN HEALTHCARE (3 credits)

This course will focus on the methods used by managers to assess the quality of hospital or provider healthcare and evaluate the tying of payment to healthcare outcomes. Topics will include the history of healthcare outcomes analysis; the framework for outcome studies; and how the consumer and the payers define and demand quality. By the end of the course, students will have developed a thorough appreciation of the current methods used by policymakers, researchers, payers and healthcare providers to evaluate outcomes as well as those used by consumers to choose who and where they get medical care. Specific issues facing the healthcare manager and the need to synthesize complex and often disparate outcomes will be addressed as well.

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

Strategic Management within a Healthcare Organization introduces students to the importance of strategic thinking and planning, and the management of strategic momentum and the impact this has on the healthcare industry. Students will understand the role of the leader in managing healthcare organizations. The course will discuss various ways that strategic leaders need to think in order to change the environment by carrying out the strategic plan. Students will also develop a thorough understanding of the analytic strategic management process.

Advisory: Offered during September, January and May terms only

HRM-530: HUMAN RESOURCE MANAGEMENT (3 credits)

Human Resource Management 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.

MAN-630: MANAGEMENT CAPSTONE PROJECT
(3 credits)

Candidates for completion of the Master of Science in Healthcare Management (MSHCM) 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 gained in previous courses in the MSHCM program.

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.

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.

PJM-510: PROJECT MANAGEMENT (3 credits)

This course introduces project management from the standpoint of a manager who must organize, plan, implement and control tasks to achieve an organization's schedule, budget and performance objectives. Tools and concepts such as project charter, scope statement, work breakdown structure, project estimating and scheduling methodologies are studied.

MASTER OF SCIENCE IN HOMELAND SECURITY

Course Descriptions

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

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

HLS-501: NATURAL DISASTERS (3 credits)

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

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

This course will examine the development of various situations that have evolved since the day of the terrorist's attacks, on New York City and Washington, D.C., on Sept. 11, 2001. Since that day, the events which transpired have been seen to have made many Americans feel more vulnerable than ever before. After the events of that day, the United States Congress quickly enacted the USA PATRIOT Act, which permitted a number of extraordinary and unprecedented changes to civil liberties without judicial oversight. This course will examine the USA PATRIOT Act, along with the wars in Afghanistan and Iraq, which were initiated by the events of 9/11. This course will allow students the opportunity to examine and understand why the government and the public began to question and scrutinize the country's intelligence mechanisms, and national security structure and procedures. During this course there will an opportunity to examine the creation, development, and organizational structure of the Department of Homeland Security (DHS). As part of the examination of DHS, there will be opportunities to also examine entities such

as the Transportation Safety Administration (TSA), which was established after 9/11. This course will also examine other developments including the detention and torture of "enemy combatants" in Iraq and Guantanamo Bay, Cuba, and consider whether the nation's security needs justify the consequent restrictions on our freedoms.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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-710: PUBLIC SERVICE CAPSTONE (3 credits)

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

MASTER OF SCIENCE IN HUMAN RESOURCES MANAGEMENT

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

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

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

introduced to successful recruitment and selection programs and methods that can be adapted to any organization.

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

Intellectual capital is widely recognized to be a key source of an organization's competitive advantage. Knowledge management is an asset of any organization and a source of competitive advantage to attract and retain customers, employees and market share. Intellectual capital can be defined as the amount of valuable knowledge an organization possesses. It can be composed of human capital, structural capital and customer capital. The ability to learn quickly, to spread the knowledge throughout the organization to those who need to know, and to apply that knowledge to meet the changing demands of today's and tomorrow's world are the goals of learning organizations. The labels for organizational learning — knowledge management, intellectual capital, intellectual assets, or knowledge capital — are secondary to the realization that organizations must capture, analyze, store and then disseminate the know-how and experience of their employees to sustain competitiveness.

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

Managing and facilitating the culture of an organization requires defining the culture in terms of organizational strategy and the voice of the customer. How a human resources team "connects" the external market to the internal infrastructure of an organization can ultimately mean the difference between overall organizational success and failure. Culture management demands a set of competencies that demand we transform top, middle and supervisory Management as well as employee behaviors into a mode of being able to make things happen quickly and without error. Human resource professionals must be able to set the stage for change. They must be able to discuss content and fact, not only facilitate process. They must be able to formulate strategy, analyze the need for change and integrate and implement the needed human capital of the organization in order to sustain a competitive advantage while adding value. This course will focus upon what it takes for human resources to address issues such as knowledge management, change management and capability building to create a culture connected to the market the organization serves.

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

The profession of human resource management (HRM) has become a major strategic partner with senior management and as a proactive consultant with operational managers within many organizations. Assuming these roles has increased the credibility of human resource management as a key component to enhance the effectiveness and productivity

of employees within contemporary organizations. As important as these proactive interventions for HRM professionals, it is also critical for HRM to have an enterprise perspective. Through research and analysis, this course will assess the contemporary research in the field of HRM and examine the ways that HRM incorporates greater efficiency and effectiveness in responding to the challenges facing human resources and organizations. This course will analyze and assess important HRM functions and programs that include social media, technology, risk management, talent management, diversity workforce, retention management, employee engagement, organizational branding, and delivery models

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

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

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

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

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.

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 non-financial manager with the knowledge necessary to interact with professionals from those disciplines. The majority of the material draws from the theory and practice of financial management. Sufficient accounting background is provided to enable the student to understand and work with information provided by accounting and finance professionals. Emphasis is placed on understanding terms, concepts and uses of information provided by these functions rather than on the actual performance of the calculations.

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)

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

MSM-620: LEADERSHIP, VISION AND STRATEGIC PLANNING (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.

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

Organizational Management and Leadership I 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. In addition, students will survey contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and

crisis leadership. Special attention will be paid on examining the role that leaders play in identifying and implementing change in organizations.

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 I), 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.

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

In Leadership and Management in the 21st Century, students explore, expand, and improve their personal and practical approach to leadership and management. The course is designed to allow students to analyze major theories and models of leadership, evaluate the effectiveness of these theories in a practical context, and apply various leadership approaches through a case study format. Students also examine, model, and adapt their own personal style and ethics for real-world practical applications.

PJM-510: PROJECT MANAGEMENT (3 credits)

Project Management 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 even practice with Microsoft Project software to be able to manage a project from start to deployment. What is a project? How do students manage one? What is the best approach? Those questions and many more will be answered during the course. This is an opportunity to learn the project management fundamentals that can guide a project through a maze of challenges to successful completion. Successful projects do not occur by luck or by chance. In fact, many projects do not achieve their organization's goals.

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

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

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)

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

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.

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 INFORMATION TECHNOLOGY

Course Descriptions

CORE COURSES:

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 even practice with Microsoft Project software to be able to manage a project from start to deployment. What is a project? How do students manage one? What is the best approach? Those questions and many more will be answered during the course. 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.

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

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

MSI-502: TELECOMMUNICATIONS AND NETWORKING (3 credits)

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

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

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

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

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

The focus of this course is on the identification of an organization problem, the goals and the purpose of information technology (IT) systems and how to carry out all the activities in the analysis and design of the systems. It addresses the design phases and all the techniques that are used to carry out the activities using a structured approach. Students will be required to apply these techniques to a work group project.

MSI-505: PRINCIPLES OF DATABASE DESIGN (3 credits)

This course covers most of the major advancements in the technology of the design, development and management of database management systems (DBMS) as well as the theoretical concepts and applications of DBMS. Students will have hands-on experience through case study exercises and the design and implementation of projects.

Note: This course requires that students use Microsoft Access software, which is a Windows-based product and will not run on Macs. Students can run this software and other Windows software on a Mac using Apple's Boot Camp technology or third-party virtualization tools like Parallels or VMWare Fusion. These tools make it possible to run Mac 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 foundational cybersecurity concepts applied to utilities as part of critical infrastructure. Topics covered include: fundamental security concepts and nomenclature; types of utility networks and systems including information technology (IT) and operational technology (OT), such as industrial control systems (ICS) and SCADA; risk management concepts; the pairing of threats to defensive countermeasures; introduction to applicable standards and control frameworks; and presenting cybersecurity plans to decision makers. This course lays the foundation for the graduate certificate. It is recommended that this course be taken first.

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

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

defend risk allocation recommendations to accept, transfer, mitigate or ignore risk and to communicate cybersecurity risks to peers and senior management in both IT and OT. This course will also expose students to relevant international utility-related cybersecurity regulations, standards and guidelines.

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

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

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

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

CYB-525: INTEGRATING CYBERSECURITY INTO THE SYSTEM LIFE CYCLE (3 credits)

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

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, multidimensional data, performance evaluation, advanced structured query language (SQL) and database tuning. Students learn about the advanced object-relational features such as binary large objects (BLOBs), abstract data types and methods. In addition, students learn about database programming including the use of triggers and stored procedures.

DTM-532: DATA WAREHOUSE DESIGN (3 credits)

Corporate data is used to make strategic business decisions. 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 and right-time and real-time analytics.

DTM-534: INFORMATION RETRIEVAL (3 credits)

This course explores the theories and methods used to search and retrieve text and bibliographic information from document repositories. Information retrieval focuses on the analysis of relevance and utility of information. The course will explore data organization and representation, and information access techniques; categorization, content analysis, data structures used for unstructured data, indexing and indexes, clustering and classification methodologies; search and navigation techniques; and search engines. In this course, students will learn to use statistical and linguistic methods for automatic indexing and classification, Boolean and probabilistic

approaches to indexing, query formulation and output ranking. In addition, students will learn to develop and analyze various data filtering methods, measures of retrieval effectiveness and retrieval methodologies.

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

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

HEALTH INFORMATION TECHNOLOGY AREA OF STUDY COURSES

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

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

HIT-542: CLINICAL INFORMATICS (3 credits)

Clinical informatics (operational informatics) is the application of informatics and information technology to deliver healthcare services. It is the study and use of data and information technology aimed at improving the patient’s ability to monitor and maintain his/her own health. The application of clinical informatics includes various aspects including clinical decision support, visual imaging, clinical documentation, healthcare provider order entry systems, system design and implementation, and user adoption issues. The data and clinical decision support used in this field are developed for and used by clinicians, patients, and caregivers. This course will provide students with the knowledge and skills needed to ensure the

optimal functionality of present and future informatics systems by providing opportunities for them to design, build and test clinical information systems that address real-world problems. Students will learn to identify clinical practice workflow and process issues, and to provide leadership and guidance in the definition of system and process requirements that will serve to optimize system performance and facilitate technology utilization by clinical practitioners.

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

Electronic health records (EHRs) capture patients’ health information, such as medical history, allergies, laboratory test results, radiology images and payment in an electronic form, that enables clinicians and other providers to access and share the information across medical specialties or facilities. Electronic health records are composed of many separate systems that function together to capture, create, share, maintain and store an accurate and complete patient health record. Students in this course will learn the various systems, applications, standards and specifications that must be in place in order to meet the goal of true interoperability. This course prepares students to understand and use electronic records in a medical setting. It introduces students to current frameworks for the implementation and management of electronic health information using common electronic data interchange systems. Students will develop the skills and knowledge needed to address the medical, legal, sanction and regulatory requirements of electronic health 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 healthcare, patient and professional health-related education, public health management and health administration. The technologies used in telehealth include videoconferencing, the internet, store-and-forward imaging, streaming media, and terrestrial and wireless communications. Applications of telehealth run the gamut from something as simple as two health professionals discussing a case over the telephone to a surgeon conducting remote robotic surgery at a medical institution on a different continent. Telehealth changes the location where healthcare services are routinely provided and includes preventative, maintenance and curative features. Students in the course will develop the skills and knowledge needed to design and implement fully functional telehealth solutions.

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

Notwithstanding the potential for electronic health records to revolutionize healthcare, 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 and 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

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, nonrepudiation 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. Information technology (IT) practitioners must have the skills to identify and address system vulnerabilities including weaknesses related to hardware, software, interrelated systems and personnel. In this course, students will explore current and potential threats to information assets and will develop a comprehensive awareness of prevailing trends in malicious attacks. This course will provide students with the skills and knowledge needed to secure organizational resources and to develop effective methods to detect and monitor 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 effect 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; and network access control and security tools.

IAS-554: POLICIES AND PROCEDURES DEVELOPMENT AND IMPLEMENTATION (3 credits)

Information technology professionals, whether in the public or private sector, must ensure that their information systems comply with privacy and security laws, regulations, directives and any organizational policies, procedures and guidelines. This challenge can be a daunting task and confronts both public and private 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 information technology (IT) resources. Legal evidence might be sought in a wide range of computer crimes or misuse and students in this course will develop an understanding of forensic and auditing and will develop the skills needed for discovering and preventing theft of trade secrets, theft of or destruction of intellectual property and fraud. They will learn how to recover deleted, encrypted or damaged file information and to plan and execute audits of security and other related IT procedures. This course is intended to provide a foundation in computer forensics and auditing, and provide hands-on practice in applying forensic and auditing techniques

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, WiMax (Worldwide Interoperability for Microwave Access), satellite, cellular networks, Global System for Mobile Communication (GSM), 3G and 4G (third and fourth generation mobile network), wireless and mobile security, global area networks (GAN) and sensor networks.

NET-563: 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 embedded with chips that connect the device to a vast network of other devices. Cloud computing, on the other hand, focuses on the use of shared resources to achieve computational coherence and economies of scale. Similar to 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 network (PAN), distributed computing, grid computing, utility computing, virtualization, cloud characteristics, cloud service models, cloud deployment models (public, private, hybrid, federated, reservoir), architectures, cloud security and fog computing (federated cloud).

NET-564: LARGE-SCALE NETWORK OPERATIONS, ADMINISTRATION, AND MAINTENANCE (3 credits)

Network operations centers (NOC) are the command and control hubs used to manage network resources in large networks. NOC personnel are concerned with the operation, administration and maintenance of these systems. Operation pertains to keeping the network up and running efficiently. This includes monitoring the network to identify and resolve issues as soon as possible. Administration involves keeping track of resources in the network and how they are allocated. It includes all the day-to-day, detail work needed to control the network. Maintenance is concerned with performing repairs and 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 Open

Systems Interconnect (OSI) layers 2, 3, 4 and 5; packet decoding; static filters; stateful filters; stateful inspection; intrusion detection and prevention; Network Address Translation (NAT); access control lists (ACLs); virtual private networks (VPNs); proxies; border routers; firewall rule bases; web application and database firewalls; securing the operating system (OS) and services; firewall assessment; vulnerability assessment; baseline audits; forensics; logging; encryption; authentication; wireless; and network access control and security tools.

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 life cycle, requirements engineering, modeling, software testing and quality assurance. Additional topics include: design patterns, modularity, code reuse, application program interface (API) design, assertions, invariants, separation of concerns, programming patterns, debugging, profiling, asynchronous programming, event-driven programming, metaprogramming and graphical user interfaces (GUI). Students in the course will work in teams to develop fairly large projects that include a project plan, formal specifications, design artifacts, program documentation and a fully functional software system.

SWT-572: SOFTWARE MODELING AND ANALYSIS (3 credits)

This course focuses on software development models that are used to develop, validate, verify and analyze software systems. Students will develop knowledge and skills in software verification and validation as well as expertise in data and process modeling. Various software modeling frameworks will be covered in this course and students will learn to apply them to the design and development of software artifacts. They will learn to use software verification tools and techniques to ensure that a software system has been built according to the requirements and design specifications defined in the model. Students will also use software validation frameworks to test whether the software actually meets the user's needs, and that the initial specifications were correct. Topics in this course include development life cycle models, modeling languages, software design templates, system documentation, software verification frameworks and software validation methodologies.

SWT-573: SECURE SOFTWARE DESIGN AND DEVELOPMENT (3 credits)

Software security is concerned with ensuring that software processes are designed to prevent data and computing

resources from becoming lost, unreliable, altered, inaccessible or corrupt. In this course, students will learn how to identify, categorize and prioritize the information and other resources used by software systems and to develop security requirements for the processes that access the data. Students will learn to develop strategies that mitigate security vulnerabilities caused by either nonconformance to software requirements or omissions caused by incorrect requirements. In this course, students will learn to perform software security evaluations; establish security requirements; develop guidelines for security that are applied during the software design, operations and maintenance processes; evaluate security requirements during software reviews and audits; develop a configuration and process management policy that addresses corrective action for existing software; monitor software modifications to ensure that any changes do not unintentionally create security violations or software vulnerabilities; and develop plans for the physical security of the software.

SWT-574: SOFTWARE PRODUCT DEVELOPMENT AND QUALITY MANAGEMENT (3 credits)

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

SWT-575: SOFTWARE SYSTEMS INTEGRATION (3 credits)

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.

MASTER OF SCIENCE IN MANAGEMENT

Course Descriptions

CORE COURSES:

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 non-financial manager with the knowledge necessary to interact with professionals from those disciplines. The majority of the material draws from the theory and practice of financial management. Sufficient accounting background is provided to enable the student to understand and work with information provided by accounting and finance professionals. Emphasis is placed on understanding terms, concepts and uses of information provided by these functions rather than on the actual performance of the calculations.

Advisory: Working knowledge of Microsoft Excel is required.

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.

MKM-560: MARKETING MANAGEMENT (3 credits)

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

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

In Leadership and Management in the 21st Century, students explore, expand, and improve their personal and practical approach to leadership and management. The course is designed to allow students to analyze major theories and models of leadership, evaluate the effectiveness of these theories in a practical context, and apply various leadership approaches through a case study format. Students also examine, model, and adapt their own personal style and ethics for real-world practical applications.

ORR-510: ORGANIZATIONAL RESEARCH (3 credits)

This course equips students to conduct the types of research and information-gathering projects that are a significant part of the organizational 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).

PJM-510: PROJECT MANAGEMENT (3 credits)

Project Management 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 even practice with Microsoft Project software to be able to manage a project from start to deployment. What is a project? How do students manage one? What is the best approach? Those questions and many more will be answered during the course. 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.

CORE ADVANCED LEVEL COURSES:

MAN-630: MANAGEMENT CAPSTONE (3 credits)

Candidates for completion of the Master of Science in Management (MSM) or Master of Science in Human Resources Management (MSHRM) degree will complete an independent project demonstrating their conceptual, analytical, research and practical management skills achieved through the courses in either program. The project, called a Capstone because it represents a crowning achievement much as a capstone does in architecture, is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that

demonstrates the student's ability to synthesize and utilize the skills and knowledge gained in previous courses in the 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).

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.

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. Working knowledge of Microsoft Excel is required.

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

This course examines the financial and managerial accounting concepts peculiar to the planning and administration of public and quasi-public organizations, such as governmental units, educational institutions and charitable organizations. Topics include, but are not limited to, budgeting, financial reporting and governmental auditing standards. The latest authoritative changes from the Financial Accounting Standards Board (FASB), and Government Accounting Standards Board (GASB), as well as audit techniques unique to these organizations, will be covered. This course will also provide an introduction to governmental auditing concepts and procedures, including the Yellow Book and Single Audit Act.

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 nonmonetary 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.

ACC-605: FUNDAMENTALS OF ACCOUNTING II (3 credits)

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

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)

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. This course balances theory and practice. There will be many opportunities to apply compensation theory in required weekly discussions and in both the individual and group projects. The course will emphasize the strategic aspects of compensation and how the organization can achieve a sustainable competitive advantage through compensation policy/programs. By the end of this course, students should have a very in-depth understanding of how to establish, organize and administer an effective and equitable compensation system.

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

Regardless of industry, business unit or department, people are every organization's key source of competitive advantage. In the war for talent, organizations have two choices: (1) develop strategic human resources (HR) systems that support

the recruitment and selection of highly qualified employees, or (2) hire employees with a poor fit, draining organizational resources and resulting in poor outcomes. Not only is recruiting the right people a difficult and daunting task, but selecting the best organizational fit is a significant challenge. Organizations must design a recruitment and selection process from a strategic perspective to successfully win the talent war. This course will focus on the best practices of strategic HR planning. Throughout the course students will be introduced to successful recruitment and selection programs and methods that can be adapted to any organization

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

Intellectual capital is widely recognized to be a key source of an organization's competitive advantage. Knowledge management is an asset of any organization and a source of competitive advantage to attract and retain customers, employees and market share. Intellectual capital can be defined as the amount of valuable knowledge an organization possesses. It can be composed of human capital, structural capital and customer capital. The ability to learn quickly, to spread the knowledge throughout the organization to those who need to know, and to apply that knowledge to meet the changing demands of today's and tomorrow's world are the goals of learning organizations. The labels for organizational learning — knowledge management, intellectual capital, intellectual assets, or knowledge capital — are secondary to the realization that organizations must capture, analyze, store and then disseminate the know-how and experience of their employees to sustain competitiveness.

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

Managing and facilitating the culture of an organization requires defining the culture in terms of organizational strategy and the voice of the customer. How a human resources team "connects" the external market to the internal infrastructure of an organization can ultimately mean the difference between overall organizational success and failure. Culture management demands a set of competencies that demand we transform top, middle and supervisory Management as well as employee behaviors into a mode of being able to make things happen quickly and without error. Human resource professionals must be able to set the stage for change. They must be able to discuss content and fact, not only facilitate process. They must be able to formulate strategy, analyze the need for change and integrate and implement the needed human capital of the organization in order to sustain a competitive advantage while adding value. This course will focus upon what it takes for human resources to address issues such as knowledge management, change management and capability building to create a culture connected to the market the organization serves.

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

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

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

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

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

This course 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.

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

Organizational Management and Leadership I 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. In addition, students will survey contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership. Special attention will be paid on examining the role that leaders play in identifying and implementing change in organizations.

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 I), 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 addresses identifying, analyzing, and responding to project risk in order to maximize results of positive events and minimize the consequences of adverse events. Identification, quantification, response planning, and control are covered. Risk factors, contract types, assessment techniques, tools to quantify risk, procedures to reduce threats to project objectives and contingency are covered.

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)

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

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.

**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

Course Descriptions

MNP-502: LEADERSHIP AND MANAGEMENT IN PUBLIC SERVICE IN THE 21ST CENTURY (3 credits)

In Leadership and Management in the 21st Century students explore, expand, and improve their personal and practical approach to leadership and management. The course is designed to allow students to analyze major theories and models of leadership, evaluate the effectiveness of these theories in a practical context, and apply various leadership approaches through a case study format. Students also examine, model, and adapt their own personal style and ethics for real-world practical applications.

MNP-505: ORGANIZATIONAL MANAGEMENT AND LEADERSHIP IN PUBLIC SERVICE (3 credits)

Organizational Management and Leadership I 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. In addition, students will survey contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership. Special attention will be paid on examining the role that leaders play in identifying and implementing change in organizations.

MNP-510: PROJECT MANAGEMENT IN PUBLIC SERVICE (3 credits)

Project Management in Public Service 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 even practice with Microsoft Project software to be able to manage a project from start to deployment. What is a project? How do students manage one? What is the best approach? Those questions and many more will be answered during the course. 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.

MNP-511: ORGANIZATIONAL RESEARCH FOR PUBLIC SERVICE (3 credits)

This course presents multiple types of research and information-gathering projects that are a significant part of the organizational life of most managers and leaders. The course provides techniques and skills that students can

apply in researching many types of questions and problems, including those encountered in other graduate-level courses as well as the degree Capstone. It should be taken as early as possible in the degree.

MNP-515: LEADING STRATEGIC CHANGE IN PUBLIC SERVICE (3 credits)

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

MNP-525: PROJECT LEADERSHIP AND COMMUNICATIONS IN PUBLIC SERVICE (3 credits)

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

Note: Students should have successfully completed Project Management in Public Service (MNP-510) before beginning this course.

MNP-530: HUMAN RESOURCE MANAGEMENT FOR PUBLIC SERVICE (3 credits)

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

MNP-540: FINANCE AND ACCOUNTING FOR MANAGERS IN PUBLIC SERVICE (3 credits)

This course is designed to provide the non-accountant and non-financial manager with the knowledge necessary to interact with public service professionals from those disciplines. The majority of the material draws from the theory and practice of financial management. Sufficient accounting background is provided to enable the student to understand and work with information provided by

accounting and finance professionals. Emphasis is placed on understanding terms, concepts and uses of information provided by these functions rather than on the actual performance of the calculations.

MNP-560: MARKETING MANAGEMENT FOR PUBLIC SERVICE (3 credits)

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

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

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)

Program Analysis and Evaluation is designed to introduce basic concepts of policy and program evaluation. These include needs assessment, program monitoring, stakeholder awareness and influence, and assessing effectiveness and efficiency. Students will examine quantitative, qualitative, and mixed-methods research approaches. Social, political, and ethical contexts of evaluation studies will also be discussed.

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

Public Service Leadership and Governance examines the multiple roles a public service leader has working within and outside an organization. The course scrutinizes legal, philosophical, and pragmatic leadership drivers and provides an evaluation of leadership theory and application. Governance is emphasized through an assessment of the impact of legislative, judicial, and regulatory bodies and the manner in which they interact with public and private organizations.

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. Law, Ethics and Decision Making in the Public Sector provides students with the essential framework for personal and professional ethical decision making applied in the context of diverse workplaces and organizations. Through the study of ethical theories, case studies in applied ethics, and specific assignments looking at legal and ethical complexities, students will examine personal and professional values, assess his or her moral intelligence, and consider the legal foundations of public service.

MPL-710: PUBLIC SERVICE CAPSTONE (3 credits)

Candidates for completion of the Master of Public Service Leadership, Master of Science in Management - Public Service Careers and Master of Science in Homeland Security degree will complete a project demonstrating their conceptual, analytical, research and practical management skills achieved through the courses in that program. The project is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates the student's ability to synthesize and utilize the skills and knowledge gained in their graduate program.

MSP-520: COMMUNITY AND ECONOMIC DEVELOPMENT AND LEADERSHIP (3 credits)

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

MSP-530: ENVIRONMENTAL ISSUES AND POLICY (3 credits)

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

MSP-531: ENVIRONMENTAL JUSTICE ISSUES AND POLICY (3 credits)

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

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

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

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

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

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

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 the 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-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)

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.

MSP-664: VOLUNTEER MANAGEMENT (3 credits)

This 3-credit course focuses on issues of volunteer recruitment, training and basic management of this important human resource many leaders in the public sector rely on to meet their missions.

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

Course Descriptions

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.

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

This course introduces nursing professionals to healthcare financing issues in diverse settings of nursing practice. Students will explore financial sources, analyze legislation and reimbursement mechanisms, develop business plans, and learn to manage budgets.

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

Nursing Leadership in a Global Community explores the role of advanced nursing leadership through the lens of global health. The course addresses key concepts of global health, examines selected advanced concepts including partnership and sustainability, and integrates ethics and social justice as core values for advanced nursing leadership.

NUR-613: HISTORY OF AMERICAN NURSING (3 credits)

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

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

NUR-614: PROFESSIONAL WRITING IDEA TO PUBLICATION (3 credits)

This course is designed to help the learner become an effective writer in his or her professional field. It will hone the writer's skills in two areas: 1) develop the writer's skills required to be published in professional and lay journals, magazines, and newspapers; and 2) refine the writing required in one's professional practice. In this course, one learns how to develop a theme that will interest a readership and publisher. Focus is on effective writing techniques and learning the process from idea to publication.

NOTE: Open to graduate students.

NUR-640: ADVANCED PATHOPHYSIOLOGY (3 credits)

This course uses a systems-based life span approach to discriminate between normal physiologic function and pathophysiologic processes. A critical analysis of selected major health problems will emphasize etiology, epidemiology, presentation, diagnostics, clinical management and complications. Health promotion and educational strategies for individuals, families, populations and/or communities will be explored.

NUR-650: ADVANCED PHARMACOLOGY (3 credits)

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

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 Master of Science in Nursing (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 Master of Science in Nursing (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

Course Descriptions

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

Introduction to Clinical Trials Research and Drug Development introduces students to the field of clinical research and provides an overview of the environment, FDA approval processes and regulations, and various elements involved in the development and conduct of clinical trials.

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

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

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

Introduction to Clinical Trials Data Management is a 3-credit course and is one of four courses in the Clinical Trials Administration curriculum. It provides an overview of the clinical data management process in pharmaceutical research settings.

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

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

GRADUATE CERTIFICATE IN CYBERSECURITY-CRITICAL INFRASTRUCTURE

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 LIFE CYCLE (3 credits)

This course focuses on integrating security into the entire system and solution life cycle. Topics include system planning, architecture, design, acquisition, development, implementation/operation, sustainment and disposal. Students will learn the importance of ensuring that security practices are identified and integrated into utility networks and systems projects. In addition, this course will help students develop 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 DATA ANALYTICS

Course Descriptions

DSI-601: PREDICTIVE ANALYTICS 1 - MACHINE LEARNING TOOLS - WITH PYTHON (3 credits)

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

DSI-604: PREDICTIVE ANALYTICS 1 - MACHINE LEARNING TOOLS - WITH R (3 credits)

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

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

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

DSI-620: RISK SIMULATION AND QUEUING (3 credits)

This course covers three important modeling techniques. Students will learn how to construct and implement simulation models to model (1) the uncertainty in decision input variables so that the overall estimate of interest from a model can be supplemented by a risk interval of possible other outcomes (risk simulation), and (2) the variability in arrivals over time (customers, cars at a toll plaza, data packets, etc.) and ensuing queues (queuing theory). Students will also learn how to employ decision trees to incorporate information derived from models to actually make optimal decisions. Students will use spreadsheet-based software to specify and implement models. Graduate students enrolled in this course will complete a project/assignment that engages in higher levels of thought and creativity, requiring them to demonstrate knowledge at more advanced taxonomical levels.

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

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

GRADUATE CERTIFICATE IN DIGITAL HUMANITIES

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

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

This course gives an investigation of the role of social networking technologies in creating communities in digital and physical spaces. Students will examine how social networking and peer collaboration technologies have engendered participation in campaigns and movements for social change in the digital information age. Students will thoroughly explore the concept of “social change” itself by identifying the values embedded in dominant cultural narratives of progress and decline. Students will then turn their attention to the ways individuals and groups implement

social media technologies to support or forestall social, political and cultural changes. There will be particular focus on the social media tools that communities use to disseminate and preserve valuable cultural information and knowledge when freedoms of expression are limited by external controls. Students will analyze and apply concepts of network theory to create a project that traces the presence and function of social media in relation to a particular community campaign or movement.

DHM-710: MAPPING TIME, SPACE AND IDENTITY (3 credits)

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

GRADUATE CERTIFICATE IN EDUCATIONAL LEADERSHIP

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 Master of Arts in Educational Leadership (MAEdL) program (ISLLC 2, 5, 6; NJDOE 2, 5, 6). Offered every term.

GRADUATE CERTIFICATE IN FUNDRAISING AND DEVELOPMENT

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 (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.

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

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). Course work will emphasize the importance of providing care in diverse settings and collaborating with interdisciplinary teams. Students will also explore program evaluation strategies used to assess the efficacy of interventions and programming.

GER-710: GEROPSYCHOLOGICAL CONSULTATION

(3 credits)

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

Course Descriptions

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

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

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

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

HLS-620: HOMELAND SECURITY PREPAREDNESS: PREVENTION AND DETERRENCE (3 credits)

Homeland Security Preparedness: Prevention and Deterrence focuses on how strategic planning, incident management, and intelligence techniques are brought together to provide the necessary foundation for anti-terrorism preparedness. Your assignments in this course are designed to give you engagement in these areas. You will learn how potential acts of terrorism are deterred and prevented through vigilance, observation, and the reporting of suspicious indicators of terrorist acts. Emphasis is placed on the level of planning and management involved in preparedness, prevention, and deterrence, and to the implementation of specific techniques and strategies.

The topics which will be covered in this course will include the protection of infrastructures, various aspects of the National Incident Management System, and various aspects of data collection and analysis techniques. In addition the course will address threat and vulnerability assessments, information sharing, resource planning, intelligence failures, and terrorism prevention and deterrence.

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

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

GRADUATE CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

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. This course balances theory and practice. There will be many opportunities to apply compensation theory in required weekly discussions and in both the individual and group projects. The course will emphasize the strategic aspects of compensation and how the organization can achieve a sustainable competitive advantage through compensation policy/programs. By the end of this course, students should have a very in-depth understanding of how to establish, organize and administer an effective and equitable compensation system.

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

Regardless of industry, business unit, or department, people are every organization's key source of competitive advantage. In the war for talent, organizations have two choices: (1) develop strategic human resources (HR) systems that support the recruitment and selection of highly qualified employees, or (2) hire employees with a poor fit, draining organizational resources and resulting in poor outcomes. Not only is recruiting the right people a difficult and daunting task, but selecting the best organizational fit is a significant challenge. Organizations must design a recruitment and selection process from a strategic perspective to successfully win the talent war. This course will focus on the best practices of strategic HR planning. Throughout the course students will be introduced to successful recruitment and selection programs and methods that can be adapted to any organization

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

Intellectual capital is widely recognized to be a key source of an organization's competitive advantage. Knowledge management is an asset of any organization and a source of competitive advantage to attract and retain customers, employees and market share. Intellectual capital can be defined as the amount of valuable knowledge an organization possesses. It can be composed of human capital, structural capital and customer capital. The ability to learn quickly, to spread the knowledge throughout the organization to those who need to know, and to apply that knowledge to meet the changing demands of today's and tomorrow's world are the goals of learning organizations. The labels for organizational learning—knowledge management, intellectual capital, intellectual assets, or knowledge capital—are secondary to the realization that organizations must capture, analyze, store and then disseminate the know-how and experience of their employees to sustain competitiveness.

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

Managing and facilitating the culture of an organization requires defining the culture in terms of organizational strategy and the voice of the customer. How a human resources team "connects" the external market to the internal infrastructure of an organization can ultimately mean the difference between overall organizational success and failure. Culture management demands a set of competencies that demand we transform top, middle and supervisory management as well as employee behaviors into a mode of being able to make things happen quickly and without error. Human resource professionals must be able to set the stage for change. They must be able to discuss content and fact, not only facilitate process. They must be able to formulate strategy, analyze the need for change and integrate and implement the needed human capital of the organization in order to sustain a competitive advantage while adding value. This course will focus upon what it takes for human resources to address issues such as knowledge management, change management and capability building to create a culture connected to the market the organization serves.

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

The profession of human resource management (HRM) has become a major strategic partner with senior management and as a proactive consultant with operational managers within many organizations. Assuming these roles has increased the credibility of human resource management as a key component to enhance the effectiveness and productivity of employees within contemporary organizations. As important as these proactive interventions for HRM professionals, it is also critical for HRM to have an enterprise perspective. Through research and analysis, this course will

assess the contemporary research in the field of HRM and examine the ways that HRM incorporates greater efficiency and effectiveness in responding to the challenges facing human resources and organizations. This course will analyze and assess important HRM functions and programs that include social media, technology, risk management, talent management, diversity workforce, retention management, employee engagement, organizational branding, and delivery models.

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

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

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

This course 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

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

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 Master of Science in Nursing (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.*

GRADUATE CERTIFICATE IN NURSE EDUCATOR

Course Descriptions

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 Master of Science in Nursing (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 Master of Science in Nursing (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.*

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.*

GRADUATE CERTIFICATE IN NURSING INFORMATICS

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.

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.*

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.*

GRADUATE CERTIFICATE IN ONLINE LEARNING AND TEACHING

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. The course is designed for teachers who wish to develop effective online courses. Through readings and course discussions, students will gather and evaluate instructional material appropriate for online teaching and apply good instructional design principles to online teaching situations. Students will explore specific issues related to online courses and will plan, implement, and evaluate strategies that present the material to promote student learning in those courses.

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

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

GRADUATE CERTIFICATE IN ORGANIZATIONAL LEADERSHIP

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 non-financial manager with the knowledge necessary to interact with professionals from those disciplines. The majority of the material draws from the theory and practice of financial management. Sufficient accounting background is provided to enable the student to understand and work with information provided by accounting and finance professionals. Emphasis is placed on understanding terms, concepts and uses of information provided by these functions rather than on the actual performance of the calculations.

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)

Organizational Management and Leadership I 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. In addition, students will survey contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and

crisis leadership. Special attention will be paid on examining the role that leaders play in identifying and implementing change in organizations.

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-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 I), 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)

In Leadership and Management in the 21st Century students explore, expand, and improve their personal and practical approach to leadership and management. The course is designed to allow students to analyze major theories and models of leadership, evaluate the effectiveness of these theories in a practical context, and apply various leadership approaches through a case study format. Students also examine, model, and adapt their own personal style and ethics for real-world practical applications

ORR-510: ORGANIZATIONAL RESEARCH (3 credits)

This course equips students to conduct the types of research and information-gathering projects that are a significant part of the organizational 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

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.

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

This course gives an investigation of the role of social networking technologies in creating communities in digital and physical spaces. Students will examine how social networking and peer collaboration technologies have engendered participation in campaigns and movements for social change in the digital information age. Students will thoroughly explore the concept of "social change" itself by identifying the values embedded in dominant cultural narratives of progress and decline. The course will then focus on 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.

MSP-662: PRACTICAL GRANT WRITING (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

Course Descriptions

PJM-510: PROJECT MANAGEMENT (3 credits)

Project Management 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 even practice with Microsoft Project software to be able to manage a project from start to deployment. What is a project? How do students manage one? What is the best approach? Those questions and many more will be answered in this course. This is an opportunity to learn the project management fundamentals that can guide a project through a maze of challenges to successful completion. Successful projects do not occur by luck or by chance. In fact, many projects do not achieve their organization's goals.

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

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

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

PJM-530: PROJECT RISK MANAGEMENT (3 credits)

Project Risk Management addresses identifying, analyzing, and responding to project risk in order to maximize results of positive events and minimize the consequences of adverse events. Identification, quantification, response planning, and control are covered. Risk factors, contract types, assessment techniques, tools to quantify risk, procedures to reduce threats to project objectives and contingency are covered.

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)

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

Advisory: 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

Course Descriptions

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

Program Analysis and Evaluation 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.

MNP-550: STRATEGIC RECRUITING, RETENTION AND SUCCESSION PLANNING (3 credits)

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

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.

section 2

Degree Programs and Certificates

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

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
- > Master of Science in Healthcare Management
- > 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

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 Data Analytics
- > 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 DEGREE IN SYSTEMS-LEVEL LEADERSHIP

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

TWO 3-CREDIT COURSES PER TERM / 18 MONTH OPTION

	Credits
Term I	
NUR-763 Biostatistics and Epidemiology	3
NUR-800 DNP Role Development	3
Term II	
NUR-805 Scholarly Inquiry: A Basis for Evidence-Based Practice	3
NUR-902 Scholarly Immersion I: Project Identification and Mentored Practicum	3
Term III	
NUR-820 Integrating and Evaluating Population Health in Advanced Nursing Practice	3
NUR-832 Organization and Systems Leadership I	3
Term IV	
NUR-810 Health, Healthcare Policy and Politics	3
NUR-842 Organization and Systems Leadership II	3
Term V	
NUR-825 Health Economics and Finance	3
NUR-912 Scholarly Immersion II: Project Management and Mentored Practicum	3
Term VI	
NUR-815 Information Systems and Technology Impacting Healthcare Delivery	3
NUR-922 Scholarly Immersion III: Project Completion and Mentored Practicum	3
Total	36 credits

ONE 3-CREDIT COURSE PER TERM / 36 MONTH OPTION

	Credits
Term I	
NUR-800 DNP Role Development	3
Term II	
NUR-763 Biostatistics and Epidemiology	3
Term III	
NUR-805 Scholarly Inquiry: A Basis for Evidence-Based Practice	3
Term IV	
NUR-810 Health, Healthcare Policy and Politics	3
Term V	
NUR-820 Integrating and Evaluating Population Health in Advanced Nursing Practice	3
Term VI	
NUR-832 Organization and Systems Leadership I	3
Term VII	
NUR-842 Organization and Systems Leadership II	3
Term VIII	
NUR-902 Scholarly Immersion I: Project Identification and Mentored Practicum	3
Term IX	
NUR-825 Health Economics and Finance	3
Term X	
NUR-815 Information Systems and Technology Impacting Healthcare Delivery	3
Term XI	
NUR-912 Scholarly Immersion II: Project Management and Mentored Practicum	3
Term XII	
NUR-922 Scholarly Immersion III: Project Completion and Mentored Practicum	3
Total	36 credits

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

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

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

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

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

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

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

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

CAEP

1140 19th Street, NW, Suite 400
Washington, DC 20036
Tel: (202) 223-0077
Fax: (202) 296-6620
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

		Credits
MAEdL School Business Administrator		36
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
Total		36 credits

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

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING

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

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

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

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

		Credits
Courses		
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
OR		
EDL-540	Curriculum Leadership	3
EDT-700	Capstone in Educational Technology and Online Learning	3
EDT-710	Practicum in Educational Technology and Online Learning	3
Total		36 credits

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

MASTER OF ARTS IN LIBERAL STUDIES

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

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

Courses must be taken in order:

	Credits
I. Core Courses	18
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
II. Electives	12
<i>Select from one of the following:</i>	
Digital Humanities	
Geropsychology	
Industrial-Organizational Psychology	
Professional Communications	
Online Learning and Teaching	
Learner-Designed Area of Study	
III. MALS Capstone	6
MLS-700 and MLS-710	
Total	36 credits

Area of Study

Digital Humanities

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

Required Courses:

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

Digital Humanities Area of Study Learning Outcomes

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

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

Geropsychology

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

Required Courses:

		Credits
GER-510	Adult Development and Aging	3
GER-610	Geropsychological Assessment	3
GER-620	Geropsychological Interventions	3
GER-710	Geropsychological Consultation	3

Geropsychology Area of Study Learning Outcomes

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

- > apply psychological theories of aging to the understanding of biopsychosocial changes involved in normal adult development and the sociocultural factors that impact the aging process;
- > assess cognition, behavior, mood, functional capacities, decision-making, and level of risk in older adults and analyze the relationship between these factors and biosocial factors;
- > apply psychological theory and research in order to design effective psychological interventions and health promotion and prevention programs across a variety of settings for older adults; and
- > apply psychological theory and ethical and legal standards in consultation with diverse health professionals.

Industrial-Organizational Psychology

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

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

Required Courses:

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

Industrial-Organizational Psychology Learning Outcomes

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

- > apply psychological theories and research to solve organizational problems;
- > design job-specific recruitment, selection, placement and appraisal processes;
- > design training and development programs to increase globalization in the workplace; and
- > incorporate psychological theories of leadership, teamwork and motivation to evaluate plans to increase satisfaction and productivity in the workplace.

Professional Communications

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

Required Courses:

		Credits
COM-610	Professional Communications Theory	3
COM-620	Advanced Professional and Business Writing	3
DHM-620	Social Media and Social Change	3
MSP-662	Practical Grant Writing	3

Professional Communications Area of Study Outcomes

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

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

Online Learning and Teaching

The 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.

Required Courses:

		Credits
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

Learner-Designed Area of Study

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

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

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

MASTER OF BUSINESS ADMINISTRATION

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

Credits

I. Core Courses		21
ETM-750	Ethics for Managers	3
MKM-700	Marketing Management	3
FIN-710	Financial Management	3
SOP-720	Strategic Operations Management	3
GSM-730	Global Strategic Management	3
ORR-710	Organizational Research	3
MBA-730	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 Resource Management or Marketing. Students selecting an area of study must complete all course work listed under the area of study designation and have the option of satisfying a portion of the course work in the area of study with prior learning assessment (PLA).		

		Credits
Elective Courses		
ENP-732	Entrepreneurship	3
HRM-760	Human Resource Management - Talent Management	3
PJM-721	Project Management	3
MKR-700	Market Research	3
SOM-702	Introduction to Social Media	3
INV-711	Investments	3
FSA-712	Financial Statement Analysis	3
NEG-731	Negotiations	3
SUS-700	Designing a Business Case for Sustainability	3
MCO-740	Management Communications	3
Total		39 credits

Areas of Study

Accounting

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

Total 12 credits

Data Analytics

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

Total 12 credits

Finance

IBF-504	Corporate and Managerial Finance	3
IPF-507	Financial Modeling	3
INV-711	Investments	3
TGF-713	Topics in Global Finance	3

Total 12 credits

Healthcare Management

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

Total 12 credits

Human Resource Management

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

Total 12 credits

Marketing

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

Total 12 credits

GRADUATE BUSINESS DEGREE PREPARATORY PROGRAM OVERVIEW

The Graduate Program

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

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

Who Should Apply?

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

MBA Prep: Program Schedule

First 4 weeks

(both courses taken simultaneously)

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

Next 8 weeks

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

prepares
students
for...

First MBA Courses

- > ETM-750 Ethics for Managers
- > MBA Elective/Area of Study

MASTER OF PUBLIC SERVICE LEADERSHIP

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

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
I. Core Requirements	18
MPL-582 Law, Ethics and Decision Making in the Public Sector	3
MPL-510 Research Methods in Public Service	3
<i>Students select one of the following:</i>	
MNP-525 (formerly PJM-520) Project Leadership and Communications in Public Service	3
MPL-520 Program Analysis & Evaluation	3
<i>Students select one of the following:</i>	
MNP-505 (formerly OML-610) Organizational Management and Leadership in Public Service	3
MNP-530 (formerly HRM-530) Human Resource Management for Public Service	3
MPL-580 Public Service Leadership and Governance	3
<i>Students select one of the following:</i>	
MSP-570 Public Finance	3
MSP-684 Municipal Finance	3
II. Area of Study Requirements	12
> Community and Economic Development	
> Environmental Policy / Environmental Justice	
> Information Technology Management for Public Service	
> Learner-Designed Area of Study	
> Nonprofit Management	
> Public and Municipal Finance	
> Public Health / Public Policy	

III. Public Service Electives	3
IV. Capstone	3
MPL-710 Public Service	3
Total	36 credits

Areas of Study

Community and Economic Development

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

Required Courses:

MSP-520	Community and Economic Development and Leadership (required)	3
<i>Students select three of the following:</i>		
MNP-515	Leading Strategic Change in Public Service	3
MSP-621	Networking for Effective Community Development	3
MSP-520	Program Analysis and Evaluation (if not used in core requirements)	3
SOE-570	Social Entrepreneurship	3
MSP-662	Practical Grant Writing	3
Total		12 credits

Environmental Policy and Environmental Justice

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

Required Courses:

MSP-530	Environmental Issues and Policy (required)	3
MSP-531	Environmental Justice Issues and Policy (required)	3
<i>Students select two of the following:</i>		
MSP-542	Epidemiology	3
HLS-645	Pandemics, Bioterrorism and Biosecurity	3
MPL-520	Program Analysis and Evaluation (if not used in core requirements)	
MSP-662	Practical Grant Writing	3
Total		12 credits

Information Technology Management for Public Service

Information Technology Management for Public Service focuses on how information technology (IT) simultaneously impedes and enables connectivity between private citizens, the business sector, nonprofit organizations and government, highlighting specific technologies and their applications in the public sector, identifying the core principles relevant to both managing IT and inducing lasting organizational change.

Required Courses:

MSP-550	Managing Information and Technology in the Public Sector (required)	3
MSP-552	E-Government in Urban and Public Service (required)	3

Students select two of the following:

HLS-625	Technology and Information Security	3
MSP-662	Practical Grant Writing	3
MSI-502	Telecommunications and Networking	3
APS-602	Managing People in Technology-based Organizations	3

Total 12 credits

Nonprofit Management

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

Required Courses:

NPM-502	Nonprofit Management (required)	3
NPM-610	Nonprofit Governance (required)	3

Students select two of the following:

MSP-664	Volunteer Management	3
MSP-662	Practical Grant Writing	3
SOE-570	Social Entrepreneurship	3
NPM-670	Critical Issues in Nonprofit Management	3
MNP-575	Leading Strategic Change in Public Service	3

Total 12 credits

Public and Municipal Finance

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

Required Courses:

Students must select at least one course from both areas.

MANAGEMENT

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

ACCOUNTING/FINANCE

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

Total 12 credits

Public Health/Public Policy

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

Required Courses:

MSP-540	Advanced Studies in Healthcare (required)	3
MSP-542	Epidemiology (required)	3

Students select two of the following:

MSP-642	Legal Issues in Healthcare	3
MSP-662	Practical Grant Writing	3
MSP-640	Healthcare Operations and Systems	3

Total 12 credits

MASTER OF SCIENCE

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

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

Required Courses:

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

Required Courses:

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

Required Courses:

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

Note: Courses from any Applied Science and Technology area of study can apply to the Technical Studies area.

Total 12 credits

Nuclear Energy Technology Management

Required Courses:

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 information technology (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 HEALTHCARE MANAGEMENT

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

Credits

Core Courses

HCM-500	21st Century Healthcare Systems: A Continuum of Care	3
HCM 501	Organization of the Healthcare Value Chain	3
HCL-704	Legal Issues in Healthcare	3
HCM-502	Healthcare Administrator Leadership	3
HCM-503	Quality Improvement Strategies in Healthcare	3
HRM-530	Human Resources Management	3
HCO-702	Healthcare Management within a Healthcare Organization	3
HCF-701	Healthcare Finance	3
PJM-510	Project Management	3
MSM-620	Leading Strategic Change	3
ORR-510	Organizational Research	3
MAN-630	Management Capstone Project	3

Total 36 credits

Master of Science in Healthcare Management

Learning Outcomes

- > analyze the competitive environment to develop and execute healthcare strategy;
- > employ statistical, qualitative and quantitative data to support informed decision making to healthcare strategy, policy and delivery;
- > manage the changing needs in a complex healthcare environment;
- > use management practices to advance a healthcare organization's strategic goals;
- > apply business principles and quality management to improve healthcare delivery; and
- > apply ethical, legal and professional standards affecting relationships in healthcare organizations.

MASTER OF SCIENCE IN HOMELAND SECURITY

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
I. Core Courses		24
HLS-500	Terrorism and Homeland Security in the U.S.	3
HLS-501	Natural Disasters and Search Planning	3
HLS-510	Protecting the Homeland: Balancing Security and Liberty	3
HLS-615	Domestic and Global Intelligence for Security Management	3
HLS-620	Protecting the Homeland: Planning, Prevention and Deterrence	3
HLS-625	Technology and Information Security	3
HLS-630	Protecting the Homeland: Response and Recovery	3
HLS-640	Administration and Finance for Security Professionals	3
II. Electives in Homeland Security		6
<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
III. Capstone in Public Service		6
MPL-510	Research Methods in Public Service	3
MPL-710	Public Service Capstone	3
Total		36 credits

MASTER OF SCIENCE IN HOSPITALITY MANAGEMENT

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

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

	Credits
I. Core course	27
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 Resource 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
II. Graduate Electives	6
<i>Students can select any School of Business and Management graduate course.</i>	
III. Capstone	3
MSH-506 Capstone in Hospitality Management	3
Total	36 credits

MASTER OF SCIENCE IN HUMAN RESOURCES MANAGEMENT

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

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

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

Courses must be taken in order:

	Credits
I. Core Courses	24
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
II. Electives	6
Electives not offered by the School of Business and Management must be approved by the dean prior to enrolling in the course. Students have the option to develop graduate prior learning assessment (PLA) portfolios and/or transfer graduate credits from other regionally accredited institutions and/or apply credits recommended by the American Council on Education (ACE). All PLA portfolio 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>	
III. Core Advanced-Level Courses	6
ORR-510 Organizational Research	3
MAN-630 Management Capstone	3
Total	36 credits

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Master of Science in Information Technology (MSIT) degree is an online graduate program that prepares students with the expertise and knowledge required for leadership roles in information technology (IT).

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

	Credits
I. Core Courses	15-18
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
II. Areas of Study	15
> Cybersecurity - Critical Infrastructure	
> Data Management and Analytics	
> Health Information Technology	
> Information Assurance	
> Network Management	
> Software Engineering	
III. Master's Project	6
ORR-510 Organizational Research	3
MAN-630 Management Capstone	3
Total	36-39 credits

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

Areas of Study

Cybersecurity

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.

Required Courses:

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 Life Cycle	3
Total		15 credits

Data Management and Analytics

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

Required Courses:

DTM-531	Advanced Database Systems	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
Total		15 credits

Health Information Technology

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

Required Courses:

HIT-541	Foundations in Health Informatics	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
Total		15 credits

Information Assurance

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

Required Courses:

IAS-551	Foundations of Information Assurance	3
IAS-552	Vulnerabilities, Threats and Attacks	3
IAS-553	Countermeasures Design and Implementation	3
IAS-554	Policies and Procedures Development and Implementation	3
IAS-555	Computer Forensics and Information Systems Auditing	3
Total		15 credits

Network Management

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

Required Courses:

NET-561	Designing Large-Scale 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
Total		15 credits

Software Engineering

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

Required Courses:

SWT-571	Software Design and Architecture	3
SWT-572	Software Modeling, 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
Total		15 credits

MASTER OF SCIENCE IN INTERNATIONAL BUSINESS FINANCE

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

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

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

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

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

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

These areas are described in greater detail below.

	Credits
I. Core Courses	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
<i>Select one of the following courses:</i>	
MKM-560 Marketing Management*	3
PJM-510 Project Management	3
ORR-510 Organizational Research (must be taken prior to Capstone)	3

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

II. Electives/Areas of Study 12

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

Areas of Study

Accounting

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

Required Course:

ACC-501 Principles of Forensic Accounting	3
ACC-601 Intermediate Accounting III	3
ACC-602 Advanced Accounting	3
ACC-603 Accounting Theory	3
Total	12 credits

Organizational Leadership

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

Required and Suggested Course:

Students select four of the following courses:

GLM-550 Global Management	3
LCO-610 Leading Change in Complex Organizations	3
OML-610 Organizational Management and Leadership I	3
OML-620 Organizational Management and Leadership II	3
OML-630 Contemporary Issues in Leadership	3
Total	12 credits

Project Management

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

Required and Suggested Course:

PJM-510 Project Management (required)	3
<i>Students select three 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
Total	12 credits

MASTER OF SCIENCE IN MANAGEMENT - PUBLIC SERVICE CAREERS

The John S. Watson School of Public Service offers areas of study under the Master of Science in Management (MSM) focusing on issues of management and public service. Each area of study features an applied orientation toward building capacity and leadership within the public service professions.

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

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

	Credits
I. Core Courses	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
<i>Select one of the following:</i>	
MNP-560 Marketing Management in Public Service	3
MNP-510 Project Management in Public Service	3
II. Areas of Study	12
<ul style="list-style-type: none"> > Community and Economic Development > Environmental Policy/Environmental Justice > Homeland Security > Information Technology Management for Public Service > Learner-Designed Area of Study > Nonprofit Management > Public and Municipal Finance > Public Health/Public Policy > Public Service Administration and Leadership 	
III. Core Advanced-Level Courses	6
MNP-515 Leading Strategic Change in Public Service	3
MPL-710 Public Service Capstone	3
Total	36 credits

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:

MSP-520	Community and Economic Development and Leadership (required)	3
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Students select three of the following:

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

Total 12 credits

Environmental Policy and Environmental Justice

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

Required and Suggested Courses:

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

Students select two of the following:

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

Total 12 credits

Homeland Security

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

Required and Suggested Courses:

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

Total 12 credits

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:

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 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
Total		12 credits

Nonprofit Management

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

Required and Suggested Courses:

NPM-502	Nonprofit Management (required)	3
NPM-610	Nonprofit Governance (required)	3
<i>Students select two 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
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 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
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.

Required and Suggested Courses:

MSP-540	Advanced Studies in Healthcare (required)	3
MSP-542	Epidemiology (required)	3
<i>Students select two 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
Total		12 credits

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:

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 of the following courses:</i>		
MSP-678	Finance and Budgeting for Nonprofits	3
MSP-662	Practical Grant Writing	3
MSP-664	Volunteer Management	3
Total		12 credits

MASTER OF SCIENCE IN NURSING

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

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

	Credits
MSN Nurse Educator	
I. Core Courses	12
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	9
NUR-516 Advanced Health Assessment	3
NUR-640 Advanced Pathophysiology	3
NUR-650 Advanced Pharmacology	3
III. Specialty Courses	9
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	6
NUR-740 Nurse Educator: Seminar and Practicum I	3
NUR-750 Nurse Educator: Seminar and Practicum II	3
Total	36 credits

	Credits
MSN Nursing Informatics	
I. Core Courses	15
NUR-529 Health Policy	3
NUR-530 Evidence-Based Nursing Practice	3
NUR-531 Nursing Informatics: Concepts and Issues	3
NUR-582 Financial Management in Nursing Practice	3
NUR-600 Nursing Leadership in a Global Community	3

II. Electives	6
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	9
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	6
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	15
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
NUR-582 Financial Management in Nursing Practice	3
II. Electives	6
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	9
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	6
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.

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

GRADUATE CERTIFICATES

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

Graduate Certificate in Clinical Trials Management

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

Graduate Certificate in Cybersecurity – Critical Infrastructure

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

understanding of cybersecurity frameworks, a firm awareness of utility business practices and a thorough understanding of operational technologies. In this program, students will develop the knowledge and skills needed to secure critical infrastructure systems.

The Graduate Certificate in Cybersecurity – Critical Infrastructure requires:

CYB-521	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 Life Cycle	3
Total		15 credits

Graduate Certificate in Data Analytics

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

The Graduate Certificate in Data Analytics requires:

DSI-601	Predictive Analytics 1 – Machine Learning Tools: Python	3
	OR	
DSI-604	Predictive Analytics 1 Machine Learning Tools: R	3
DSI-610	Optimization Linear Programming	3
DSI 620	Risk Simulation and Queuing	3
DSI 621	Integer and Nonlinear Programming and Network Flow	3
Total		12 credits

Graduate Certificate in Digital Humanities

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

The Graduate Certificate in Digital Humanities requires:

DHM-510	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

Total **12 credits**

Graduate Certificate in Educational Leadership

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

The Graduate Certificate in Educational Leadership requires:

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

Total **12 credits**

Graduate Certificate in Fundraising and Development

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

The Graduate Certificate in Fundraising and Development requires:

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

Total **12 credits**

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

Total **12 credits**

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

Total **12 credits**

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

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 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

Total **12 credits**

Graduate Nursing Certificate Programs

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

Nurse Educator

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

The Graduate Certificate in Nurse Educator requires:

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

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.*

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.

The Graduate Certificate in Nursing Informatics requires:

NUR-531	Nursing Informatics: Concepts and Issues*	3
NUR-631	Nursing Informatics: Systems Life Cycle	3
NUR-701	Nursing Informatics: Databases and Knowledge Management	3
NUR-711	Nursing Informatics: Consumer Informatics and Communications Technology	3
NUR-721	Nursing Informatics: Seminar and Practicum I**	3
NUR-731	Nursing Informatics: Seminar and Practicum II**	3
Total		18 credits

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

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

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 four theory courses and two Practicums for a total of 18 credits. The student will select a healthcare setting and preceptor for the Practicums. The same facility will be used as the site for both Practicums, which are 150 hours each.

The Graduate Certificate in Nursing Administration requires:

NUR-582	Financial Management in Nursing Practice	3
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		18 credits

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

Graduate Certificate in 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.

The Graduate Certificate in Organizational Leadership requires:

Students select four of the following courses:

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

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

Graduate Certificate in Professional Communications

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

The Graduate Certificate in Professional Communications requires:

COM-610	Professional Communications Theory	3
COM-620	Advanced Professional Business Writing	3
DHM-620	Social Media and Social Change	3
MSP-662	Practical Grant Writing	3

Total **12 credits**

Graduate Certificate in Project Management

The Graduate Certificate in Project Management provides a comprehensive overview of the field according to the Project Life Cycle model and nine areas of competency outlined by the Project Management Institute (PMI), the thought leader of contemporary project management practice and scholarship. These areas of competency are the management of project integration throughout all phases of the life cycle, project scope and planning, deliverables definition and activity scheduling, cost and budget, quality principles, human resources and team leadership, formal and informal communications and documentation, risk planning and monitoring, and contracts and procurement. The 12 graduate credits earned for the certificate may be applied to the Master 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 three courses:

PJM-520	Project Leadership and Communication	3
PJM-530	Project Risk Management	3
PJM-540	Procurement and Vendor Management	3
PJM-640	Global Project Management	3

Total **12 credits**

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

Graduate Certificate in Strategic Planning and Board Leadership for Nonprofits

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

The Graduate Certificate in 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

Total **12 credits**

TEXTBOOKS AND COURSE MATERIALS

Students are responsible for acquiring all the textbooks and materials required for the courses they choose. The cost for course materials is not included in tuition and 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.

To learn what materials are required for your course, go to the MBS Direct website. MBS Direct maintains a section on its website devoted to Thomas Edison State University. 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

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.

TEXTBOOKS

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

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 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

The Courses Registration and Student Services section of the *Catalog* focuses on the procedures for registering for courses, examinations and prior learning assessment (PLA) and contains information on student services. The section is organized into the following main categories:

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

GRADUATE PLA

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

REGISTERING FOR GRADUATE COURSES

Students are eligible to take graduate-level courses if:

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

Most graduate courses are offered four times a year in January, April, July and October, and the School of Business and Management graduate courses are offered six times a year in January, March, May, July, September and November. A typical course load is 6 credits per term, and degrees may be earned in 18 months or less. Online courses are guided by mentors, most of whom have practical experience and earned doctoral degrees. All online courses are delivered through myEdison®, - the University's online 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) is available for Thomas Edison State University graduate students who have approved Thomas Edison State University financial aid or students who are paying the graduate tuition by credit card. Students should select the graduate academic level at the top of the screen to see the graduate course offerings. Online registration is not available for the graduate PLA portfolio option, which is designed to help students earn credit for knowledge they already have as a result of training, work, professional research or other learning experiences. Students interested in using the graduate PLA portfolio option to earn credit must submit a graduate PLA proposal form. 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 on the graduate PLA portfolio process, please visit www.tesu.edu/degree-completion/Graduate-PLA.cfm.

THE METHOD OF PAYMENT DETERMINES THE REGISTRATION METHOD

Students may use the registration form to pay by paper check or a money order via the U.S. mail. Students may also use this form to pay in-person with cash, a paper check or money order made payable to Thomas Edison State University. The University cannot accept credit card information by mail, in person or by phone or fax. Students are requested to use Online Student Services (OSS) when paying by credit card, debit card, electronic checking or have been approved by Thomas Edison State University for financial aid.

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 handbook, which may be accessed through the Thomas Edison State University website or by contacting the Office of Financial Aid at (609) 633-9658 or finaid@tesu.edu.

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

1. Select a course. Enrolled Thomas Edison State University students who need help determining whether a particular course fits his/her degree requirements, should contact an academic advisor. Students enrolled in another institution, should check with that institution to make sure the course fits his/her degree requirements.
2. Register for the courses during scheduled registration sessions. The payment method determines how students may register. Students can check the current course schedule on Online Student Service, under view current schedule. Please note that once registration for a term ends, students will no longer see courses listed. Online Student Service only shows the current registration term.
3. Receive a course registration confirmation from Thomas Edison State University by email.
4. After receiving confirmation of course registration, students order 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. Students start your course work on the term start date as outlined in the academic calendar. Students can contact mentors the first week.

The University will be closed on the following dates during the 2018-2019 academic year:

- > Independence Day: Wednesday, July 4, 2018
- > Labor Day: Monday, Sept. 3, 2018
- > Columbus Day: Monday, Oct. 8, 2018
- > Thanksgiving: Thursday, Nov. 22, 2018 – Friday, Nov. 23, 2018
- > Winter Holiday: Tuesday, Dec. 25, 2018 – Tuesday, Jan. 1, 2019
- > Martin Luther King Jr. Birthday: Monday, Jan. 21, 2019
- > Presidents' Day: Monday, Feb. 18, 2019
- > Good Friday: Friday, April 19, 2019
- > Memorial Day: Monday, May 27, 2019

STUDENT SERVICES

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
- > Financial Aid
- > Scholarships
- > Veteran Benefits
- > Library Resources

STUDENTS WITH DISABILITIES

Thomas Edison State University complies with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

It is the student's responsibility to disclose and verify their disability to the ADA coordinator if requesting accommodations; all such disclosures will be kept confidential. Accommodations under the ADA for a given term must be approved prior to the start date of the respective term. Information can be found at www.tesu.edu/about/ada.

Students who would like to discuss reasonable disability accommodations for course work and/or examinations may contact the ADA coordinator in the Center for Disability Services prior to registering for a course or examination at (609) 984-1141, ext. 3415, or ada@tesu.edu

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

PREGNANT STUDENTS AND PARENTS OF NEWBORNS

In accordance with New Jersey law, reasonable accommodations shall be provided to students who are pregnant and post-partum as well as to parents of newborns.

Students requesting accommodations should contact the Center for Disability Services as soon as possible: (609) 984-1141, ext. 3415, or ada@tesu.edu.

MADISON HOLLERAN SUICIDE ACT

<https://www.tesu.edu/about/ir/suicide-prevention-info>

It is the goal of Thomas Edison State University to provide important information to foster the well-being of its students and alumni. The nature of the online learning format does not always allow the University the opportunity to meet with students in a face-to-face setting, but TESU strives to ensure its students have important mental health information and resources available to them.

If a student or someone he/she knows is in crisis or in need of urgent care, contact the following resources, which are available 24 hours a day, seven days a week:

NJ Hopeline (Suicide Prevention)

(855) 654-6735
www.njhopeline.com

National Suicide Prevention Lifeline

(800) 273-8255
suicidepreventionlifeline.org

ACADEMIC ADVISING

APPLICANTS

Applicants to the University who have questions regarding their academic evaluations are encouraged to contact the Office of Academic Advising at (609) 777-5680 for assistance. It is advisable that contact be made after applicants have submitted transcripts and/or documents for credit assessment to the Office of the Registrar for processing. This will allow the advisor to account for academic history. Applicants can also schedule an appointment online at <https://www.tesu.edu/current-students/make-advising-appointment>.

ENROLLED STUDENTS

Enrolled students have full access to the University's academic advising, evaluation and program planning services. Students may call the Advising Expressline at (609) 777-5680 in order to discuss brief questions. Appointments for both undergraduate and graduate advising can be made online at <https://www.tesu.edu/current-students/make-advising-appointment>.

ADVISING EXPRESSLINE

The Office of Academic Advising's Expressline gives students the opportunity to receive answers on topics ranging from course selection and exam options to registration and graduation deadlines. The Advising Expressline is open Monday through Friday from 11 a.m. to 1 p.m. Eastern Time and can be reached by dialing (609) 777-5680. The Expressline is intended for 3-5 minute conversations and for providing answers to quick questions. For questions requiring additional time and support, students are encouraged to schedule a 30 or 60 minute over the phone or in-person advising appointment.

STUDENT APPOINTMENTS

Enrolled students are encouraged to make an appointment with an academic advisor for program planning and questions regarding degree programs and methods for earning credit. Appointments for both undergraduate and graduate advising can be made online at <https://www.tesu.edu/current-students/make-advising-appointment> or via telephone by calling (609) 292-2803.

PROGRAM PLANNING

Students enrolled with Thomas Edison State University are strongly encouraged to work with an advisor and submit a degree program plan that outlines how they will complete all or part of remaining requirements for degree completion. Students may review the *Advisement Program Planning*

Handbook online at www.tesu.edu/current-students/handbook/index.cfm, which provides the steps required for developing a program plan. This page also includes detailed information on methods of earning credit as well as associated academic policies that affect course selection. Students wishing to fax this information may submit documentation to (609) 777-2956.

WRITTEN CORRESPONDENCE, OFFICE OF ACADEMIC ADVISING

Although students are encouraged to schedule an advising appointment or email the Office of Academic Advising (academicadvising@tesu.edu) with detailed questions and/or concerns, written correspondence is also welcome. Correspondence and program plans should be sent to:

Office of Academic Advising
Thomas Edison State University
111 W. State Street
Trenton, NJ 08608

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

FINANCIAL AID

Applications, forms and information concerning financial aid are available from:

Thomas Edison State University
Office of Financial Aid
111 W. State St.
Trenton, NJ 08608
(609) 777-5680
finaid@tesu.edu.

Additional information is also available on the University website at www.tesu.edu.

Eligible Thomas Edison State University students who are taking the required number of Thomas Edison State University courses per semester may be considered for federal loans.

Please note only online courses are eligible for federal aid.

FINANCIAL AID FOR GRADUATE STUDENTS

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

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 the student's area.

SCHOLARSHIPS

The Thomas Edison State University Scholarship Program is designed to assist students in meeting their financial commitments to the University while they take advantage of the many credit earning options available to them. The University Scholarship Committee, in conjunction with the Office of Development, conducts the annual award period. The list of current scholarships and the associated award period dates are available on the University website at www.tesu.edu under Tuition and Financial Aid. Recipients for each scholarship are selected based on a competitive application process. Scholarship awards are disbursed after the notification to and acceptance by recipients is completed. Applicants must meet the following eligibility criteria.

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 Scholarship@tesu.edu.

VETERAN BENEFITS

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

extend to the spouse and child dependents of deceased or disabled veterans.

To be approved for certification for veterans' benefits at Thomas Edison State University, a course must be designated as online, Guided Study or TECEP®. Prior learning assessment (PLA) and e-Pack® credit options are not approved for veterans' benefits. For information about applying for or using veterans' educational benefits at Thomas Edison State University, contact the Office of Military and Veteran Education by telephone, email or mail. Students may also review the information on the University website's Military Students section.

Thomas Edison State University
Office of Military and Veteran Education
111 W. State St.
Trenton, NJ 08608

Phone: (609) 777-5696
Fax: (609) 984-7143
Email: militaryeducation@tesu.edu

NEW JERSEY NATIONAL GUARD TUITION PROGRAM (NJNGTP)

REGISTRATION

A New Jersey National Guard Tuition Program (NJNGTP) registration package must be reviewed and approved for each new semester. This enables Thomas Edison State University to audit each registration for compliance under New Jersey legislation.

Likewise, since the Commander's Certificate of Eligibility (commander's cert) is only valid for a maximum of 60 days from the command signature, a new commander's cert must be submitted with every NJNGTP registration package, unless that registration is submitted within fewer than 60 days of the command signature date.

Any registrations submitted outside of the NJNGTP registration process, as outlined on the University website and within the NJNGTP registration package, will be ineligible for a tuition waiver.

FIRST-TIME REGISTRATION LIMIT

NJNGTP students who have not previously taken courses at Thomas Edison State University are limited to a maximum of 6 credits for their first registration, unless cleared under exception for additional courses. This enables students to acclimate to the University's online course structure, while also ensuring a successful outcome. This limit will be lifted once the courses have been successfully completed.

Upon successful completion, students utilizing NJNGTP benefits may register for, or be active within, a maximum of 16 credits at any one time. Students wishing to register for more than 15 credits must also seek approval from an academic advisor before the registration can be cleared for processing.

Any courses that are currently active, for which the tuition was waived using your Commander's Certificate of Eligibility, count toward the 16 credit tuition waiver cap. An active course is one that is defined as open with an outstanding grade.

SATISFACTORY ACADEMIC PROGRESS

Continued use of the tuition waiver requires that students maintain a minimum GPA of 2.0 at the undergraduate level and a minimum GPA of 3.0 at the graduate level. A minimum completion-rate of 66 percent of the courses attempted is also required, in order to meet satisfactory academic progress (SAP) under the NJNGTP.

The University performs an audit for every new registration, to ensure SAP compliance. Use of the waiver will no longer be available if it is determined that the SAP has fallen below the minimum threshold.

Any registrations submitted while not meeting SAP cannot be retroactively waived, as the minimum satisfactory requirements under the NJNGTP can only be applied while the student is in good standing.

A student meeting the minimum GPA but not meeting the minimum completion rate of 66 percent will be presented with the University's Standards for Satisfactory Academic Progress form. This form will explain the SAP process and provide a limited registration using the tuition waiver. In order to process a limited registration under these conditions, the student must sign and return the form and also meet all other requirements under the NJNGTP.

REPAYMENT OF TUITION

Students who fail a course under the NJNGTP are responsible for repayment of tuition. Once tuition is paid, students may then submit a new waiver request. It is important to note that any subsequent registrations are subject to satisfactory academic progress, and the University will be unable to apply the waiver if students do not meet SAP.

Students wishing to withdraw from a course under the NJNGTP are subject to the standard refund schedule, as a withdrawal from a course is also a withdrawal from the tuition waiver, for that course. Students must first clear balances resulting from a withdrawal prior to using the tuition waiver once more.

REPEATING COURSES UNDER THE NJNGTP

The NJNGTP waiver cannot be applied more than one time to a course if the student has received a passing grade. A passing grade is defined as D or greater. If a student fails the course, they will be responsible for repayment.

Because of this, it is highly recommend that students who feel they are going to fail or do poorly within a course, instead submit a withdrawal request before the course ends, as this will ensure that GPA and use of the waiver are not adversely affected.

MULTIPLE DEGREES AND NONMATRICULATION

Students enrolled in waiver programs can only utilize a tuition waiver for one degree per academic level.

The University will not apply a tuition waiver toward a second degree of the same academic level, degree of lesser academic level or additional courses of the same academic level. This includes coverage for specialized programs, such as the accelerated nursing degree or any undergraduate prerequisite courses.

Nonmatriculated students are ineligible to use the tuition waiver, as New Jersey legislation requires that a student be accepted into an undergraduate or graduate program of study. Furthermore, courses must apply toward a degree at Thomas Edison State University in order to qualify for a tuition waiver under the NJNGTP.

Exceptions will only apply if a student enrolled in a program in which Thomas Edison State University is expressly in a partnership, which excludes a student from such restrictions.

For this reason, it is highly recommended that students plan their degree path, and related courses, with an advisor prior to beginning their studies at Thomas Edison State University.

NJNGTP AND MBA PREPARATORY PROGRAM

Prospective students may qualify to pursue an MBA on a conditional basis, given they meet certain prerequisite requirements in order to complete the enrollment.

While Thomas Edison State University offers an accelerated preparatory program specifically tailored to meet these requirements, the preparatory program does not qualify under the NJNGTP as the classes offered within this program are not credit bearing and are therefore ineligible for a tuition waiver.

NON-POST-9/11 GI BILL CERTIFICATIONS

NJNGTP students who qualify for VA-related benefits other than the Post-9/11 GI Bill must indicate their wish use VA benefits with every registration submitted. Students are also responsible for submitting the appropriate forms to both the University and the VA, in order to activate and establish their benefits.

The VA determines benefit payout for a rate-of-pursuit under half time (3 credits or less) by assessing the tuition. As a result, students who register for 3 credits or less for a given term, under the NJNGTP, are not eligible to receive entitlements under VA policy, given there is no tuition to report.

Thomas Edison State University will submit a certification greater than 3 credits, upon request, as the VA does not use the tuition-rate to calculate benefits for a rate-of-pursuit at or above the half-time rate.

WITHDRAWALS AND VA BENEFITS - VA COURSE WITHDRAWAL POLICY

MILITARY-RELATED WITHDRAWAL REQUESTS

A military withdrawal exception will be considered if supporting documentation, detailing a qualifying deployment or emergency activation is submitted along with the request, as the University understands that such situations are often accompanied with limited access to online resources. Thomas Edison State University will be unable to consider any withdrawal requests submitted after the course has closed that are not submitted for reasons of qualifying deployment or emergency activation.

Standard or scheduled military training exercises do not qualify for military waiver exceptions. While there are circumstances that may qualify for an exception-to-policy waiver; standard orders, especially those that are considered routine or voluntary, are scheduled on a regular basis and generally provide military members with ample time to plan their course schedule around military duty. As an alternative to a withdrawal, students may submit a course extension request; however, if the extension is awarded, the option for withdrawal will no longer be available, as only one exception can be awarded per course. For this reason, military students should carefully weigh their options based on the circumstances before submitting their request.

Non-GoArmyEd circumstantial withdrawal requests must be submitted to the Office of Military and Veteran Education, along with supporting documentation. Once the request and supporting documentation have been received, the Office of Military and Veteran Education will then make a recommendation on the student's behalf for an exception. GoArmyEd students should submit Withdrawal for Military Reasons (WM) through the GoArmyEd portal. If the course has already closed and a WM cannot be submitted through the GoArmyEd portal, then the student should submit a circumstantial withdrawal request as previously outlined. If the petition is approved, it is important to note that Thomas Edison State University can only report a withdrawal to GoArmyEd, as recoupment is a policy governed by the Army.

LIBRARY RESOURCES

THE NEW JERSEY STATE LIBRARY

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.

Students may visit the library's homepage at 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* offers pertinent full-text articles from current newspapers, magazines and journals that can be downloaded and printed. JerseyClicks allows students to search up to 30 databases at once on topics such as business, education, science, history, health and literature. *JerseyClicks.org* is supported in whole or part by The Institute of Museum and Library Services through the Library Services and Technology Act. All Thomas Edison State University students have electronic access to the New Jersey State Library card catalog and to more than 3,000 journals, a third of which are directly available as full text. Other materials may be ordered. Within the guidelines of the New Jersey State Library's interlibrary loan service, students also have access to the research holdings of most academic libraries in New Jersey.

VALE (VIRTUAL ACADEMIC LIBRARY ENVIRONMENT)

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

section 4

University Policies and Procedures

The University Policies and Procedures section of this *Catalog* focuses on all academic and nonacademic policies that govern the student experience at the University as well as the key procedures related to those policies. The section is organized into the following main categories:

UNIVERSITY - WIDE POLICIES

Institutional policies pertaining to all enrolled undergraduate and graduate students.

NURSING STUDENT POLICIES

Policies pertaining to all enrolled nursing students.

INTERNATIONAL STUDENT POLICIES

Policies pertaining to all enrolled international students attending the University from outside the U.S.

GRADUATE ACADEMIC POLICIES

Policies pertaining to all enrolled graduate students.

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

ACADEMIC INTEGRITY

A detailed statement of what constitutes academic dishonesty and plagiarism is included in every course. Students agree to abide by this statement. Academic dishonesty will result in disciplinary action and possible dismissal from the University.

The University is committed to helping students understand the seriousness of plagiarism, which is defined as the use of the work and ideas of others without proper citation. Students who submit course materials or examination responses that are found to be plagiarized are subject to discipline under the academic code of conduct policy.

ACADEMIC CODE OF CONDUCT POLICY

Thomas Edison State University is committed to maintaining academic quality, excellence and honesty. The University expects all members of its community to share the commitment to academic integrity, an essential component of a quality academic experience.

Thomas Edison State University students are expected to exhibit the highest level of academic citizenship. In particular, students are expected to read and follow all policies, procedures and program information guidelines contained in publications; pursue their learning goals with honesty and integrity; demonstrate that they are progressing satisfactorily and in a timely fashion by meeting course deadlines and following outlined procedures; observe a code of mutual respect in dealing with mentors, staff and other students; behave in a manner consistent with the standards and codes of their professions; keep official records updated regarding changes in name, address, telephone number or email address; and meet financial obligations in a timely manner. Students not practicing good academic citizenship may be subject to disciplinary action including suspension, dismissal or financial holds on records. All members of the community are responsible for reviewing the academic code of conduct policy and behaving in keeping with the stated principles.

PURPOSE

The purpose of this policy is to define and advise students of the academic code of conduct, and to identify violations and their consequences. It also provides a hearing and appeal process for students who believe they have been incorrectly accused of violating the standards of academic integrity.

VIOLATIONS

The University considers any violation of this Academic Code of Conduct to be a serious breach of trust that threatens the academic environment of the entire community. Community members are in violation of the Academic Code of Conduct when acts of academic dishonesty occur.

These include, but are not limited to:

- > cheating;
- > fabricating information or citations;
- > falsifying documents;
- > falsifying information about test proctors;
- > forgery;
- > gaining unauthorized access to examinations;
- > making up or changing data for a research project;
- > plagiarizing;
- > submitting credentials that are false or altered in any way;
- > tampering with the academic work of other students;
- > using words or ideas from others without appropriate attribution;
- > facilitating another student's academic misconduct; and/or submitting course work or taking an exam for another student; and
- > buying or selling of course materials, including exams, test answers and course papers.

DISCIPLINARY PROCESS

Allegations of violations of the Academic Code of Conduct may be initiated by mentors, staff or students enrolled at Thomas Edison State University. Specific allegations of a violation of the Academic Code of Conduct must be submitted in writing to the appropriate dean's office. In cases of violations that result from inappropriate behavior in courses, the appropriate dean is the dean of the School that offers the course. In all other cases, the appropriate dean is the dean of the School in which the student is enrolled.

PLAGIARISM

Acts of both intentional and unintentional plagiarism violate the Academic Code of Conduct. If an incident of plagiarism was an isolated minor oversight or an obvious result of ignorance of proper citation requirements, the mentor may handle the matter as a learning exercise. Appropriate consequences may include the completion of tutorials, assignment rewrites or any other reasonable learning tool, in addition to a lower grade for the assignment or course. The mentor will notify the student and appropriate dean of the consequence by email.

If the plagiarism appears intentional and/or there is more than an isolated incident, the mentor will refer the matter to the appropriate dean. The dean's office will gather information about the violation(s) from the mentor and student, as necessary. The dean will review the matter and the student

will be notified in writing of the specifics of the charge and the sanction to be imposed. If the student disputes the charge or disagrees with the sanction, the student must submit a written request to the dean for a hearing within 10 days of receipt of the notice or be deemed to have accepted the sanction.

POSSIBLE SANCTIONS INCLUDE:

- > Lower or failing grade for an assignment
- > Lower or failing grade for the course
- > Rescinding credits
- > Rescinding certificates or degrees
- > Recording academic sanctions on the transcript
- > Suspension from the University
- > Dismissal from the University

A student who is found to have violated the Academic Code of Conduct is permanently ineligible to receive any academic award or honor. This ineligibility extends to any student who receives a grade of ZF (Academic Integrity Violation) for a course.

The University reserves the right to review all credits, degrees and certificates. If any academic misconduct is revealed, those credits, degrees and certificates also may be rescinded. Records of all Academic Code of Conduct violations will be maintained in the student's file.

In extreme or emergency circumstances, any officer of the University at the vice president or higher level may immediately suspend a student from access to University premises, activities or electronic sites pending disciplinary action. Such action will be reported to the provost and vice president.

STUDENT RIGHTS AND RESPONSIBILITIES

The student:

- > Will be notified of the charges against him/her, in writing, prior to the hearing.
- > Will be informed of the evidence upon which a charge is based.
- > Will be given the opportunity to present his/her defense and offer evidence at the hearing.
- > Will receive a written determination of the charges and notifications of any sanctions imposed, in a timely manner.
- > Will be afforded confidentiality throughout the process.
- > Will have the right to waive any of these rights.

HEARING

If a hearing is requested, such hearing will be convened at Thomas Edison State University, Trenton, N.J., within 21 business days after the request is received by the University. Students unable to travel to Trenton may attend the hearing telephonically via conference call. In these circumstances, every effort will be made to adhere as closely as possible to the procedures further outlined in this section.

- The student shall have the opportunity to testify and present evidence and witnesses. A list of witnesses and a copy of documents to be presented at the hearing must be submitted to the University at least seven days prior to the hearing.
- The student may have a nonparticipating advisor present for the proceedings.
- The committee shall hear and question witnesses.
- The student may suggest questions for witnesses to the committee.
- The hearing will be audio recorded. All records and/or audio recordings of the hearing will be kept in the custody of the University. Records or recordings may not be reproduced without the specific authorization of the president of Thomas Edison State University.
- All expenses incurred by the student and any witness 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 ten 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 POLICY

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; causes 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 that is otherwise abusive or discriminatory in the circumstances, by a student, directed to another student, a mentor, trustee or employee of the University.
- Sexual Harassment – sexual harassment represents a form of abuse and/or intimidation and involves actions such as unwelcome sexual conduct; requests for sexual favors and other physical and expressive behavior of a sexual nature; written or oral abuse or threats of a sexual nature; displaying or distributing pornographic or derogatory pictures or materials; unwelcome physical contact such as touching, patting, pinching or punching; continuing to engage in certain behaviors of a sexual nature after an objection has been raised by the target of such inappropriate behavior; conduct that has the purpose or effect of unreasonably interfering with an individual's education or work performance or creating an intimidating or hostile environment. [Sexual harassment is a violation of Title IX of the Education Amendments of 1972 and other laws. See Policy Against Discrimination and Harassment for additional information.]

- Submission of Fraudulent Documents - such as transcripts, diplomas, test scores, references or applications that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses or otherwise deceptive (collectively referred to as fraudulent documents).
- Refusal to Provide Identification - refusal to provide identification upon request by an officer, employee or agent of the University acting on behalf of the University in the course of his/her duties.
- Disorderly, lewd or obscene conduct on University property or at a University activity.
- Disorderly, lewd or obscene conduct in the use of an avatar, or in the use of digital media (audio, video uploads, streaming video, or photo content) in the online classroom.
- Deception of or attempt to deceive mentors, staff, or other students regarding one's personal identity within the online classroom, in testing, or in relation to any University activity or function.
- Cyberbullying, or any electronic communication that contains threatening or abusive language, to another student, mentor or staff member.
- Invading another person's privacy by intruding upon private communications or property.
- Unauthorized appropriation and/or use of another person's personal data or identity.
- Misrepresentation – materially misrepresenting information to an official University body or officer.
- Provide false or misleading information in the course of a nonacademic disciplinary investigation or hearing.
- Failing to appear as a witness during a nonacademic disciplinary hearing, when directed to appear by the University.
- Other acts or activities that violate nonacademic University policies.

DISCIPLINARY PROCESS

The Office of the Provost is responsible for:

- Investigating allegations of misconduct.
- Administering the disciplinary process.
- Maintaining a written record of all actions regarding student conduct violations.

A complaint involving a violation of the Nonacademic Code of Conduct must be submitted in writing to the associate vice president and University registrar, acting on behalf of the provost who will review the matter to determine whether the allegations merit proceeding with formal charges, or should be addressed informally.

If, in the opinion of the associate vice president and University registrar, the complaint should be pursued formally, the student will receive written notice of the charges

and specifications, as well as information about a scheduled hearing. The associate vice president and University registrar may withdraw the charges any time prior to the hearing, if good cause exists to do so. The student's record is placed on hold while a disciplinary matter is pending. Requests for transcripts or other administrative actions will not be honored until the student's disciplinary procedure is completed.

STUDENT RIGHTS AND RESPONSIBILITIES

The student:

- Must notify the associate vice president and University registrar of the names of the student's advisor and any witnesses who will attend the hearing, at least three days before the hearing.
- Must submit a copy of any document that the student wishes to present into evidence to the associate vice president and University registrar 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 convene in Trenton, N.J. Students unable to travel to Trenton may attend the hearing telephonically, via conference call or video interface. A single audio recording of the hearing will be made by the University. Deliberations will not be recorded.

- The student may have an advisor present at the hearing, however, the student is responsible for presenting his/her information and, therefore, the advisor is not permitted to speak or participate directly in the hearing.
- The student will be allowed to review the investigation report (a copy to be provided prior to the hearing), listen to the investigating staff deliver the report and suggest questions for the Student Conduct Committee chair to ask.
- The student shall have the opportunity to present his/her version of what happened, submit supporting documentation and present witnesses.
- All records of the hearing will be kept in the custody of

the University. Records or recordings are the property of the University and may not be reproduced without the specific authorization of the president of Thomas Edison State University.

- Hearings are closed to the public and limited to the complainant, accused and advisor. Presentation of witnesses shall be subject to the committee's approval.
- The committee's determination shall be made on the preponderance of evidence standard, i.e., whether it is more likely than not that the accused student violated the code of conduct.
- All expenses incurred by the student will be borne by the student.

The Student Conduct Committee will review the report, listen to evidence and decide if a violation did or did not occur. If a violation is determined to have taken place, the committee will determine what disciplinary action, if any, to impose on the student. A written decision will be issued by the chair of the Student Conduct Committee to the provost. A copy of the decision will be sent to the student by certified and regular mail and serves as notice of the committee's decision and any sanctions to be imposed. With the exception of dismissal, the Student Conduct Committee may impose, on its own authority, all sanctions listed in this policy.

One or more of the following sanctions may be imposed:

- Written Warning – A written reprimand for violation of a specific nature, including a warning that continuation or repetition of prohibited conduct may be cause for additional disciplinary action.
- Exclusion/Removal from University Activity/Event – A student given this sanction may be barred from attending University sponsored activity and events for a specified period of time, not to exceed 180 days. These restrictions may be extended to participation in online events sponsored by the University.
- Suspension – A student may be suspended from the University for a specified period of time, not to exceed one year. The student while suspended shall not participate in any University sponsored activity and will be barred from University premises. At the discretion of the provost, a permanent transcript notation of the suspension may be made. Students suspended from the University are not entitled to refunds for tuition or fees associated with their interrupted enrollment.
- Dismissal from the University – Permanent separation of the student from the University. A permanent transcript notation is mandatory. Students dismissed from the University are not entitled to refunds for tuition or fees associated with their interrupted enrollment. As the most severe action of the institution, the committee may recommend dismissal to the provost. Dismissal may only be imposed by the provost either pursuant to the committee's recommendation or upon the authority of the provost. The provost will notify the student by certified and regular mail, if dismissal is imposed.

- Postponing or Withholding of a Degree - The University may withhold the award of a degree, otherwise earned, until completion of a disciplinary process set forth in any of its Codes of Conduct.
- Revocation of a Degree - An awarded degree may be revoked for fraud, misrepresentation or other violation of University standards.
- Interim Suspension - In extreme or emergency circumstances, any vice president of the University may immediately suspend a student from access to University premises, activities or electronic sites, pending a conduct hearing or disciplinary action. Such interim suspensions will be reported as soon as possible to all the members of the President's Council.

APPEAL PROCESS

The student shall have the opportunity to appeal any decision involving disciplinary action. Appeals of dismissals must be submitted directly to the Office of the President. All other appeals must be submitted in writing to the provost. All appeals must be filed within 15 business days after receipt of the disciplinary action. The appeal must specify the grounds on which it is being made. Allowable grounds for appeals are limited to the following:

- Evidence of procedural irregularity that affected the fairness of the hearing
- Evidence of significant mitigating circumstances or facts that could not have been presented to the investigating staff member or at the hearing
- Evidence of undue severity of sanction
- Evidence of bias on the part of the investigating staff member
- Evidence that the decision of the Student Conduct Committee is arbitrary, capricious or unreasonable, and that the charges are not supported by the evidence

A written decision will be issued and the student will receive a copy of the appeal decision by certified and regular mail. The appeal decision may require that the previously imposed sanctions be:

- Affirmed
- Suspended, set-aside or rejected
- Modified or adjusted as warranted by circumstance
- Remand for a new hearing

Upon notification, administrative offices throughout the University will take all requisite actions to record and implement the final decision of the University.

APPEALS AND WAIVERS

ACADEMIC APPEALS

Students may appeal an academic decision. Such appeals must be filed within 30 days of the date of the notification of that decision. All appeals must be submitted in writing to the dean of the School in which the student is enrolled.

ACADEMIC WAIVERS

Request for a waiver of a specific requirement and/or University policy must be submitted in writing to the dean of the School in which the student is enrolled.

ADMINISTRATIVE (NONACADEMIC) APPEALS AND WAIVERS

Students may appeal a decision from any office in the University regarding an administrative action, policy or procedure. Such an appeal must be submitted in writing to the Administrative Appeals Committee via mail (Thomas Edison State University - Administrative Appeals Committee, 111 W. State St., Trenton, NJ 08608), email at *AdminAppeals@tesu.edu* or fax at (609) 777-2957.

Supporting documentation not submitted with the appeal may otherwise be required by the committee. The Administrative Appeals Committee considers administrative matters involving financial relief, waivers, exceptions to policies and other special considerations of departmental decisions across all divisions of the University.

APPEALS RELATED TO DISABILITY ACCOMMODATIONS

A student must first make a written request to the ADA coordinator. If the request is denied, the student may then send a written appeal to the associate provost, Learning and Technology. The appeal must contain the student's full name, student ID number, address, daytime telephone number and email address (if applicable). The appeal must also include the circumstances surrounding the concern such as specific issue(s) and person(s) involved, specific date(s) of the concern and the proposed remedy a student is seeking. The appeal must be submitted within 14 days of receipt of the original denial.

STUDENT COMPLAINT POLICIES AND PROCEDURES

1. Thomas Edison State University's mission

The University' mission is to provide the highest level of service to its students, in an environment conducive to learning and academic excellence. The University also acknowledges the maturity, autonomy and dignity of its students. Consistent with its mission, the University has instituted various mechanisms to address student complaints. When registering concerns or complaints, University students must follow the appropriate procedures. If a student has any question about the applicable procedure to follow for a particular complaint, the student should contact the Office of the Associate Vice president and University Registrar at (609) 984-1141, ext. 1180, or registrar@tesu.edu.

2. Complaint Policies and Procedures

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

- A. Grade or Academic Credit Appeal. See Student Forms area of myEdison® or visit www.tesu.edu/studentforms.
- B. Academic Code of Conduct Policy.
See Page 116 or visit www.tesu.edu/academics/catalog/Academic-Code-of-Conduct.cfm.
- C. Nonacademic Code of Conduct Policy.
See Page 118 or visit www.tesu.edu/academics/catalog/Nonacademic-Code-of-Conduct.cfm.
- D. Policy Against Discrimination and Harassment.
See Page 123 or visit www.tesu.edu/academics/catalog/Policy-Against-Discrimination-and-Harassment.cfm.
- E. Disability Accommodations.
See Page 111 or visit www.tesu.edu/academics/catalog/students-with-disabilities.

3. Other Student-Related Complaints

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

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

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

satisfactorily. Complaints involving academic matters should be made to the dean of the relevant School. Other types of complaints should be made to the head of the appropriate University office. Informal complaints may be made by telephone or email. Appropriate University staff will review the matter presented by the student and determine whether any action is required. The student will be notified of the University's response within 20 days of the informal complaint. If the student is not satisfied with the decision and/or attempts at resolution, he/she may go on to make a formal complaint.

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

Receipt of the complaint will be acknowledged within 15 days. The appropriate University administrator will then review the matter. A final written determination, including any proposed resolution, will be sent to the student within 30 days of the receipt of the complaint. A complete record of formal complaints will be kept by the relevant University office. Records of the final outcome of all formal complaints will also be stored in a centralized database and the student's electronic file.

EQUAL OPPORTUNITY AND DIVERSITY

Thomas Edison State University is an Equal Opportunity institution. In the operation of its programs and activities (including admissions counseling and advisement), the University affords equal opportunity to qualified individuals regardless of race, color, religion, sex, gender, national origin, ethnic group, ancestry, gender identity or expression, affectional or sexual orientation, atypical hereditary or cellular blood trait, age, disability, marital/familial status, domestic partnership status or liability for military service. This is in accord with Title VI of the Civil Rights Act of 1964 (which prohibits discrimination on the basis of race, color and/or national origin), Title IX of the Education Amendments of 1972 (which prohibits sex discrimination), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (which prohibits discrimination against otherwise qualified people with disabilities) and other applicable laws and regulations.

Inquiries concerning accommodations for disability, pregnancy and parents of newborns should be directed to Thomas Edison State University, Center for Disability Services, Attn: ADA coordinator or by calling (609) 984-1141, ext. 3415, or by emailing ada@tesu.edu. Hearing-impaired individuals may call the TTY line at (609) 341-3109.

POLICY AGAINST DISCRIMINATION AND HARASSMENT

Thomas Edison State University is committed to maintaining an academic environment free from discrimination and harassment. The University prohibits sexual harassment and discrimination based on race, creed, color, national origin, ancestry, marital status, civil union status, domestic partnership status, sex, gender identity or expression, or affectional or sexual orientation, disability or nationality.

Hostile environment harassment based on any of these protected categories is also prohibited. Sexual harassment refers to unwelcome conduct based on a person's sex, including sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a condition of an individual's academic success.
2. Submission to or rejection of such conduct is used as the basis for academic decisions affecting an individual.
3. Such conduct interferes with an individual's academic performance or creates a hostile academic environment.

Any student who believes that he or she has been sexually harassed or discriminated against by a mentor or University staff member should file a complaint with the University's Title IX Coordinator and Equity/Diversity Officer Heather Brooks, hbrooks@tesu.edu. If a student believes that another student has harassed or discriminated against him or her, the student should file a complaint with the Office of the Registrar at (609) 984-1180, ext. 3090, or registrar@tesu.edu. Students are encouraged to make timely reports so that a satisfactory resolution is more likely.

If a student believes that the University is violating federal discrimination law or wishes to learn more about civil rights, a student may contact the U.S. Department of Education Office for Civil Rights at (800) 421-3481 or ocr@ed.gov

POLICY AGAINST HARASSMENT, INTIMIDATION AND BULLYING

Any of the following acts are prohibited and could lead to suspension or dismissal from the University:

If a student acts with the purpose to bully, intimidate and harass another person by:

- Making, or causing to be made, a communication or communications (including the use of electronic and/or social media) anonymously or at extremely inconvenient hours, or in offensively coarse language, or any other manner likely to cause annoyance or alarm; or
- Subjecting another to striking, kicking, shoving, or other offensive touching, or threatening to do so; or
- Engaging in any other course of alarming conduct or of repeatedly committed acts with purpose to alarm or

seriously annoy such other person, such that the behavior substantially disrupts or interferes with the orderly operation of the institution or the rights of other students to participate in or benefit from the education program.

This policy is in addition to the University's Policy Against Discrimination and Harassment. Issues arising from this policy will be investigated and adjudicated in accordance with the University's Nonacademic Code of Conduct.

DRUG ABUSE PREVENTION

POLICY ON THE UNLAWFUL POSSESSION, USE OR DISTRIBUTION OF ILLICIT DRUGS AND ALCOHOL BY STUDENTS.

I. Thomas Edison State University students are prohibited from engaging in the unlawful manufacture, distribution, dispensing, possession or use of a drug in the University.

- A. A drug means a controlled dangerous substance, analog or immediate precursor as listed in Schedules I through V in the New Jersey Controlled Dangerous Substances Act, N.J.S.A. 24:21-1, et seq., and as modified in any regulation issued by the commissioner of the Department of Health. It also includes controlled substances in schedules I through V of Section 202 of the Federal Controlled Substance Act (21 U.S.C. 812). The term shall not include tobacco or tobacco products or distilled spirits, wine or malt beverages as they are defined or used in N.J.S.A. 33:1 et seq.
- B. "Student" means all Thomas Edison State University students who are enrolled in degree programs or certificate programs.
- C. "University" means the physical area of operation of Thomas Edison State University, including buildings, grounds and parking facilities controlled by the University. It includes any field location or site at which a student is engaged, or authorized to engage, in academic work activity and includes any travel between such sites.

II. Sanctions

- A. Any student who is found to be involved in the unlawful manufacture, distribution or dispensation of a drug in the University may face disciplinary sanctions (consistent with local, state and federal law) up to and including termination of the status and referral to the appropriate legal authorities for prosecution.
- B. Conviction (see definition 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 Center for Disability Services at (609) 984-1141, ext. 3445.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

Thomas Edison State University adheres to the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, known as the Buckley Amendment. FERPA affords eligible students certain rights with respect to their education records. Thomas Edison State University makes public announcement of FERPA in its University catalogs.

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Thomas Edison State University receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar, the registrar will advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write to the registrar, clearly 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.

POLICY ON STUDENT IDENTITY VERIFICATION

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, Thomas Edison State University policy requires all students engaging in courses to verify their identity no later than 30 days after their first course registration with the University. For the purposes of this policy, "student" is defined as a person enrolling in a course with the University.

Thomas Edison State University will use one or more of the following methods for verification:

1. A secure login with user name and password
2. Proctored examinations
3. New or emerging technologies and practices that are effective in verifying student identification

Students must verify their identity to be permitted to progress in their course enrollment. In addition to the initial identity verification, students are required to comply with each identity verification prompt within a course in which they are enrolled. Refusal to do so may result in the student being removed from enrollment with the University and/or courses.

Procedure for Identity Verification in Academic Activity

The requirement to verify identity will be included in each Moodle course space. Identity verification in academic activity occurs in one or more of the following ways:

1. A secure login with user name and password
2. Proctored examinations
3. Biometric data match

Each academic activity will have a minimum of three verification instances.

Procedure for Identity Authentication Upon Request of University Staff or Outside of Academic Activity

Upon notification of the requirement or staff request, students are required to verify their identity within 14 business days. The University may withhold services or documents until verification is completed in accordance with the policy and procedures.

POLICY ON GRADING

COURSES

The outcome of active, current learning experiences assessed by the University will be graded based upon the scale below. This policy applies to graded course credits earned through the University.

ACADEMIC STANDING: GRADUATE GRADING SYSTEM

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
C	2.0	73-82
F	0	Below 73
I	Incomplete (temporary grade)	
IF	0	Below 73
CR*	N/A	None
ZF	0	

*Nongraded credit assessed at the B level and above will be counted toward graduate degree requirements in accordance with University and appropriate School policies.

POLICY ON ZF GRADE

ZF grade may be assigned to a student who has been found to have violated an Academic Integrity policy in a course. The grade represents a failure due to the violation and as such will be included in the student's grade point average even if the student repeats the course. The grade remains part of the student's permanent transcript.

Students who have committed an academic integrity violation that has resulted in a grade of ZF, suspension or dismissal from the University are not eligible for any academic awards or honors.

CREDIT WITHOUT A LETTER GRADE

Thomas Edison State University will transcript credit (CR) without a letter grade for the following: prior learning assessment (PLA); e-Pack®; self directed (SD); all testing programs (including TECEP®); business, industry and

corporate training programs evaluated and recommended for credit by the American Council on Education (ACE) or National CCRS; military training programs evaluated and recommended for credit by the American Council on Education (ACE); licenses, special programs and registries evaluated and recommended for credit by Thomas Edison State University; and credits from foreign universities.

Credits earned are automatically applied to Thomas Edison State University degree programs for enrolled students, but are not calculated into the GPA.

POLICY ON GRADE POINT AVERAGE

Term and cumulative grade-point averages (GPA) are included on Thomas Edison State University transcripts, which are based on graded credits attempted through Thomas Edison State University coursework. Only grades that reflect attempted graded credits (A, A-, B+, B, F and IF) are used to calculate the official Thomas Edison State University GPA and are recorded on the transcript. The only F and IF grades that are printed on the transcript and included in the GPA calculation are those awarded for TESU courses that started on or after the July 2011 term. TESU courses with grades of W are recorded on the transcript, but will not be calculated into the GPA.

TESU courses with a grade of NC are not recorded on the transcript and are not calculated into the GPA. Thomas Edison State University credit earning options in which students receive grades of CR, such as TECEP®, prior learning assessment, Practicum courses and e-Packs®, will not be calculated into the GPA, but will appear on the transcript.

Thomas Edison State University restarts the GPA calculation based on academic level only and does not restart the calculation at graduation. As such, there is no direct correlation between the GPA and graduation, except that in order to graduate, all students must meet the GPA standards set by the University as well as any individual standards set by the academic school that offers the degree the graduate earns.

POLICY ON C GRADES

A grade of B is considered the minimal appropriate grade for graduate course work. However, a maximum of two courses with a grade of C may be applied toward a master's degree as long as the student's grade-point average is 3.0 or greater.

Only one course with a grade of C may be applied toward a doctoral degree as long as the student's grade-point average is 3.0 or better.

Exception: No C grades will be applied toward any graduate degree in the W. Cary Edwards School of Nursing.

Graduate students are required to maintain an overall minimum average of B in their Thomas Edison State University courses in order to graduate.

Students must also meet any minimum required GPA standards established by their School to graduate from Thomas Edison State University.

GRADUATE PROBATION

Students whose cumulative graduate grade-point average (GPA) fall below a 3.0 will be placed on academic probation.

Students on probation may not be registered for more than 6 credits in any one semester (including extensions).

Students whose GPA fall below a 3.0 in the semester prior to the completion of their program will be required to take additional courses to raise their GPA to 3.0 or above to meet the minimum graduation requirements.

The GPA must be restored to a 3.0 or above during the next 9 credits or be dismissed from the graduate program. Students have a maximum of one year to raise their GPA to 3.0 or greater.

RESIDENCY REQUIREMENTS

RESIDENCY FOR TUITION AND ENROLLMENT PURPOSES

Thomas Edison State University will determine residency pursuant to New Jersey Administrative Code 9A:5-1.1-1.2. The code requires that students be domiciled in the state of New Jersey for a period of 12 months prior to enrollment in a public institution of higher education in order to be eligible for in-state tuition. United States military personnel and their dependents, who are attending public institutions of higher education in New Jersey, shall be regarded as residents of the state of New Jersey for the purpose of determining tuition (N.J.S.A. 18A:62-4.1).

The Office of the Registrar is the University's principal authority on residency determination for tuition purposes. Following the registrar's guidance, initial residency assessment will be determined by the Office of Admissions and Enrollment Services. The permanent address of the student in effect at the time the student applies for admission will be used to determine residency for tuition purposes. The initial determination will be communicated to the student and used for all tuition and fee assessments until a subsequent change of residency has been approved in accordance with prescribed procedures.

All requests for a change in residency status will be forwarded to the Office of the Registrar. Students who are classified as nonresidents may petition for in-state residency to the Office of the Registrar. The application for state residency status for tuition purposes determination may be obtained on the University website under student forms at www.tesu.edu/studentforms. Please return completed application and documentation to the Office of the Registrar, 111 W. State St., Trenton, NJ 08608.

Students submitting change of address forms (or taking other administrative actions) that indicates their state of residency has changed will be contacted by the University and asked to verify their continued eligibility for in-state tuition. Such verification may require them submit a completed petition/questionnaire and the submission of supporting documentation.

To determine whether a person is a New Jersey domiciliary, the primary evidence is a New Jersey Resident Income Tax Return or in the case of a dependent student, a copy of his/her parent(s), legal guardian's/spouse's New Jersey Resident Income Tax Return. Supplementary evidence may include current voter registration card, New Jersey driver's license and New Jersey motor vehicle registration.

GRADUATION

In order to apply for graduation, students must be within their enrollment year. When all degree requirements have been satisfied, students are required to apply for graduation by submitting the Request for Graduation in Online Student Services. A student does not automatically become a candidate for a degree.

To be considered for graduation, all academic requirements and financial obligations must have been met by the first day of the month two months prior to the graduation date. The official graduation months are March, June, September and December. Once the application and fee have been received and the Office of the Registrar has certified that all degree requirements and financial obligations have been met, the Office of the Registrar notifies the graduate and degree-seeking candidates' names are presented to the Thomas Edison State University Board of Trustees for formal approval. Upon approval by the Board of Trustees, graduates receive written confirmation from the Office of the Registrar that the degree was conferred. Diplomas are ordered for each individual graduate and are mailed to graduates within two weeks of the graduation date. The degree awards will not appear on the transcript until after the official date of graduation. Any transcript released by the University before the date of graduation cannot be used as proof of degree conferral.

PROCEDURES AND APPEAL GUIDELINES REVIEW PROCEDURES

Graduate students who disagree with any portion of their transfer credit evaluation should submit a written request for review to the registrar by mail to Office of the Registrar, Thomas Edison State University, 111 W. State St. Trenton, NJ 08608 or by email to registrar@tesu.edu.

Students have 30 calendar days from receipt of the academic evaluation to file an appeal. The request for review should include the following information:

- > Student's full name
- > Thomas Edison State University ID number
- > Mailing address and phone number
- > Email address
- > Detailed narrative to include supporting rationale and reason for appeal

- Documentation that supports the request. This could include course descriptions, course syllabus, course objectives, learning outcomes, transcripts or other relevant information

Thomas Edison State University's Office of the Registrar will conduct a review of the credit evaluation and respond to the student in writing with a decision.

FORMAL APPEALS

Graduate students not satisfied with the Office of the Registrar's determination or who believe that the decision is not consistent with the Statewide Transfer and Articulation Agreement may appeal in writing to the associate vice president for Academic Affairs within 30 calendar days of receipt of the decision of the Office of the Registrar. The appeal should contain the same information required for the registrar's review (see above) along with any additional explanations or arguments the student wishes to have considered. The associate vice president will consider the appeal within 30 calendar days of receipt. In the deliberations, the associate vice president may consult with subject matter experts or other members of the provost's staff. She or he may affirm, reject, modify or adjust the transfer credit evaluation as deemed appropriate and will inform the student, in writing, of the University's decision. The decision of the provost's office is final and may not be appealed within the institution.

EVALUATION OF TRANSCRIPTS AND CREDENTIALS

After students apply, the University will evaluate all official documents and notify applicants of the credits accepted by the University. All grades transferred will remain in the record and will appear once a Thomas Edison State University transcript is created upon enrollment. No courses/grades can be removed from the record once sent to TESU for evaluation. Applicants will receive an Academic Evaluation showing how accepted credits will apply toward their degree and what credits are needed to complete the degree program. If there is any doubt as to the content of a particular course, applicants will be asked to submit additional information such as a course syllabus or outline.

THOMAS EDISON STATE UNIVERSITY TRANSCRIPTS

All credits evaluated by the University will appear on the transcript. No courses/grades can be removed from the record once sent to TESU for evaluation.

Transcripts are provided to students who are enrolled students, graduates or were a previously enrolled student. Applicants are not entitled to a Thomas Edison State University transcript, except for courses they have taken with the University as a nonmatriculated student. Transfer credits will be identified by department code, course number, course title and credits.

PROCEDURE FOR HAVING OFFICIAL DOCUMENTATION SUBMITTED

Official documents include transcripts from regionally accredited or candidate for accreditation institutions, military or corporate training reviewed for college credit by the American Council on Education (ACE) or National College Credit Recommendation Service (CCRS), licenses/certificates or courses reviewed by Thomas Edison State University and listed in the Thomas Edison State University catalogs, standardized tests and examinations.

Documents not included above should be retained by a student until after enrollment for possible submission if prior learning assessment (PLA) is attempted.

1. Transcripts from all regionally accredited colleges that were attended must be sent by the college attended directly to the Office of the Registrar at Thomas Edison State University. When requesting a transcript, students should provide their former college with: maiden name or former name, college ID number at that institution, Social Security number, date of birth, years in attendance and address of Thomas Edison State University.
2. With the exception of official transcripts, all other military documents (i.e. licenses and/or certificates) should be photocopied, certified by a notary public to be a true copy and mailed by the student to:

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

Military personnel in the Army, Army National Guard, Army Reserves, Navy, Coast Guard and Marines should submit a Joint Service Transcript (<https://jst.doded.mil/official.html>).

3. Training programs reviewed and recommended for credit by the American Council on Education's (ACE) College Credit Recommendation Service must be submitted on an ACE Registry transcript. To have an ACE transcript sent to the University, call (866) 205-6267 or email credit@ace.nche.edu.
4. Official transcripts for any completed college-level examinations must be mailed to the Office of the Registrar by the organization responsible for the tests.
5. 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.

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

Academic Credentials Evaluation Institute, Inc.
www.acei1.com

Center for Applied Research, Evaluations
& Education, Inc.
www.iescaree.com

Educational Credential Evaluators, Inc. (ECE)
www.ece.org

World Educational Services, Inc. (WES)
www.wes.org

SDR Educational Consultants
www.sdreducational.org

SpanTran Evaluation Services
www.spantran.com

Transcript Research
www.transcriptresearch.com

All costs associated with the international credit evaluation are the responsibility of the student. The University reserves the right to make its own determination on the amount and type of credit to be awarded based on the evaluations provided by these agencies. Students may select one of the evaluations prepared on their behalf by one of the agencies identified above. There will be no mixing and matching of evaluations. Only courses with a grade of B or better, or "Pass" for pass/fail courses will be accepted in transfer.

- Students who have other licenses/certificates should submit photocopies, certified by a notary public to be true copies, to the Office of the Registrar. In certain circumstances Thomas Edison State University will accept the certification of a commissioned officer in the United States armed forces in lieu of a notary public's signature. See www.tesu.edu for specific instructions on how to submit documents certified by a commissioned officer.

ACADEMIC AND FINANCIAL STANDING, CATALOG CURRENCY AND INDIVIDUAL LEARNING ACCOUNT

CERTIFICATION OF GOOD ACADEMIC AND FINANCIAL STANDING

For letters of good standing, a student must be in good academic and financial standing. Students must be actively enrolled to receive a letter of good standing. Written requests should be addressed to the Office of the Registrar.

Written requests for letters of recommendation for admission to graduate schools should be addressed to the dean of the School in which the student is enrolled. For certifications relative to financial aid/loans, written requests should be made to the director of the Office of Financial Aid.

CATALOG CURRENCY

Students must use the Thomas Edison State University *Graduate Catalog* that is in effect on the date of enrollment to determine graduation requirements. However, if students change their degree program or allow their enrollment to lapse for more than one year; necessary graduation requirements will be required as listed in the *Graduate Catalog* in effect at the time the official change or re-enrollment is recorded in the Office of the Registrar.

INDIVIDUAL LEARNING ACCOUNT

Individual Learning Account is available to individuals who wish to document college-level military experience, licenses, college proficiency examinations and college-level corporate training programs. To apply for an Individual Learning Account, complete a Nondegree Services Application, which may be accessed at www.tesu.edu/studentforms.

The Individual Learning Account application fee entitles students to transcription services for one year. Students are advised that credits transcribed under the Individual Learning Account program may or may not apply to a degree program at Thomas Edison State University or another college. It is the student's responsibility to ensure that a receiving institution's academic policy will allow transfer of each credit. Credit will not be transcribed in cases of obvious or apparent duplication or for courses deemed to be developmental. Individual Learning Account students who later decide to enroll at Thomas Edison State University should file an application for admission and submit the appropriate fees. At that time all credits will be reviewed for acceptance in the degree and the student will be informed as to which credits are appropriate for the specific degree. Individual Learning Account is not available for foreign credentials nor is credit given for courses taught.

STUDENT RECORDS

Students can only make changes to their permanent records during the period of active enrollment.

KEEPING RECORDS CURRENT

A student's demographic information should be kept current at all times. Such information can only be changed on the written request of the student or by the student themselves. Students are responsible for updating their information on Online Student Services or by notifying the Office of the Registrar of changes in the following: name, address (including county), employment, email address, telephone and/or degree.

GRADUATE TUITION AND FEE DESCRIPTIONS

There is no annual fee required. Students register and pay for course tuition on a per-credit basis and are enrolled in the University based on the course registration activity.

CATALOG YEAR EXTENSION AND READMISSION

CATALOG YEAR EXTENSION

If it is necessary for an enrolled student to “stop out” at the end of his/her enrollment year, it is to the student's advantage to request an official Catalog Year Extension from the University. A student may request a Catalog Year Extension from the University for a one-year period by filling out the Catalog Year Extension Form and returning it to the Office of Student Financial Accounts with the processing fee. The request may also be made in writing if the student does not have the form. It is to a student's advantage to wait until the enrollment fee is ready to expire before requesting a Catalog Year Extension.

Requesting a Catalog Year Extension does not entitle a student to a refund, nor does it freeze a student's year of service. The Catalog Year Extension should be requested if the student does not plan, for any reason, to continue their enrollment. Taking time off from a degree program does NOT automatically withdraw the student from his/her course enrollments. Students who are currently enrolled in Thomas Edison State University courses, TECEP® examinations or portfolios, must continue to work on them and adhere to all deadlines. Students who are unable to continue with their courses, TECEP® examinations or portfolios, must withdraw from them in accordance with the instructions given in course materials in addition to filing for a Catalog Year Extension. A student who requests a Catalog Year Extension may, within one year, become active by notifying the Office of Student Financial Accounts, registering for a course and completing the degree requirements for the year of his/her enrollment. Students may request up to three Catalog Year Extensions in a row.

RETURNING FROM TAKING TIME OFF

A student who requests a Catalog Year Extension may, within one year, return to enrolled student status by submitting the Return from Time Off Form.

READMISSION

Applicants who do not enroll by paying tuition during the 12-month period from the date of application must reapply by paying the Application Fee again and resubmitting all documents.

READMISSION OF THOMAS EDISON STATE UNIVERSITY GRADUATES

Graduates of the University who return for a second degree must fill out an application for admission and receive a waiver of the Application Fee.

DEGREE REQUIREMENTS FOR RETURNING STUDENTS

Enrolled students who officially request a Catalog Year Extension from the University and re-enroll within the approved period may complete the degree requirements that were in effect at the time of their initial enrollment if they continue in the same degree. This does not apply to nursing students. If they re-enroll in a different degree, they will be required to complete the degree requirements in effect at the time of re-enrollment. Enrolled students who do not officially request a Catalog Year Extension from the University and are

inactive for one year, and reapply, will be required to complete the degree requirements in accordance with academic policies in effect at the time of re-enrollment.

AWARD OF DEGREES

ENROLLMENT IN A FIRST BACCALAUREATE DEGREE AFTER EARNING A GRADUATE DEGREE

If a student has earned a graduate or a professional degree from a regionally accredited institution, but has not earned a baccalaureate degree from a regionally accredited institution, the student must:

- Complete a minimum of 24 credits in the area of study and/or core of the baccalaureate degree. These credits must be earned after the date the most recent degree, regardless of academic level, was conferred.
- Complete all the general education requirements required for the baccalaureate degree.
- Complete all other baccalaureate degree requirements as listed in the current Thomas Edison State University *Undergraduate Catalog*.

SECOND AND SUBSEQUENT MASTER'S DEGREE

Students who have been awarded a master's degree from a regionally accredited institution and wish to earn an additional master's degree must:

- Complete an additional number of credits equivalent to two-thirds of the total number of credits required for the additional master's degree (24 credits in a 36 credit degree, 28 credits in a 42 credit program, etc.) These credits must be earned after the date the most recent degree, regardless of academic level, was conferred.
- Adhere to any additional degree and transfer credit policies required by the School in which their degree is to be earned.
- Graduate credits earned previously are transferable and applicable to a TESU graduate degree at the discretion of the dean of the School in which the student is enrolled.

TUITION WAIVER

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

CREDIT HOUR POLICY

At Thomas Edison State University, a semester hour credit represents the amount of work typically needed for a student to achieve mastery of intended learning outcomes that have been established at the appropriate level and rigor for college-level work. Evidence of this mastery corresponds to minimum standards for the grade received.

Courses offered by TESU are designed with the expectation that students will need to spend approximately four hours on course-related work per credit per week. As such, for a

3-credit, 12-week course, students should expect to spend up to 144 hours (12 weeks x 4 hours x 3 credits or 8 weeks x 6 hours x 3 credits) on course-related work. Credit awarded for prior learning or other nontraditional methods is based on mastery of the same learning outcomes as are found in TESU courses. This meets or exceeds the applicable federal, state and regional standards.

SUBMISSION OF FRAUDULENT DOCUMENTS POLICY

The submission of documents such as transcripts, diplomas, test scores, references or applications, that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited by Thomas Edison State University.

All documents submitted to the University, in support of applications for admission, academic evaluations or required administrative processing must be true, accurate and complete. Supporting documents must not make misrepresentations, omit relevant information or be altered from the original.

Any documents submitted under false pretenses, forged or misrepresented (in whole or part) shall subject the individuals involved to sanctions by the University. Specifically, Thomas Edison State University reserves the right to withdraw offers of admission, place a temporary or permanent ban on applying for future admission, prohibit registration, rescind degrees, and suspend or expel students who present fraudulent documents. Such actions may also result in a forfeiture of academic credit earned while enrolled under false pretenses. Dismissal for misconduct does not abrogate a student's financial responsibility to the University, the federal government or private loan providers. Students remain liable for all relevant tuition and fees and the payment of their debts.

It is illegal for any person to falsely represent themselves as having received a degree (N.J.S.A. 18A:3-15.2). Such a violation is punishable by a monetary penalty per offense. Moreover, forgery of a document is a criminal offense that can be prosecuted under criminal law (N.J.S.A. 2C:21-1). The University reserves the right to file criminal charges against any individual who submits fraudulent documents in accordance with the laws of the state of New Jersey and/or appropriate U. S. federal statute.

GRADUATE COURSE EXTENSIONS

Graduate students enrolled in a graduate degree may apply for one, eight-week extension to complete the course on condition that the mentor in the graduate course certify that the student has made satisfactory progress and has completed at least 50 percent of the course work. The graduate mentor is required to complete the prescribed course extension form, and the student must pay the prescribed course extension fee before the extension will be considered. Second extensions will not be allowed, except in extraordinary circumstances, subject to the dean's approval.

The Office of the Registrar will process the request and notify the student of their new course ending date. With the exception of extensions related to military deployments, all students must pay for the extension. This requirement applies even in cases of medical illness or financial hardship. In cases involving military deployments, documentation presented must show deployment dates relevant to the specific course.

A percentage of the student's final grade in an online course is based on his/her participation in online discussions and, perhaps, in group activities involving other members of the class. These asynchronous "conversations" and collaborative assignments will not continue after the scheduled end of the original term. If a student is on extension, he/she must call the Office of Test Administration at (609) 984-1181 two weeks prior to the desired test date or at least two weeks prior to the extension end date to ensure that examinations are sent to the proctor when the student is ready to take them.

NURSING STUDENT POLICIES

The policies stated here apply to students enrolling in the RN-BSN/MSN and MSN degree program with degree requirements effective July 1, 2017.

RN-BSN/MSN applicants to the W. Cary Edwards School of Nursing may pursue the BSN degree only, or both the BSN degree and the MSN degree by selecting the BSN/MSN option on the online application. For students enrolled in the BSN/MSN, the 12 graduate nursing credits included in BSN degree requirements may be applied to MSN degree requirements. A grade of B or higher must be earned in graduate nursing courses completed during the BSN program to be applied to the MSN degree requirements. The student will continue on to complete remaining MSN degree requirements upon BSN degree completion without additional admission requirements. The undergraduate nursing per credit tuition charge will pertain to the required graduate nursing courses while the student is enrolled in the BSN degree. RNs with a BSN degree may apply for the MSN degree.

ADMISSIONS

- > Admission to all RN-BSN/MSN programs offered by the W. Cary Edwards School of Nursing is rolling.
- > All RN-BSN/MSN applicants to the W. Cary Edwards School of Nursing must possess a current and valid RN license - without restrictions, recognized in the United States.
- > Full admission to the RN-BSN and RN-BSN/MSN programs requires that the applicant must be a graduate of an RN diploma program of nursing, or a regionally accredited college or university in the United States or recognized foreign institution with an associate degree in nursing. A current and valid RN license, recognized in the United States, must be submitted for full admission to the program.

ADMISSIONS PROCESS

All RN-BSN/MSN applicants to the W. Cary Edwards School of Nursing must:

- > Submit the completed online application with fee, which is nonrefundable, including documentation of current RN licensure. Applicants licensed in a state that does not have online verification must submit a notarized copy of their current license - without restrictions, valid in the United States, to the Office of Admissions.
- > Have official transcripts for all college-level credit and examination score reports sent to the University's Office of the Registrar (undergraduate students).
- > Submit official transcripts from the school of nursing awarding the diploma (if a graduate of an RN diploma school of nursing, including foreign diploma schools of nursing).
- > Follow University procedure for evaluation of credit if a graduate of a foreign collegiate program of nursing.
- > Have the ability to send and receive email, including attachments.
- > Have computer capability compatible with the technology specified for the Thomas Edison State University's online courses, access to PowerPoint software and, for selected MSN courses, access to Excel software, a microphone and a webcam.

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

- > Possess a current RN license - without restrictions, valid in the United States.
- > Follow the graduate application and admission process outlined under instructions for Graduate Applicants at www.tesu.edu/apply.

All applicants to the MSN degree program and the certificate programs must have official transcripts from all college-level credits, including BSN degree and MSN degree (if applicable) transcripts, sent to the Office of Admissions.

All nursing students are advised to upgrade to:

Minimum System Requirements for Windows and Mac:

- > Screen resolution of at least 800 x 600 pixels
- > Speakers or headphones for audio playback
- > Optical Drive¹
- > Stable internet connection²
- > A current and up-to-date browser, such as Microsoft Internet Explorer, Safari, Google Chrome or Mozilla Firefox
- > PDF Viewing Software (Adobe Acrobat, Foxit Reader, SumatraPDF, Cute PDF, etc.)
- > Windows XP or above; Mac Leopard 10.5 or above³

Preferred System Requirements for Windows and Mac:

- > Screen resolution of 1024 x 768 pixels or greater
- > Speakers or headphones for audio playback

- > Webcam
- > Optical Drive⁴
- > Broadband internet connection of 1 mbs or greater
- > A current and up-to-date browser, such as Microsoft Internet Explorer, Safari, Google Chrome or Mozilla Firefox
- > PDF Viewing Software (Adobe Acrobat, Foxit Reader, SumatraPDF, Cute PDF, etc.)
- > Windows 7 or above; Mac Snow Leopard 10.6 or above⁵

1 For certain third-party supplemental course resources

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

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

4 For certain third-party supplemental course resources

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

ENROLLMENT

- > Nursing students are considered "enrolled" when they have been accepted into the nursing program and have registered for and begun their first course. The date of enrollment is defined as the 10th day of class for the first semester they start taking courses as a matriculated student. This status may change if the student becomes inactive or takes a leave of absence.
- > Acceptance in the MSN degree program for students selecting the BSNM option on application will be in effect following certification for graduation from the BSN degree.
- > Program materials will be provided and all students will be given access to advisement services on acceptance.
- > An Academic Evaluation will be provided online for students accepted into the nursing program.
- > Enrollment will remain in effect as long as students earn a minimum of 3 credits at the University that apply to their degree or certificate program in each 12-month period.
- > Nonmatriculated students must obtain permission from the School prior to enrolling in MSN nursing courses.

RE-ENROLLMENT

> Students returning to the BSN or MSN degree programs or the graduate nursing certificate programs from Catalog Year Extension status must submit a completed Re-Enrollment from Leave of Absence Form with fee. Inactive students will need to complete and submit the online application found at www.tesu.edu/apply. If a student's state does not have an online license verification process, the student must resubmit a notarized copy of his/her license to Thomas Edison State University, Office of Admissions, 111 W. State St., Trenton, NJ 08608. In order for the re-enrollment to be processed, the University must validate the student's license.

NOTE: Re-enrollment may place student into the newest curriculum, which may affect course requirements. Please contact a nursing advisor to re-enroll.

GRADING SCALE

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

A	93-100
A-	90-92
B+	88-89
B	83-87
C	73-82
F	Below 73
I	Incomplete
(Temporary Grade)	
IF	Below 73
ZF	0

DEGREE/CERTIFICATE PROGRAM REQUIREMENTS

- > Students may complete selected degree requirements by course, exam or prior learning assessment (PLA).
- > Rewriting or resubmission of assignments is not permitted.
- > No assignments may be submitted after the last day of the course without an approved extension.
- > Extensions must be approved by the mentor and submitted by the student to the Office of the Registrar prior to the last day of the course. Extension requires 50 percent of course work to be completed.
- > Three discussion posts on three different days is the minimum required for participation in each discussion forum.
- > Credits taken elsewhere or by any method other than by Thomas Edison State University online nursing course must be approved by the academic advisor for nursing prior to earning the credit to determine that the credit will meet program requirements.
- > Students enrolled in the BSN degree program will be governed by academic policies for graduate nursing courses while enrolled in the graduate nursing courses required for the BSN degree.

GRADUATION

- > All students in the W. Cary Edwards School of Nursing degree programs will submit the Request for Graduation Form with fee according to University guidelines.
- > All students in the W. Cary Edwards School of Nursing degree programs must have completed all degree requirements, have achieved the established GPA and have satisfied all financial obligations to be eligible for graduation.

APPEALS

All students in the W. Cary Edwards School of Nursing will follow University policies on academic appeals as outlined in this *Catalog*. Appeals are to be submitted only after a course ends.

UPDATED CREDENTIALS FOR SELECTED COURSES

- > Evidence of current malpractice insurance and a current and valid RN license, without restrictions, is required at the time the student registers for the Practicum courses in the MSN degree and graduate nursing certificate programs.
- > Students must be in compliance with state and institutional requirements for health, criminal background checks and/or child abuse background check prior to registering for the Practicums in the MSN degree and the graduate nursing certificate programs. Students will be required to provide health information to a vendor selected by the W. Cary Edwards School of Nursing. Students will be required to have a criminal background check and child abuse clearance 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 checks of any healthcare facility used by students for the independent Practicums required as part of their program requirements.

FORMAL COMPLAINTS

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

THOMAS EDISON STATE UNIVERSITY STUDENT COMPLAINT POLICIES AND PROCEDURES

Thomas Edison State University's mission is to provide the highest level of service to its students, in an environment conducive to learning and academic excellence. The University also acknowledges the maturity, autonomy and dignity of its students. Consistent with its mission, the University has instituted various mechanisms to address student complaints. When registering concerns or complaints, University students must follow the appropriate procedures. If a student has any question about the applicable procedure to follow for a particular complaint, the student should contact the Office of the Associate Vice President and University Registrar and at (609) 984-1141, ext. 1180, or registrar@tesu.edu.

COMPLAINT POLICIES AND PROCEDURES

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

Grade or Academic Credit Appeal

See Student Forms area of myEdison® or visit www.tesu.edu/studentforms

Academic Code of Conduct Policy

See this *Catalog* Page 114.

Nonacademic Code of Conduct Policy

See this *Catalog* Page 116.

Policy Against Discrimination and Harassment

See this *Catalog* Page 121.

Disability Accommodations

See this *Catalog* Page 109.

The University catalogs can be found online at www.tesu.edu/academics/catalog

Other Student-Related Complaints

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

> Informal Resolution

Students are encouraged to speak directly with the mentor or staff member most concerned with or responsible for the situation that is the cause of the complaint.

If this communication does not lead to a resolution, or such a discussion is not deemed appropriate, the student may register an informal complaint or file a formal written complaint.

> Informal Complaint

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

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

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

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

> Formal Complaint

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

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

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

DOCTOR OF NURSING PRACTICE (DNP) CRITERIA FOR ADMISSION, TRANSFER AND GRADUATION

ADMISSION CRITERIA

> MSN degree from a regionally accredited higher education institution and a nationally accredited school of nursing (CCNE, CNEA or ACEN) or BSN degree from a nationally accredited school of nursing and master's degree in a related discipline from a regionally accredited higher education institution

> Cumulative GPA of 3.0 or higher in the master's program

> 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 résumé

> Relevant professional work experience (two years recommended)

> Current valid unrestricted registered nurse license in the United States in the state where the DNP project will be completed

> An active unencumbered RN license in the state in which the Practicum will be completed is required

> Documented verification of post-baccalaureate supervised clinical hours completed*

CRITERIA FOR ACCEPTANCE OF TRANSFER COURSES

> A maximum of 9 doctoral-level credit hours (from another doctoral program outside TESU) may be transferred into the DNP program. Courses must be equivalent in content and credits to courses in the DNP program at TESU.

> A minimum of 27 DNP-level credit hours must be completed at TESU in the DNP program to earn the DNP degree from TESU.

> Courses transferred into the DNP program must have been completed at a regionally accredited higher education institution and a nationally accredited school of nursing (CCNE, CNEA, or ACEN).

> Courses transferred into the DNP program must have been completed at an equivalent accredited international institution of higher education and an equivalent accredited international school of nursing, if credits were earned outside the United States.

> The student must have earned a grade of B or higher for a course to be accepted as a transfer course into the DNP program.

› Courses transferred into the DNP program must have been completed within five years of enrollment in the DNP program at TESU.

PROGRESSION CRITERIA

› Students admitted to the DNP program progress through the DNP curriculum with the cohort to which they were admitted.

› DNP students who earn a grade lower than B in a DNP course, who withdraw from a DNP course or who fail to enroll for a semester, will be assessed on an individual basis for their ability to remain in the DNP program.

GRADUATION CRITERIA

› DNP students must earn a cumulative GPA of 3.0 or higher and be in good standing at TESU to be certified for graduation.

** A minimum of 1,000 post-baccalaureate supervised clinical hours must be completed for the DNP degree; a minimum of 500 supervised clinical hours must be completed during the DNP program at TESU.*

INTERNATIONAL STUDENT POLICIES

AMERICAN-EARNED CREDITS

International students with college-level learning assessed from another country must comply with all conditions that apply to local students.

ELIGIBILITY

Foreign citizens interested in becoming students will be eligible for enrollment if they have, at a minimum, scored 500 on the paper examination, 213 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 and Enrollment Services at Thomas Edison State University by the Educational Testing Service (ETS). For information on TOEFL, visit www.ets.org/toefl or write to:

TOEFL
Box 2877
Princeton, NJ 08541-2877, USA

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, which have signed the 1961 Hague Convention Abolishing the Requirement of Legalization for Foreign Public Documents.

Thomas Edison State University will honor requests for Apostille certifications. Upon your written request, the University will provide the required documents for you to send to the State of New Jersey Department of the Treasury, Division of Revenue and Enterprise Services to complete the apostille certification process.

To begin the process, please send signed written requests for an apostille to:

Attn: Apostille Request
Office of the Registrar
Thomas Edison State University
111 W. State Street
Trenton, NJ 08608

Requests must include the following:

- › The student's contact information (including name, mailing address, telephone number and email address)
- › The document being requested – official transcript \$15.00 fee, duplicate diploma \$35.00 fee, letter certifying graduation – no fee
- › An international money order or personal check (drawn from a United States bank) payable to “Thomas Edison State University” for the amount of the requested document
- › A self-addressed return envelope so that the documents may be returned directly to the student once they have been processed by Thomas Edison State University

The student will then need to submit all required documents and fees to the State of New Jersey Department of the Treasury, Division of Revenue and Enterprise Services. Please click [here](#) to be redirected to the State of New Jersey website for more information about what is required by the state of New Jersey to process the apostille request.

INTERNATIONAL CREDIT POLICY FOR 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 COURSES 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.

An enrolled student may transfer a maximum of 90 credits from international institutions.

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

Center for Applied Research, Evaluations & Education, Inc.
www.iescaree.com

Educational Credential Evaluators, Inc. (ECE)
www.ece.org

World Educational Services, Inc. (WES)
www.wes.org

SDR Educational Consultants
www.sdreducational.org

SpanTran Evaluation Services
www.spantran.com

Transcript Research
www.transcriptresearch.com

All costs associated with the international credit evaluation are the responsibility of the student. The University reserves the right to make its own determination on the amount and type of credit to be awarded based on the evaluations provide 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, international students select a course or courses and pay the per-credit 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 participate in the Student and Exchange Visitor Information System (SEVIS). Therefore the University does not sponsor foreign national students for F-1 or J-1 visa status.

Thomas Edison State University does not issue “Certificates of Acceptance” (Form I-20) to international students. Students who enter the United States on a student visa (F-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. Details on fees are available upon request.

ENROLLMENT

“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 (609) 777-5680. 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.

WITHDRAWALS/REFUNDS

A written withdrawal request must be made on the Request for Course Withdrawal Form found in the course section, online at 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 the student from his/her financial obligation to the University. Failure to submit assignments or take examinations does not constitute an official withdrawal, nor does verbal notification to the mentor or to any member of the University staff.

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 a degree program at the University, the student must do so in writing to the Office of the Registrar.

WITHDRAWAL TUITION REFUND SCHEDULE

Tuition refunds for course withdrawals will be processed within two weeks after the withdrawal request is received in the Office of the Registrar. 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.

COURSE EXTENSIONS

Graduate students enrolled in a graduate degree may apply for one, eight-week extension to complete the course on condition that the mentor in the graduate course certify that the student has made satisfactory progress and has completed at least 50 percent of the course work. The graduate mentor is required to complete the prescribed course extension form, and the student must pay the prescribed course extension fee before the extension will be considered. Second extensions will not be allowed, except in extraordinary circumstances, subject to the dean's approval.

The Office of the Registrar will process the request and notify the student of their new course ending date. With the exception of extensions related to military deployments, all students must pay for the extension. This requirement applies even in cases of medical illness or financial hardship. In cases involving military deployments, documentation presented must show deployment dates relevant to the specific course.

A percentage of the student's final grade in an online course is based on his/her participation in online discussions and, perhaps, in group activities involving other members of the class. These asynchronous "conversations" and collaborative assignments will not continue after the scheduled end of the original term. If a student is on extension, he/she must call the Office of Test Administration at (609) 984-1181 two weeks prior to the desired test date or at least two weeks prior to the extension end date to ensure that examinations are sent to the proctor when the student is ready to take them.

ACADEMIC INTEGRITY

A detailed statement of what constitutes academic honesty and plagiarism is included in every course. By registering for a course, students agree to abide by this statement. Academic dishonesty will result in disciplinary action and possible dismissal from the University.

The University is committed to helping students understand the seriousness of plagiarism, which is defined as the use of the work and ideas of others without proper documentation. Students who submit course materials or examination responses that are found to be plagiarized will receive an F on the plagiarized assignment, may receive a final grade of ZF for the course and may face dismissal from the University.

GRADUATE ACADEMIC POLICIES

ADMISSIONS

Admission to online graduate degree programs at Thomas Edison State University is competitive. Applicants must have earned a baccalaureate degree from a regionally accredited college or university and must be ready to participate in an online environment. Admission is based on:

- > A qualitative evaluation of the applicant's undergraduate educational work from a regionally accredited college or university. An undergraduate GPA of at least 2.75 (or 2.5 for applicants to the School of Applied Science and Technology) is recommended to be successful in the program.
- > A qualitative assessment of the applicant's personal statements, essays and two letters of reference.
- > Relevance of work experience and career objectives to the program objectives.
- > Three-to-five years of professional, managerial or related experience is required for all graduate degree programs (see below).
- > Applicants to the Master of Arts in Liberal Studies, Master of Science (AST), Master of Science in Homeland Security, Master of Science in Information Technology and Master of Public Service Leadership degree programs are expected to have some professional, managerial or significant volunteer experience.
- > Two years of work experience is recommended for the Master of Science in Nursing program.
- > GMAT or GRE scores are NOT required for admission. Students may submit test scores if they have taken the examinations.

Applicants to graduate degree programs must provide official transcripts, a current resume, a statement of background and goals, and two letters of reference. Applications will be reviewed to select students who best demonstrate the following criteria:

- > All applicants must have a baccalaureate degree from a regionally accredited college or university. *View transcript requirements.*
- > Applicants to degree programs must provide a current resume with their completed application.
- > Applicants to degree programs must provide two letters of recommendation with their completed application. *View letter of recommendation requirements.*
- > All statements of background and goals must be completed and submitted with a completed application and will be evaluated critically and used to assess an applicant's ability to succeed in and benefit from the graduate program. *View statement of background and goals requirements.*
- > All appropriate essay questions must be completed and submitted with a completed application; all essays are evaluated critically and used to assess a student's ability to succeed in and benefit from the graduate program. *View essay questions and requirements.*
- > The Test of English as a Foreign Language (TOEFL) www.ets.org/toefl is required of all applicants whose primary language is not English. A score of 550 on the written; 213 on the computer version; or 79 on the internet version is required.

PREREQUISITES

- Basic knowledge of workplace or community issues.
- Competency in written expression and presentation skills.
- Applicants whose primary language is not English and who have not received their undergraduate degree from a U.S. college or university must demonstrate proficiency in written and spoken English as indicated by a Test of English as Foreign Language (TOEFL) score of 550 on the written version; 213 on the computer version; or 79 on the internet-based version.
- Access to and the ability to use email and the internet.

RESIDENCY REQUIREMENTS

Students are not required to live in New Jersey to enroll in graduate programs at Thomas Edison State University.

For nondegree enrolled students, at least 50 percent of the credits required for a graduate certificate must be earned at Thomas Edison State University. Application of any transferred credits is at the discretion of the dean.

RESIDENCY FOR GRADUATE CERTIFICATES

Students who seek to earn a graduate certificate must earn a minimum of 50 percent of the certificate credits at Thomas Edison State University. Application of any transferred credits is at the discretion of the dean. Students must be enrolled in the University in order to earn any certificate.

ENROLLMENT

Graduate students are considered “enrolled” when they have been accepted into the graduate program and have registered for their first course.

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

SECOND AREA OF STUDY IN A GRADUATE DEGREE

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

GRADUATE CREDIT 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.

INTERNATIONAL GRADUATE CREDIT TRANSFER POLICY

Credits earned at international institutions must be evaluated by one of the foreign credential review agencies listed in the TESU catalogs before they can be considered as transfer credits that may be applied to a graduate degree at the University. International transfer credits are subject to the graduate credit transfer policy (see Graduate Credit Transfer Policy for reference).

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.

LATE ASSIGNMENT POLICY

Written assignments should be submitted no later than the due date unless prior arrangements are made with the mentor and a new due date is established*. If a student submits an assignment after the due date without having made arrangements with the mentor, a minimum of 5 points, (based on an assignment grading scale of 100 points), or 5 percent of the total points, will be deducted for each week, or part thereof, that the assignment is late. In order to receive credit for the discussion forum assignment, the student must actively participate during the assigned discussion period.

**Active-duty military students in receipt of Temporary Additional Duty orders (TDY) may be exempted from point deductions if their orders prescribe a return-to-class date that allows for sufficient time to complete the remaining course requirements, which is generally defined as allowing the student to miss no more than one third of the total semester. Military students with TDY orders shall follow the procedures, found on the Office of Military and Veteran Education (OMVE) website to establish new due dates without penalty for written assignments and discussion boards.*

This policy applies to undergraduate and graduate students.

GRADUATE COURSE REPEAT POLICY

Students may repeat a maximum of two graduate courses one time. Only the highest grade will be calculated in the GPA. All grades will appear on the official transcript.

Graduate repeated courses(s) shall not increase the total credits earned toward a degree.

Courses in which a student receives the grade of W will apply to this policy and be considered a course attempt.

LEARNING OUTCOMES ASSESSMENT

In keeping with its mission, Thomas Edison State University is committed to maintaining high standards of academic integrity and of quality service to its students. To achieve

this goal, the University engages in outcomes assessment, a process through which the effectiveness of the University and its programs is evaluated against institutionally determined standards. Thomas Edison State University's institutional outcomes are closely mapped to the Essential Learning Outcomes of the Liberal Education and America's Promise (LEAP) initiative as documented by the Association of American Colleges and Universities. The Academic Council has approved specific institutional learning outcomes for all undergraduate students and graduate students.

INSTITUTIONAL GRADUATE LEARNING OUTCOMES

All Thomas Edison State University students who graduate from advanced-level degree programs will be able to:

- > apply in-depth knowledge of the current major questions, theories, debates and methodologies in their field or profession;
- > use critical analysis and research to make informed decisions and 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 organizations and community; and
- > create sophisticated arguments supported by quantitative evidence.

STUDENT'S ROLE IN OUTCOMES ASSESSMENT

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

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

MASTER OF ARTS IN LIBERAL STUDIES LEARNING OUTCOMES

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

- > evaluate systems of values, their historical contexts and their effect on personal, community and professional well-being;

- > differentiate the social, political and cultural factors that influence decision-making and conflict resolution in society;
- > integrate the historical expansion of cultural, philosophical and scientific knowledge with the changing concepts of the self and community;
- > apply concepts of justice, compassion and respect for human rights from the major philosophical and religious traditions to current local and global events;
- > create a cogent, cohesive and articulate argument informed by the liberal arts; and
- > assess the impact of technological developments on humanity and the natural world.

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP LEARNING OUTCOMES AND COMPETENCIES

MAEdL - BUILDING LEADERSHIP:

Graduates of the Master of Arts in Educational Leadership degree program will be able to promote the success of all students by articulating a vision of school and student success; identifying themselves as instructional leaders able to collaborate in developing strategies aimed at improving student learning and school performance; and demonstrating performance standards that improve teacher effectiveness and enhance student learning.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- > collaboratively develop and implement a shared vision and mission
- > collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- > create and implement plans to achieve goals
- > promote continuous and sustainable improvement
- > 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:

- > facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders;
- > advocating, nurturing and sustaining a school and district culture and instructional program conducive to student learning and staff professional growth;
- > ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment;
- > collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
- > acting with integrity, fairness and in an ethical manner;
- > understanding, responding to and influencing the political, social, economic, legal and cultural context of the school system; and
- > acting in a leadership role cognizant of and consistent with the multiple influences of stakeholder interests at the school district level.

MAEdL - SCHOOL BUSINESS ADMINISTRATION:

Graduates of the Master of Arts in Educational Leadership – School Business Administration area of study will be able to promote the success of every student by:

- > analyze and apply into practice the roles and responsibilities of the school business administrator position;
- > describe and analyze, through an appraisal of proper fiscal management, how school organizations utilize available resources to operate a safe and efficient learning environment;
- > collaborate and articulate with the school organization's administrative team and other stakeholders during the budget development process;

- > analyze and compare the school organization's budget and expenditures with benchmarks to ensure efficiency through comprehensive evaluation processes; and
- > analyze and critique implications of both state and federal education policy on local school districts.

Graduates holding a current New Jersey teacher's license will be eligible to earn the supervisor, principal and school administrator endorsements in New Jersey.

MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY AND ONLINE LEARNING LEARNING OUTCOMES

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

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

MASTER OF SCIENCE LEARNING OUTCOMES

Graduates of the Master of Science degree program will be able to:

- > demonstrate mastery, orally and in writing, of the knowledge, techniques, skills, modern tools and advanced technologies of the appropriate discipline;
- > initiate, design and conduct research;
- > integrate theoretical concepts and research findings into product and/or process innovation;
- > incorporate productivity measurement and project planning tools to plan, manage and evaluate constant improvement projects that support organizational goals;
- > demonstrate leadership in the workplace through the use of advanced technological and management tools and techniques; and
- > evaluate the impact of ethical and cultural influences on organizational interactions and/or decisions.

MASTER OF BUSINESS ADMINISTRATION LEARNING OUTCOMES

Graduates of the Master of Business Administration degree program will be able to:

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

MASTER OF SCIENCE IN HEALTHCARE MANAGEMENT LEARNING OUTCOMES

Graduates of the Master of Science in Healthcare Management degree program will be able to:

- > analyze the competitive environment to develop and execute healthcare strategy;
- > employ statistical, qualitative and quantitative data to support informed decision making to healthcare strategy, policy and delivery;
- > manage the changing needs in a complex healthcare environment;
- > use management practices to advance a healthcare organization's strategic goals;
- > apply business principles and quality management to improve healthcare delivery; and
- > apply ethical, legal and professional standards affecting relationships in healthcare organizations.

MASTER OF SCIENCE IN HOMELAND SECURITY LEARNING OUTCOMES

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

- > analyze the homeland security enterprise nationally and internationally;
- > integrate operational and informational systems to address disasters and threats to security in national preparedness;
- > apply statutory, regulatory and constitutional principles to implementation of national and global disaster and security strategies;
- > debate the relationship between security versus personal

and societal freedom in homeland security;

- > compare the national planning frameworks at the local, state, federal, and tribal levels to achieve the national preparedness goal;
- > differentiate between the national and global intelligence, security and disaster management systems of homeland security organizations;
- > evaluate critical infrastructure needs in preventing and mitigating terrorist activities, as well as in improving disaster preparedness, response, and recovery; and
- > analyze the impact of immigration and border security nationally and internationally.

MASTER OF SCIENCE IN HOSPITALITY MANAGEMENT LEARNING OUTCOMES

Graduates of the Master of Hospitality Management degree 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 LEARNING OUTCOMES

Graduates of the Master of Science in Management degree program will be able to:

- > evaluate management practices within a global context;
- > evaluate financial and economic 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 RESOURCES MANAGEMENT LEARNING OUTCOMES

Graduates of the Master of Science in Human Resources 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 LEARNING OUTCOMES

Graduates of the Master of Science in Information Technology degree program will be able to:

- > articulate the broad themes in information technology (IT);
- > apply current technical concepts and practices in the core information technologies of networking, data management, software engineering and computer security;
- > solve complex computing problems related to at least one IT Body of Knowledge;
- > analyze user needs in the selection, creation evaluation and administration of compute-based systems;
- > integrate IT-based solutions into the user environment;
- > develop solutions to complex computing problems using industry recognized best practices and standards; and
- > apply ethical decision making in the development, implementation and management of IT systems.

MSIT - CYBERSECURITY LEARNING OUTCOMES

Upon successful completion of the area of study in Cybersecurity, graduates will be able to:

- > employ cyber prevention, defense and mitigation tools and techniques against cyberthreats and vulnerabilities;
- > apply cybersecurity best practices and technologies to monitor, maintain and protect the enterprise-wide information infrastructure and assets;
- > secure data and information using modern cryptographic protocols, tools and techniques;

- > assess and analyze software, hardware and firmware vulnerabilities and implement appropriate prevention and mitigation measures;
- > integrate digital forensics and cyber-investigation techniques in response to cyberattacks against networks and computer systems;
- > apply cybersecurity risk management methodologies and frameworks to defend information systems and assets; and
- > consider the human, legal, privacy, ethical and governance aspects related to protecting critical cyberinfrastructure.

MSIT - DATA MANAGEMENT AND ANALYTICS LEARNING OUTCOMES

Upon completion of the area of study in Data Management and Analytics, graduates will be able to:

- > use data modeling frameworks to create databases that operationalize business intelligence and meet the information needs of an organization;
- > design and develop information management systems that serve to identify, capture, evaluate, retrieve, visualize and share all of an organization's information assets;
- > design, develop, implement, utilize and manage secure integrated multidimensional information systems; and
- > utilize qualitative and quantitative techniques to identify and analyze data patterns and make these patterns available for use by the organization.

MSIT - HEALTH INFORMATION SYSTEMS LEARNING OUTCOMES

Upon completion of the area of study in Health Information Systems, graduates will be able to:

- > evaluate new and existing digital technology and health information management systems;
- > spearhead the development, implementation, evaluation and management of information technology solutions;
- > utilize health information technology for decision-making support, knowledge management and strategic planning;
- > serve as an interface between information systems developers and end users;
- > support the development of electronic health initiatives and other emerging information technologies; and
- > analyze medical data to identify patterns of diseases, illness and injury.

MSIT - INFORMATION ASSURANCE LEARNING OUTCOMES:

Upon completion of the area of study in Information Assurance, graduates will be able to:

- > evaluate new and existing security systems;
- > lead the development, implementation, evaluation and management of information security solutions;
- > utilize qualitative and quantitative methodologies to develop comprehensive risk assessments of an organization's information assets;
- > develop comprehensive risk mitigation and system recovery plans; and
- > collaborate with organizational stakeholders to develop and implement enterprise-level information assurance policies and procedures.

MSIT - NETWORK MANAGEMENT LEARNING OUTCOMES

Upon completion of the area of study in Network Management, graduates will be able to:

- > use network design techniques to develop large-scale enterprise network architectures that integrate an organization's business processes with its IT infrastructure;
- > analyze network performance using standard performance metrics, develop system benchmarks and make recommendations for improving system efficiencies;
- > evaluate and develop network contingency and disaster recovery plans to ensure business continuity; and
- > evaluate existing and new technology and make recommendations that support the organization's strategic plan.

MSIT - SOFTWARE ENGINEERING LEARNING OUTCOMES:

Upon completion of the area of study in Software Engineering, graduates will be able to:

- > design, develop and implement complex, quality software artifacts working individually and as part of a team;
- > design appropriate solutions using software engineering approaches that integrate ethical, social, legal and economic concerns; and
- > evaluate current theories, models and techniques that provide a basis for problem identification and apply these to software analysis, design, development, implementation, verification and documentation.

MASTER OF SCIENCE IN INTERNATIONAL BUSINESS FINANCE LEARNING 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.

DOCTOR OF NURSING PRACTICE LEARNING OUTCOMES

Graduates of the Doctor of Nursing Practice degree program will be able to:

- > synthesize scholarly and evidence-based findings to transform nursing practice and organizational decision making;
- > integrate ethical decision making in research, systems evaluation, advanced clinical practice and organizational decision making;
- > analyze, design and integrate healthcare policies that influence organizational systems to meet the needs of diverse populations;
- > apply organizational and systems thinking that advance the design, implementation and evaluation of healthcare initiatives to promote safe and quality outcomes;
- > communicate/collaborate with members of the interprofessional community to promote achievement of healthcare standards, advanced clinical practices and quality healthcare for diverse populations; and
- > apply information systems/technology to improve health- and systems-level outcomes.

MASTER OF SCIENCE IN NURSING

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.

MASTER OF SCIENCE IN NURSING LEARNING OUTCOMES

On completion of the Master of Science in Nursing degree program, the graduate will be able to:

- > demonstrate the use of scholarly inquiry to evaluate current knowledge from nursing theory, nursing science and related disciplines to inform and/or initiate change in nursing practice;
- > apply ethical decision making to nursing practice;
- > analyze the effect of health policy, finance, technology and the organizational context on the development and implementation of quality nursing practice;
- > demonstrate the use of leadership strategies that advance the design, implementation and evaluation of nursing practice;
- > analyze the effect of sociopolitical, cultural and global influences on nursing practice;
- > utilize interprofessional communication to improve healthcare outcomes; and
- > integrate advances in technology into healthcare.

MSN - NURSE EDUCATOR LEARNING OUTCOMES

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

- > apply theories of education and related sciences to the development and evaluation of nursing and healthcare curricula;

- > facilitate learning of individuals and groups using theories of education, nursing, testing and evaluation, and technological innovation;
- > apply leadership strategies to contribute to the ongoing development of the profession of nursing and nursing education;
- > utilize research to analyze the outcomes of nursing interventions and improve nursing practice and nursing pedagogy;
- > apply strategies that recognize multicultural factors in teaching and learning;
- > utilize theories of change to advance the profession of nursing;
- > analyze ethical theories and ethical decision making in the educational setting;
- > analyze trends in healthcare and nursing education and their impact on the profession of nursing, nursing education and the delivery of patient care; and
- > design curriculum, implement and evaluate curriculum based on sound educational principles, theory and research.

MSN - NURSING INFORMATICS LEARNING OUTCOMES

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

- > integrate knowledge, skills and scientific findings from nursing science, computer science, information science and cognitive science in the professional practice of nursing informatics;
- > analyze the concepts of, and relationships between data, information, knowledge and wisdom for implications to nursing practice;
- > demonstrate leadership in the professional practice of nursing informatics through the use of effective communication, interdisciplinary collaboration and administrative skills;
- > participate at each stage within the health information systems life cycle as a leader and team member;
- > promote the use of healthcare informatics-related education for consumers and healthcare providers;
- > integrate legal, ethical, regulatory, technical and professional standards into the development and implementation of healthcare related information systems;
- > use research, evidence-based practice, quality improvement and safety methodologies in the evaluation and improvement of healthcare information systems; and
- > advance nursing informatics professional practice and values.

MSN - NURSING ADMINISTRATION LEARNING OUTCOMES

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

- > utilize systems thinking to lead and manage complex healthcare organizations;
- > provide leadership in the professional design of nursing care grounded in ethical, multicultural and professional standards and healthcare policy;
- > utilize financial, material, human and environmental resources to benefit nursing divisions in complex healthcare organizations;
- > use information management systems to facilitate organizational decision making;
- > demonstrate communication skills and relationship building competencies to support organizational goals;
- > demonstrate leadership in the professional community;
- > integrate best evidence to provide quality nursing care and promote improvement in healthcare outcomes; and
- > use an interdisciplinary approach to execute nursing administration practice.

MASTER OF PUBLIC SERVICE LEADERSHIP LEARNING OUTCOMES

The Master of Public Service Leadership degree program outcomes follow the National Association of Schools of Public Affairs and Administration (NASPAA) standards for accreditation, which encompass a competency-based approach that covers five domains:

- > to lead and manage in public governance;
- > to participate in and contribute to the policy process;
- > to analyze, synthesize, think critically, solve problems and make decisions;
- > to articulate and apply a public service leadership perspective; and
- > to communicate and interact productively with a diverse and changing workforce and citizenry.

The five domains are embedded within the following MPSL programmatic outcomes. Students who earn the Master of Public Service Leadership degree will develop the following competencies:

Strategic Leadership

Evaluate effective strategic leadership for public service administrators.

Ethical Leadership

Synthesize what constitutes ethical and legal constructs in the effective leadership.

Policy

Analyze the policy development for application in areas of public service.

Issues of Field

Analyze significant issues pertaining to specific fields of study.

Analyze and Interpret

Use reflective and research skills to evaluate theory to make informed decisions and improve practice in their field.

Critical Reasoning

Use critical thinking to evaluate, make informed decisions and improve practice in their field.

Diversity

Evaluate the impact of diversity on policy in areas of public service.

The Master of Public Service Leadership degree program is also aligned with the University's institutional graduate program learning outcomes.

COMMUNITY AND ECONOMIC DEVELOPMENT LEARNING OUTCOMES

(offered under MPSL and MSM programs)

Upon the completion of the area of study in Community and Economic development, graduates will be able to:

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

ENVIRONMENTAL POLICY/ENVIRONMENTAL JUSTICE LEARNING OUTCOMES

(offered under MPSL and MSM programs)

Upon the completion of the area of study in Environmental Policy/Environmental Justice, graduates will be able to:

- > demonstrate knowledge of the primary issues in the environmental policy field;
- > demonstrate knowledge of the primary issues in the environmental justice field;
- > compare and contrast the views of environmental advocates and environmental justice advocates on the same issue, understand and evaluate how they might have differing views on the same issue that could lead to different policy solutions; and
- > compare and contrast the views of environmental justice advocates on the same issue and understand and evaluate how they might have differing views on the same issue that could lead to different policy solutions.

INFORMATION AND TECHNOLOGY FOR PUBLIC SERVICE LEARNING OUTCOMES

(offered under MPSL and MSM programs)

Upon the completion of the area of study in Information and Technology for Public Service, graduates will be able to:

- > identify and contrast the uses of specific information technology (IT) systems in the public sector;
- > identify and evaluate the IT induced organizational changes in the public sector; and
- > identify and categorize the principles of managing IT in the public sector

NONPROFIT MANAGEMENT LEARNING OUTCOMES

(offered under MPSL and MSM programs)

Upon the completion of the area of study in Nonprofit Management, graduates will be able to:

- > analyze the theories, roles, responsibilities and legal duties of nonprofit boards and executive staff;
- > assess emerging organizational and governance trends in the nonprofit environment;
- > examine human resource, marketing and communications issues for nonprofits;
- > analyze fundraising and financial management topics in nonprofit management, including regulatory issues; and
- > assess emerging trends in nonprofit arenas such as collaborations/mergers, shared services models, advocacy and international concerns (e.g., NGOs).

PUBLIC AND MUNICIPAL FINANCE LEARNING OUTCOMES

(offered under MPSL and MSM programs)

Upon the completion of the area of study in Public and Municipal Finance, graduates will be able to:

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

PUBLIC HEALTH LEARNING OUTCOMES

(offered under MPSL and MSM programs)

Upon the completion of the area of study in Public Health, graduates will be able to:

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

PUBLIC SERVICE ADMINISTRATION AND LEADERSHIP LEARNING OUTCOMES

(offered under MSM programs)

Upon the completion of the area of study in Public Service Administration and Leadership, graduates will be able to:

- > evaluate and propose effective strategic leadership strategies for public service administrators; and
- > 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. The University’s student body represents every state in the U.S. and approximately 65 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 16,233
- > Average student age: 35
- > 40 percent of students are New Jersey residents
- > 57 percent of students are out-of-state residents (including all 50 states and students from or studying in approximately 65 countries)
- > 56 percent of students are male
- > 44 percent of students are female

ACCREDITATION

Thomas Edison State University is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. This prestigious accreditation is part of a national system of quality assurance that requires colleges and universities to reach a common understanding and agreement as to the standards of quality for American higher education.

The School of Business and Management’s Bachelor of Science in Business Administration, Master of Science in Management, Master of Science in Human Resources Management and Master of Business Administration degrees are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a specialized accreditation body for business education and is recognized by the Council for Higher Education Accreditation (CHEA).

The baccalaureate degree program in nursing, master’s degree program in nursing and Doctor of Nursing Practice at Thomas Edison State University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

The baccalaureate degree program in nursing at Thomas Edison State University is accredited by the New Jersey Board of Nursing, PO Box 45010, Newark, NJ 07101, (973) 504-6430.

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 Education Preparation Program (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.

Thomas Edison State University’s bachelor’s degrees in Nuclear Energy Engineering Technology and Electronics System Engineering Technology are accredited by the Engineering Technology Accreditation Commission of ABET. ABET is a specialized accrediting agency recognized by the Council for Higher Education Accreditation (CHEA).

Thomas Edison State University’s associate degree program and undergraduate certificate in Polysomnography is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Accreditation documentation can be obtained by contacting the accrediting agency directly.

CONTACT INFORMATION:

Accreditation Council for Business Schools and Programs (ACBSP)

11520 W 119th St.
Overland Park, KS 66213
(913) 339-9356
www.acbsp.org

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

25400 US Highway 19 N, Suite 158
Clearwater, FL 33763
(727) 210-2350

Commission on Collegiate Nursing Education (CCNE)

655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791

Council for the Accreditation of Educator Preparation (CAEP)

1140 19th St. SW, Suite 400
Washington, D.C. 20036
(202) 223-0077

Engineering Technology Accreditation

Commission of ABET
111 Market Pl., Suite 1050
Baltimore, MD 21202
(410) 347-7700
www.abet.org

Middle States Commission on Higher Education

3264 Market St.
Philadelphia, PA 19104
(267) 284-5000

New Jersey Board of Nursing

P.O. Box 45010
Newark, NJ 07101
(973) 504-6430

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.

ACADEMIC PROGRAMS

- Associate in Applied Science
- Associate in Science
- Associate of Science degree: Occupational Therapy Assistant*
- Bachelor of Science
- Bachelor of Science in Cybersecurity
- Bachelors of Science in Health Information Management*
- Bachelor of Science in Health Sciences*
- Bachelor of Science in Medical Imaging Sciences*
- Master of Science
- Master of Science in Information Technology
- Undergraduate Certificate in Electronics
- Undergraduate Certificate in Gas Distribution
- Undergraduate Certificate in Polysomnography
- Graduate Certificate in Clinical Trials Management
- Graduate Certificate 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 its 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.

HEAVEN 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 curricula 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 Science in Natural Sciences and Mathematics
- Bachelor of Arts
- Bachelor of Science
- Master of Arts in Educational Leadership
- Master of Arts in Educational Technology and Online Learning
- Master of Arts in Liberal Studies
- Undergraduate Certificate in Communications
- Undergraduate Certificate in Computer Science

- Undergraduate Certificate in Criminal Justice
- Undergraduate Certificate in Diversity
- Undergraduate Certificate in First Year Foundations
- Undergraduate Certificate in Health and Wellness
- Undergraduate Certificate in Labor Studies
- Undergraduate Certificate in Psychology
- Graduate Certificate in Data Analytics
- Graduate Certificate in Digital Humanities
- Graduate Certificate in Educational Leadership
- Graduate Certificate in Geropsychology
- Graduate Certificate in Industrial-Organizational Psychology
- Graduate Certificate in Online Learning and Teaching
- Graduate Certificate in Professional Communications

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 that 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 New Jersey supervisor, principal, school business administrator and chief school administrator certification. All of the Heavin School's degree programs provide students with flexible, high-quality learning experiences.

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

- Master of Business Administration
- Graduate Business Prep Program
- Master of Science in Healthcare Management
- Master of Science in Hospitality Management
- Master of Science in Human Resources 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 BSN (Bachelor of Science in Nursing) Program
- Bachelor of Science in Nursing (RN-BSN + RN-BN/MSN)
- Master of Science in Nursing
- Doctor of Nursing Practice
- Graduate Certificate in Nurse Educator
- Graduate Certificate in Nursing Administration
- Graduate Certificate in Nursing Informatics

MISSION, PHILOSOPHY AND PURPOSE

The W. Cary Edwards School of Nursing accepts and upholds the mission of the University in providing 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 actively shapes the nursing profession by preparing nurses who are clinically competent and technologically prepared to assume leadership positions in nursing at the forefront of healthcare transformation.

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

The Doctor of Nursing Practice (DNP) degree prepares nurse leaders to function at the highest level in healthcare organizations. Competencies in organizational leadership, economics and finance, healthcare policy, population-focused care and technology are emphasized.

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

collaboratively with other professions to enhance the health status of individuals, families, groups and communities.

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

The W. Cary Edwards School of Nursing is committed to the belief that the School uses a teaching-learning process based on the principles of adult learning; demonstrates effective design and delivery of educational experiences in varied learning environments; provides for collaboration and collegial interaction among mentors, educators and peers; effectively links theory, practice, research and technology; and extends its reach to people of diverse ethnic, racial, economic and gender groups.

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

PURPOSE AND GOALS

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

The John S. Watson School of Public Service offers undergraduate and graduate programs focusing on public service that are designed for working adults interested in professional and personal growth.

ACADEMIC PROGRAMS

- Associate in Arts in Human Services
- Bachelor of Science degree: Homeland Security and Emergency Management
- Bachelor of Science in Human Services
- Master of Public Service Leadership
- Master of Science in Homeland Security
- Master of Science in Management - Public Service Careers
- Graduate Certificate in Fundraising and Development
- Graduate Certificate in Homeland Security
- Graduate Certificate in Strategic Planning and Board Leadership for Nonprofits

MISSION AND PURPOSE

The mission of the John S. Watson School of Public Service is to serve higher education and the public interest as a school of innovation, information and policy formulation; to support informed public policy and to strengthen leadership in local, county/regional and state government, the nonprofit and private sectors; to provide applied research, technical assistance, program development and policy analysis; and to strengthen the capacity of people and organizations providing services in the public interest.

This mission is inspired by Thomas Edison State University's mission of providing 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 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

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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.

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The Undergraduate Council is designed to promote and maintain the quality of the University's academic offerings and to facilitate the work of the University in achieving its mission and goals. The Undergraduate Council has been delegated authority to review and make recommendations to the Board of Trustees on matters concerning the academic policies and programs of the University.

In meeting this obligation, the Undergraduate Council is responsible for making recommendations concerning the nature of degrees, academic program structure, content for general education standards, guidelines for areas of study, concentrations and specializations, distance learning, academic integrity, the evaluation of courses, student learning, methods of earning credit and issues related to academic standing.

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

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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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The University has approximately 680 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 TESU students, mentors come from many places. They may also work at other colleges and universities or hold positions in the nonprofit or corporate world. The University requires that all graduate mentors hold a terminal degree; many also have extensive professional experience.

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MSM (Thomas Edison State University)
MSS (U.S. Army War College)
EdD (Rowan University)

Mildred L. Akumu-Taylor, Program Coordinator, Strategic Partnerships
AA (Delaware County Community College)
BS (St. Joseph's University)

Shawn Baran, Senior Admissions and Enrollment Services Technology Specialist

Gregory Biele, Admissions and Enrollment Services Counselor
BS (Fairleigh Dickinson University)

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AA (Mercer County Community College)
BA (Montclair State University)

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BA (Georgetown University)
MEd (University of Virginia)

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BA (Allen University)
MS (Capella University)

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BA (Thomas Edison State University)

Ellen Coleman, Associate Director, Mid-Atlantic Region
BS (St. Leo University)
MSEd (Troy University)

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BA (Ramapo College)
MA (Monmouth University)

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MPA (Rutgers, The State University of New Jersey)

Elizabeth Fox, Associate Director, Office of Admissions and Enrollment Services
BA (William Paterson University)

Edward Gall, Military Programs Coordinator
BSBA (Villanova University)

Bonniejean Gallagher, Admissions and Enrollment Services Counselor
AA (Mercer County Community College)

Megan Grandilli, Graphic Designer
BFA (Arcadia University)

Yesuratnam Guadarrama, Administrative Specialist

Alison Hansen, Associate Director, New England/Europe
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MS (State University of New York at Cortland)

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BA (Richard Stockton College of New Jersey)

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BA (Thomas Edison State University)

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MS (Canisius College)

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BA (Thomas Edison State University)

Kimberlee Marsden, Admissions and Enrollment Services Counselor
BA (Temple University)

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AA (Universitaet des Saarlandes - Saarbruecken, Germany)
BS (Hawaii Pacific University)
MS (Thomas Edison State University)

Louis Martini, Associate Vice President for Military and Veteran Education
ASM (Thomas Edison State University)

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MSHSV (Post University)

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BS (University of Hawaii)

Christopher Miller, Art Director
BS (University of Maryland)

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Kimberly Morton, Senior Graduate Admissions Counselor
BA (Rutgers University)
MBA (Western International)

Christopher Owens, Admissions and Enrollment Services Counselor
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AA (Burlington County College)

Loretta K. Perkins, Senior Graduate Admissions Specialist
BA (Rutgers, The State University of New Jersey)

Thomas M. Phillips, Associate Director, Strategic Partnerships Initiatives
BS (The Pennsylvania State University)
MSHRM (Thomas Edison State University)

Joan Pollack, Graduate Admissions and Enrollment Services Counselor

Marie R. Power-Barnes, Director of Market Research and Assessment
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Juliette M. Punchello, Senior Director, Admissions and Enrollment Services
BS, MS (Drexel University)
MA (La Salle University)

Craig Smith, Director of Veteran Affairs
AAS (Community College of the Air Force)
BS (Southern Illinois University)
MBA (Centenary College)

Gregory A. Stobb, Director of Digital Advertising and Data Analytics
BS (Northeastern University)
MA (Emerson College)

Jessiah Styles, Associate Director, Office of Strategic Partnerships
BS (Chestnut Hill College)

Terri Tallon, Director, Military Student Services
AA (Burlington County College)
BA (Holy Family University)
MA (Jones International University)
PhD (Walden University)

Sarah Ukrainski, Senior Admissions and Enrollment Services Technology Support Representative
BS (Duquesne University)
MBA (La Salle University)

Sarah Volz, Admissions and Enrollment Services Counselor

Gillian Wyckoff, Director, Admissions and Enrollment Services
BS (Butler University)
MS (Hood College)

Secretarial/Support Staff: Tanisha Cox; Michele Huntley; Deborah McHugh; Ratna Parasher, BA (Thomas Edison State University)

DIVISION OF PUBLIC AFFAIRS

John P. Thurber, Vice President for Public Affairs
BA (Hampshire College)
JD (Rutgers Law School)

Frederick Brand, Director of Corporate and Foundation Relations
BA (College of the Holy Cross)
MA (New York University)

Meg Frantz, Director of Alumni Affairs
BA (Susquehanna University)

Milady Gonzalez, Confidential Assistant

Jennifer Guerrero, Director of the Annual Fund
BS, MS (Drexel University)

Misty N. Isak, Associate Vice President for Development
BA, BS (College of Charleston)
MA (Trinity International University)

Jaclyn Joworisak, Advancement and Donor Relations Associate
BA, MA (Rider University)

Leanne Kochy, Director of Major Giving
AA (Middlesex County College)

Erica Spizzirri, Director of Advancement Services
BA (Ohio Wesleyan University)

Li-yun Young, Assistant Director, Alumni Affairs
BA (Rutgers University)
MA (Biblical Theological Seminary)

CONTACT INFORMATION

	Telephone	FAX	Email
Office of Admissions and Enrollment Services	(609) 777-5680	(609) 984-8447	admissions@tesu.edu
Graduate Student Advising	(609) 777-5680	(609) 777-2956	academicadvising@tesu.edu
Office of Financial Aid	(609) 633-9658	(609) 633-6489	finaid@tesu.edu
Office of the Registrar	(609) 984-1180	(609) 777-0477	registrar@tesu.edu
Course and TECEP® Registration	(609) 777-5680	(609) 292-1657	registration@tesu.edu
ADA Coordinator	(609) 984-1141, ext. 3415	(609) 943-5232	ada@tesu.edu
Test Registration			
> Examinations other than TECEP®	(609) 984-1181	(609) 777-2957	testing@tesu.edu
> Course and TECEP® Examination Proctor Requests	(609) 984-1181	(609) 777-2957	testing@tesu.edu

UNIVERSITY ADMINISTRATION

Heavin School of Arts and Sciences	(609) 984-1130	(609) 984-0740	heavin@tesu.edu
School of Business and Management	(609) 984-1130	(609) 292-7608	schoolofbusiness@tesu.edu
School of Applied Science and Technology	(609) 984-1130	(609) 292-7608	scienceandtechnology@tesu.edu
W. Cary Edwards School of Nursing	(609) 633-6460	(609) 292-8279	nursing@tesu.edu
John S. Watson School of Public Service	(609) 777-4351	(609) 777-3207	watsonschool@tesu.edu
Center for Assessment of Learning	(609) 984-1140	(609) 984-3898	cal@tesu.edu
Office of Alumni Affairs	(609) 633-8592	(609) 943-3023	alumni@tesu.edu
Office of Student Financial Accounts	(609) 984-4099	(609) 984-4066	bursar@tesu.edu
Office for Assessment of Professional and Workplace Learning	(609) 633-6271	(609) 984-3898	apr@tesu.edu
Center for Learning and Technology (CLT)	(609) 292-6317	(609) 292-9892	clt@tesu.edu
Office of Military and Veteran Education	(609) 281-5215	(609) 984-7143	militaryeducation@tesu.edu

The University closes for a winter break the last week in December and is also closed for most New Jersey state holidays.

DIRECTIONS TO THOMAS EDISON STATE UNIVERSITY

Center for Learning
and Technology
102 W. State St.
Trenton, NJ 08608
(609) 292-6317

George A. Pruitt Hall
301 W. State St.
Trenton, NJ 08618
(609) 599-9443

Hanover Hall
167 W. Hanover St.
Trenton, NJ 08618
(609) 292-0078

Kelsey Complex
111 W. State St.
Trenton, NJ 08608
(609) 292-7361

Kuser Mansion
315 W. State St.
Trenton, NJ 08618
(609) 777-1047

FROM THE NEW JERSEY TURNPIKE, NORTH OR SOUTH

- > Take the New Jersey Turnpike to exit 7A, exiting the Turnpike to take Interstate 195 West. Follow the directions "From the East" below.

FROM THE EAST

- > Follow 195 West toward Trenton, following signs for Route 29 North-Capitol Complex/Lambertville. Stay on Route 29 North; follow through the tunnel and proceed approximately one mile to the Calhoun Street exit.

Or

- > Take Route 80 or Route 78 East to Route 287 South.
- > Take Route 287 South to Route 202 South.
- > Take Route 202 South to Route 179 South toward Lambertville. Follow Route 179 South to Route 29 South. The Delaware River will be on your right.
- > Exit Route 29 at Calhoun Street.

FROM THE CALHOUN STREET EXIT

To HANOVER HALL

- > Turn right at the second traffic light onto West Hanover Street.
- > Thomas Edison State University's Hanover Hall is located at 167 W. Hanover St.



CENTER FOR LEARNING AND TECHNOLOGY



GEORGE A. PRUITT 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.
- > Thomas Edison State University's Center for Learning and Technology is located at 102 W. State St.

To the KUSER MANSION and GEORGE A. PRUITT HALL

- > Turn left at the first traffic light onto West State Street.
- > Thomas Edison State University's Kuser Mansion is located at 315 W. State St.
- > Thomas Edison State University's George A. Pruitt Hall is located at 301 W. State St.
- > The nursing simulation lab is located in George A. Pruitt Hall.

FROM U.S. ROUTE 1, NORTH OR SOUTH

- > Take Route 1 to Perry Street.
- > At the end of the ramp, make a left onto Perry Street.
- > Proceed to the sixth traffic light and make a left onto Willow Street (Willow Street becomes Barrack Street south of West State Street).

To HANOVER HALL

- > Make a right at the first light onto West Hanover Street.
- > Thomas Edison State University's Hanover Hall is located at 167 W. Hanover St.

To the KELSEY COMPLEX and CENTER FOR LEARNING AND TECHNOLOGY

- > Make a right at the second light onto West State Street.
- > Thomas Edison State University's Kelsey Complex is located at 111 W. State St.
- > Thomas Edison State University's Center for Learning and Technology is located at 102 W. State St.

To the KUSER MANSION and GEORGE A. PRUITT HALL

- > Make a right at the second light onto West State Street. 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 George A. Pruitt Hall is located at 301 W. State St.
- > The nursing simulation lab is located in George A. Pruitt Hall.

FROM PENNSYLVANIA AND DELAWARE

- > If you are coming from Pennsylvania or Delaware, take Interstate 95 North over the Delaware River at the Scudders Falls Bridge.
- > Take Route 29 South to Trenton. The Delaware River will be on your right.
- > Exit Route 29 at Calhoun Street.

FROM THE CALHOUN STREET EXIT:

To the HANOVER HALL

- > Turn right at the second traffic light onto West Hanover Street.
- > Thomas Edison State University's Hanover Hall is located at 167 W. Hanover St.

To the KELSEY COMPLEX and CENTER FOR LEARNING AND TECHNOLOGY

- > Turn right at the first traffic light onto West State Street and proceed one full block.
- > Thomas Edison State University's Kelsey Complex is located at 111 W. State St.
- > Thomas Edison State University's Center for Learning and Technology is located at 102 W. State St.

To the KUSER MANSION and GEORGE A. PRUITT HALL

- > Turn left at the first traffic light onto West State Street.
- > Thomas Edison State University's Kuser Mansion is located at 315 W. State St.
- > Thomas Edison State University's George A. Pruitt Hall is located at 301 W. State St.
- > The nursing simulation lab is located in George A. Pruitt Hall.

DIRECTIONS TO THOMAS EDISON STATE UNIVERSITY BY PUBLIC TRANSPORTATION

- > If you wish to take public transportation to Thomas Edison State University, the Trenton train station is served by Amtrak and New Jersey Transit from locations north and south, by SEPTA from Philadelphia, and various bus routes.
- > Taxis are available at Trenton station to Thomas Edison State University, which is less than three miles away.
- > To return to the Trenton station, taxi services may be called from the University.

PARKING

1. KELSEY COMPLEX

Metered parking is usually available near the Kelsey Complex. Handicap-accessible parking is available on West State Street.

2. CENTER FOR LEARNING AND TECHNOLOGY

Metered parking is usually available near the Center for Learning and Technology. Handicap-accessible parking is available on West State Street.

3. HANOVER HALL

Metered parking is usually available near the Hanover Hall. Handicap-accessible parking is available in front of the building.

4. KUSER MANSION

Parking is available behind the building. Handicap-accessible parking is available next to the main entrance of Kuser Mansion.

5. GEORGE A. PRUITT HALL

Parking is available at George A. Pruitt Hall.

PARKING GARAGES

PARK AMERICA

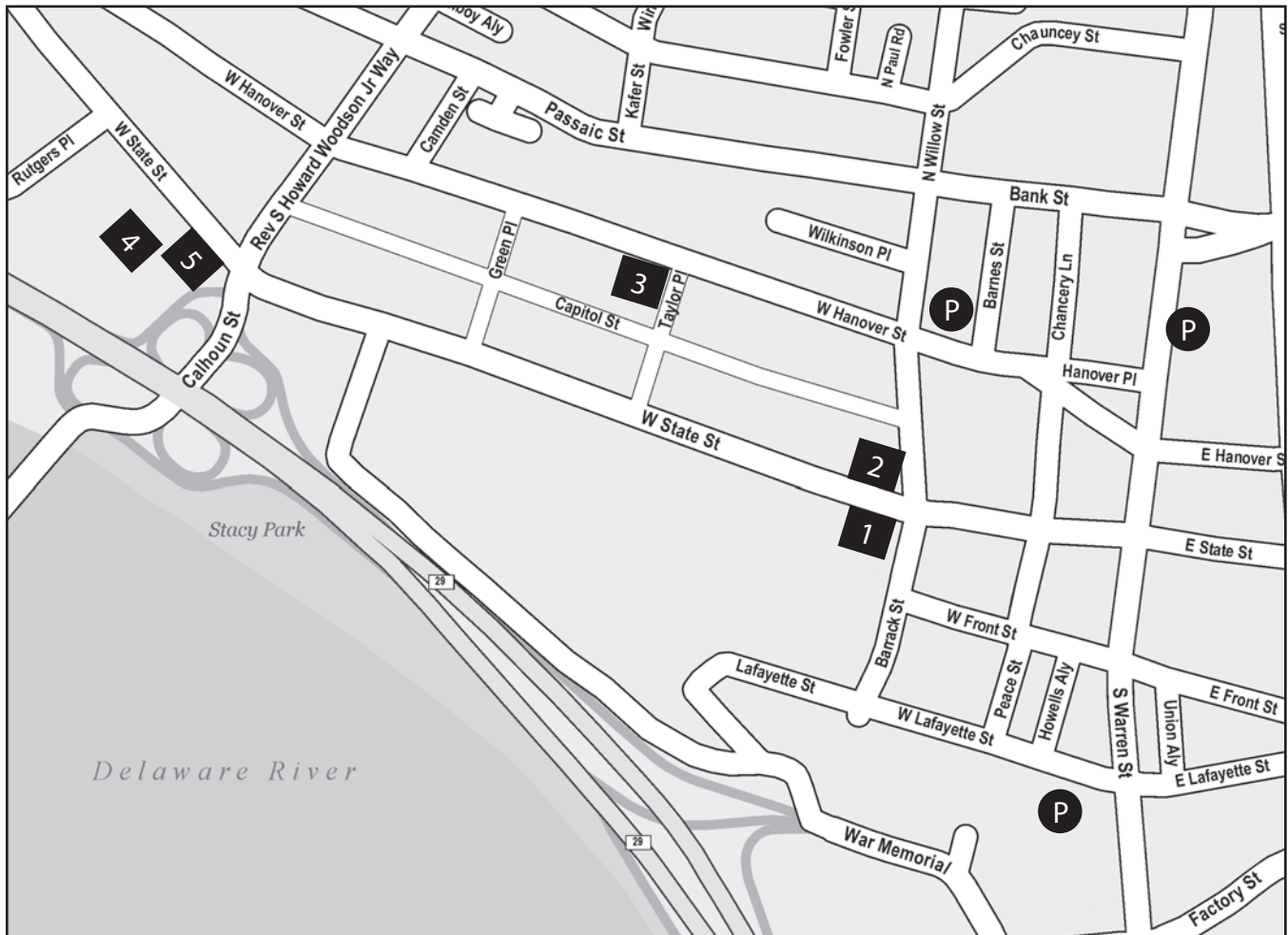
41 Chancery Lane
Trenton, NJ 08608
(609) 393-9822

TRENTON PARKING AUTHORITY

N. Warren Street Garage
110-116 N. Warren St.
Trenton, NJ 08608

LAFAYETTE YARD GARAGE

Public parking at the Lafayette Marriott



section 5

Student Forms

THE FOLLOWING PAGES CONTAIN IMPORTANT FORMS:

- > Graduate Registration Form
 - > Textbook and Course Materials Order Form
-

Please review each form carefully. Select the forms for the services that you need and fill them out completely. Make sure to include your ZIP code, telephone number(s), email address and payment when submitting a form. Please note: all forms are also available online at www.tesu.edu/studentforms.

COPY EACH FORM AS NEEDED.



GRADUATE REGISTRATION FORM

Submit this completed form with payment to:

Office of the Registrar
Course Registration
Thomas Edison State University
111 W. State St.
Trenton, NJ 08608
Phone: (609) 777-5680
FAX: (609) 292-1657

Please enter the semester you want:

_____ 20
Month Year

You may register online at www.tesu.edu

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/tuition/. 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.

Complete Course Code	Course Title	Tuition

Late fee (if applicable) \$ _____

Total Tuition \$ _____

GRADUATE REGISTRATION FORM - PAGE 2

Student Name _____

University Identification Number _____

PAYMENT INFORMATION

☐ Check/Money Order ☐ Thomas Edison State University Financial Aid ☐ Military/Corporation/Agency Assistance Plan**

Make check/money order payable to: **Thomas Edison State University**

Your enrollment will be activated once your tuition is received by the University. **Please only use this form to pay by check or money order** via the U.S. mail or in person with cash, check or a money order. Please make checks payable to Thomas Edison State University. Cash payments are accepted at the Office of Student Financial Accounts, Hanover Hall, 167 W. Hanover Street, Trenton, N.J., once the Office of the Registrar has processed your registration. Students are asked to use Online Student Services (OSS) when paying by credit card, debit card or electronic checking, as these methods of payment are no longer accepted by mail, phone, fax or in person.

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 accommodations for disability, please contact the ADA coordinator at (609) 984-1141, ext. 3415 (voice), (609) 341-3109 (TTY). Information is also available on the University website at www.tesu.edu/about/ada.

TEXTBOOK AND COURSE MATERIALS ORDER FORM



Thomas Edison State University COPY THIS FORM AS NEEDED

Please check semester:

- ☐ July 2018
☐ August 2018
☐ September 2018

- ☐ October 2018
☐ November 2018
☐ December 2018

- ☐ January 2019
☐ February 2019
☐ March 2019

- ☐ April 2019
☐ May 2019
☐ June 2019

Textbooks and course materials may be purchased from MBS Direct. Students are responsible for obtaining textbooks and course materials in a timely manner. Order early to ensure that books are not returned to the publishers. Call MBS Direct for current prices or availability of used books.



By Internet - Safely order your books online from the Virtual Bookstore at www.direct.mbsbooks.com/tesu.htm. Follow the prompts and we do the rest. You can save 20 percent on UPS shipping by ordering through the Internet.



By Phone - Orders may be placed by calling (800) 325-3252, Monday-Thursday, 7 a.m.-10 p.m.; Friday, 7 a.m.-6 p.m.; Saturday, 8 a.m.-5 p.m.; and Sunday, 12 p.m.-4 p.m., CDT/CST.



By Fax - Complete the Textbook Order Form. Fax to (800) 499-0143. Credit card will be charged for a new book if a used copy is not available.



By Mail - Complete the Textbook and Course Materials Order Form. Send with your check, money order or credit card information. **Mail orders must be for the price of a new book. If you prefer a used book, and used is available, a check will be issued for the difference.** Mail your completed Textbook and Course Materials Order Form to:
MBS Direct, P.O. Box 597, Columbia, MO 65205

Send express orders to:

MBS Direct, 2805 Falling Leaf Lane, Columbia, MO 65201



Shipping Internationally - Students ordering books to be shipped internationally must call for shipping charges. International Phone: (573) 446-5299
International Fax: (573) 446-5254

Shipping charges valid at time of publication.

A \$3 per tape REFUNDABLE deposit will be charged on all media components. Look for the Refund Form in the carton containing the course materials.

SHIPPING CHARGES FOR MAIL ORDER ONLY

PLEASE CONTACT MBS BY CALLING (800) 325-3252
FOR SHIPPING METHODS AND COSTS

PLEASE PRINT OR TYPE ALL INFORMATION

SHIP TO

Last Name	First Name	MI
Street Address (No post office boxes for UPS shipping)	City	State ZIP Code
()	()	
Evening Telephone Number	Daytime Telephone Number	
()		
Fax Number (if available)	Email Address (if available)	

TEXTBOOK ORDER

Complete Course or Examination Code	Indicate NEW/USED*	Start Date	Course or Examination Title	Amount

NOTE: If MBS Direct does not have the textbooks you need, you may order books directly from the publisher or from a bookstore.

* USED BOOKS IF AVAILABLE.

MAIL ORDERS MUST INCLUDE PAYMENT FOR NEW BOOKS.

Subtotal \$ _____
Missouri Residents add 2.75% tax. Washington State Residents add 8% tax. \$ _____
Shipping \$ _____
TOTAL PAYMENT \$ _____

METHOD OF PAYMENT

☐ CHECK ☐ MONEY ORDER (Make Checks and Money Orders payable to **MBS Direct**)

CHECK APPROPRIATE CARD: ☐ AMERICAN EXPRESS ☐ VISA ☐ MASTERCARD ☐ DISCOVER

CREDIT CARD ACCOUNT NUMBER: _____

CARD EXPIRATION DATE: _____ Authorization Signature/Date (required): _____

GRADUATE CATALOG GRADUATE CATALOG GRADUATE CATALOG GRADUATE CATALOG



THOMAS EDISON STATE UNIVERSITY

111 West State Street • Trenton, NJ 08608 • (609) 777-5680 • info@tesu.edu • www.tesu.edu