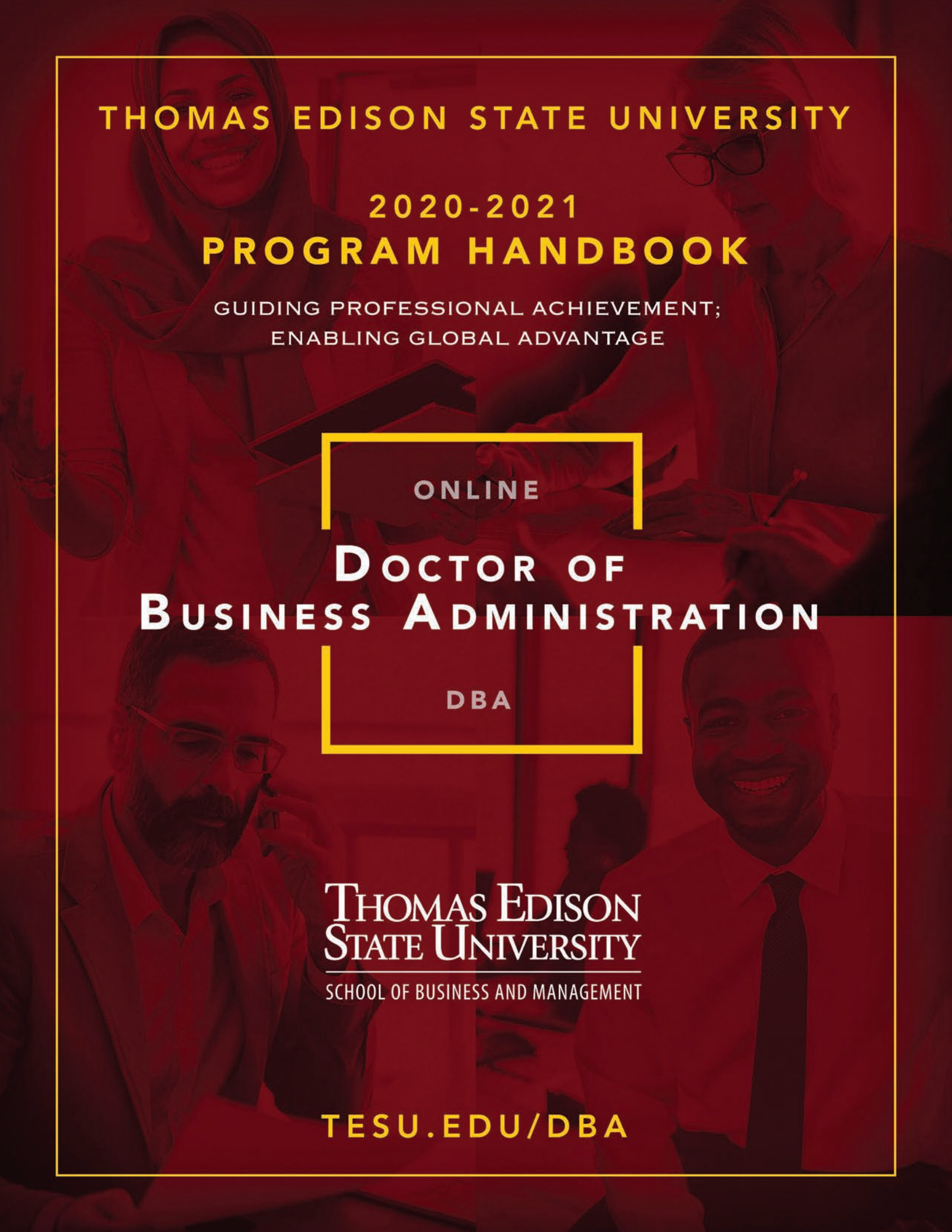

THOMAS EDISON STATE UNIVERSITY

2020-2021

PROGRAM HANDBOOK

GUIDING PROFESSIONAL ACHIEVEMENT;
ENABLING GLOBAL ADVANTAGE

ONLINE

DOCTOR OF BUSINESS ADMINISTRATION

DBA

THOMAS EDISON STATE UNIVERSITY

SCHOOL OF BUSINESS AND MANAGEMENT

TESU.EDU/DBA

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Content for the Thomas Edison State University Doctor of Business Administration Program Handbook was current as of July 2020. While every effort has been made to ensure the accuracy of the information contained in this publication, the University reserves the right to make changes without prior notice.

Each student is held responsible for the information contained in this Handbook. Failure to read and comply with University regulations does not exempt the student from this responsibility. The Handbook is not a contract, but rather it is a guide for the convenience of our students. The University retains the discretion to change fees, registration, graduation, and other rules affecting the student body, at any time.

ACQUIRING THE DBA DEGREE IS A KEY PROFESSIONAL DIFFERENTIATOR.

The 21st century global business environment is like no other in economic history. Organizations of all types must innovate, adapt and transform in order to compete, survive and sustain. Fueled by rapid advances in technology, importance of data and the accelerating speed of change, unyielding standards of performance have emerged mandating a singular focus on achieving marketplace competitive advantage.

Dynamic global market conditions require superior leadership. Professionals equipped to confront and solve the complex challenges anticipated throughout the next decades of this millennium. Earning the Doctor of Business Administration (DBA) degree is a marquee credential defining 21st century leaders. It is the cornerstone of executive credibility and an indicia of leadership excellence.

The Thomas Edison State University DBA degree is a scholar-practitioner, interdisciplinary offering hallmarked by academic rigor, applied scholarship and experiential learning. Its adult learning focused, fully distance education design delivers a rich and robust executive-level education to executives leading in diverse fields such as: business, higher education and consulting.

Earning the DBA degree requires commitment, persistence and investment. Its acquisition is a professional achievement and for many a life goal. Now is the time to act…realize the power and potential inherent in your leadership, to lead, innovate and transform yourself, organizations and the world.

Sincerely,

Dr. Michael Williams, Ph.D., MBA
Dean of the School of Business and Management

Thomas Edison State University

Mission

Thomas Edison State University provides distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities.

Purpose

Thomas Edison State University was established by the State of New Jersey and chartered by the New Jersey Board of Higher Education in 1972. The University was founded for the purpose of providing diverse and alternative methods of achieving a collegiate education of the highest quality for mature adults. To this end, the University seeks:

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

THE UNIVERSITY IS REGIONALLY ACCREDITED BY THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION.

Accreditation

Thomas Edison State University is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). This prestigious accreditation is part of a national system of quality assurance which requires colleges and universities to reach a common understanding and agreement as to the standards of quality for American higher education.

School of Business and Management

Vision and Mission Statement

The School of Business and Management delivers a practitioner-oriented, competency-based business education within a distance-learning environment that is learner-centered and prepares ethically responsible, and value-creating and globally engaged business professionals, entrepreneurs, and leaders.

Statement of Values and Behaviors

Academic Excellence	Deliver quality business and management education that is industry relevant and career enabling.
Learning Community	Provide academic and professional learning opportunities emphasizing investigation of and enrichment through diverse college-level practitioner-scholar educational experiences.
Education Innovation/ Alternative Educational Approaches	Create alternative learning opportunities that are adult-learning oriented, practitioner focused and measurable consistent with traditional matriculation and course work.
Assessment	Apply rigorous data collection, assessment and reporting processes to program quality and stakeholder value aligned with business school accreditation quality standards.
Public Engagement	Provide educational opportunities promoting advocacy and inquiry and practice leadership associated with sponsoring business activities that promote public interest, policy, and innovation.
Professional Service	Offer business education related services to diverse constituencies fostering public service and business enabling partnerships to achieve community goals.
Ethical Orientation	Be an advocate and exemplar of ethical behavior in higher education and the global business community.

How We Define Us

We are a global, principled community of academics, scholars and practitioners. Our principles define, challenge and require us to inspire and enable academic and professional achievement for all school stakeholders. The School of Business and Management reflects and actualizes the cornerstone guiding principle of Thomas Edison State University to "Provide distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities."

As adult learners, we represent a broad and rich integration of cultures, experiences and perspectives. It is through our diversity, seasoned insight, irrepressible creativity and drive for results that we unleash individual and collective power to lead, achieve, and enable others to act, change, and transform.

We are defined by the following guiding principles:

Five Guiding Principles

1. Scholar-Practitioners

We learn through the confluence and convergence of theory informing practice and practice informing theory. Our work is experiential, applicable to value-based achievement and integrated with other academic and practice disciplines

2. Evolutionary Learning

We approach learning as an evolutionary process enabling learning, adaption and adoption of environmentally relevant data to critically approach and solve real-world issues. We proactively develop individualized adult learning strategies and systems enabling continual learning through multilayered educational resources and global networks.

3. Modeling The Way

We lead by example. Grounded in the Leadership Challenge work of Kouzes and Posner, we are models of excellence; rendering our thinking and actions explicit and encouraging these conditions in others. Modeling requires vigilance in thinking and behaving, clarity of professional character, and commitment to courageous self-development.

4. Communities at/of Distance

We are committed to building collaborative global networks of business professionals joined through technology, ethically responsible and value creating.

5. Adult-Centric

We focus "exclusively on adults," adult learning and adult advancement. Adult students present educating with unique learning requirements and life conditions. Our recognition of adults' educational needs and our innovated adult-centered learning methods uniquely qualifies us to enable them.

Aspiration and Intent Statement

The School of Business and Management (SBM) is framed by these guiding principles. They define it, empower its stakeholders and galvanizes the thought and action of those entrusted to achieve its mission. They infuse the work with students and stakeholders and fuel progress toward the realization of its strategic goals and objectives. Adult-centered learning is the pedagogical cornerstone of the University and School of Business and Management. Enabling adult success through proven adult learning methods is a hallmark of the School's proud educational legacy and foundation for its work of Guiding Professional Achievement; Enabling Global Advantage.

Doctor of Business Administration

DBA Program Mission

The Thomas Edison State University's School of Business and Management's Doctor of Business Administration (DBA) degree is designed to educate and prepare students aspiring to become executive business leaders, educators and consultants. The program's graduates can fill diverse leadership and management roles in industry, higher education and entrepreneurial enterprises.

DBA Program Vision

The focus of the degree program is to provide advanced learning and experiential opportunities enabling students to acquire the knowledge, competencies and skills to lead in key strategic, administrative and entrepreneurial roles. The DBA degree offers three areas of study: Management, Organizational Leadership and Human Resource Management. The degree's curriculum design reflects a scholar-practitioner orientation. A key curriculum design goal is enabling theory to inform practice and practice to inform theory. This approach ensures that theoretical principles are present, applied, and measured through course learning outcomes and experiences.

LEAD. ACHIEVE. TRANSFORM.

The Admissions Process

Admission Criteria

Students are eligible for degree program admission and course enrollment using the following admissions criteria:

> Master's degree in business, management, organizational-related studies or closely related field earned from a regionally accredited college or university

> Graduate GPA of 3.00 or above is required for entrance into the program

> Assessment of prior academic course work and practice in research methods

> Minimum of three years of organizational leadership, management or equivalent professional experience.

> Evaluation of graduate school application including, academic transcripts, essay and resume.

> Applicant interview

> A total of 6 doctoral-level credits may be transferred to the DBA

Transfer Courses

Criteria for acceptance of transfer courses:

> A maximum of 6 doctoral-level credit hours (from another doctoral program outside TESU) may be transferred into the DBA program. Courses must be equivalent in content and credits to courses in the DBA program at TESU. All transfer request must be approved by the dean.

> A minimum of 48 DBA-level credit hours must be completed at TESU in the DBA program to earn the DBA degree from TESU.

> Courses transferred into the DBA program must have been completed at a regionally accredited college or university and a school of business and management accredited by a national School of Business and Management accrediting body.

> Courses transferred into the DBA program must have been completed at an equivalent accredited international institution of higher education, if credits were earned outside the U.S.

> The student must have earned a grade of B or higher for a course to be accepted as a transfer course into the DBA program.

> Courses transferred into the DBA program must have been completed within five years of enrollment in the DBA program at TESU.

Learning Outcomes

After successfully completing the Doctor of Business Administration program, students will be able to:

> integrate financial, operational and cultural data analysis in organizational strategic planning and management;

> analyze the global competitive environment to plan for sustainable organizational growth;

> employ interpersonal, instructional and consulting skills to communicate effectively in key industry, education and market related formats;

> demonstrate ethical behavior in organizational governance, leadership and engagement;

> synthesize theory, research, technologies and experiential data in making evidenced based decisions; and

> evidence commitment to and support of diversity and inclusion.

Program Progression

> Students admitted to the DBA program progress through the DBA curriculum with the cohort to which they were admitted.

> DBA students who earn a grade lower than B in a DBA course, who withdraw from a DBA course or fail to enroll for a semester, will be assessed on an individual basis for their ability to remain in the DBA program.

> The School reserves the right to remove from the DBA program any student who exhibits unprofessional behavior or violates the academic code of conduct.

> 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.

> Mentor/Advisor-Early in the DBA degree program, students will be assigned a mentor/advisor. The mentor/advisor, in partnership and coordination with the SBM staff supports the student throughout the doctoral program. When approaching the Scholar-Practitioner Field Project, the mentor/advisor will take an increasing active role in preparing students for this degree culminating scholar-practitioner activity.

Graduation Criteria:

> DBA students must earn a cumulative GPA of 3.0 or higher and be in good standing at TESU to be certified for graduation.

> Final DBA project reports/manuscripts must be publication ready for ProQuest in order for the student to be certified for graduation.

> DBA students must complete the program within seven years.

> All program requirements must be successfully completed, including the DBA Scholar-Practitionership III - Project Completion, Presentation, and Publishing.

DBA Curriculum Requirements

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

DBA-800: Critical Thought and Informed Action: Models of Decision Making and Organization Achievement

DBA-801: The Global Business Context: Trends, Issues, and Markets

DOMAIN II
INTEGRATED BUSINESS CURRICULUM

DBA-802: Seminar in Economics and Finance: Models and Matrices of Sustainability

DBA-803: Seminar in Organizational Dynamics: Leadership, Culture, and Change

DBA-804: Seminar in Strategic Planning and Organizational Effectiveness

DBA-805: Seminar in Marketing and Entrepreneurship

DBA-806: Empirical Entrepreneurship: Data, Technology, and Business Intelligence

DBA-807: Seminar in Law, Ethics, and Global Society

DOMAIN III
AREAS OF STUDY

OML-801: **ORGANIZATIONAL LEADERSHIP**
Seminar in Global Leadership: Theory and Practice

OML-802: Seminar in Leadership and Culture: Organizational and National Perspectives

OML-803: Seminar in Leading Change for Competitive Advantage and Sustainability

HRM-801: **HUMAN RESOURCE MANAGEMENT**
Seminar in Global Human Resource Management: A Multicountry and Multicultural Perspectives

HRM-802: Seminar in Workforce Technologies, Analytics, and Strategic Planning

HRM-803: Seminar in Human Resource Leadership: From Succession To Sustainability

DOMAIN IV
TEACHING AND CONSULTATIVE PROFESSIONAL PRACTICE

DBA-808: Teaching Adults: Archetypes, Tools, and Tactics - Andragogy Lab

DBA-809: Organizational Consulting: Process Consultation, Avocation, and Business Sustainability

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

DBA-910: Scholar-Practitioner Field Project I - Research Methods, Project Identification, Framing, and Site Preparation

DBA-920: Scholar-Practitioner Field Project II - Research Methods Supervised Practicum: Data Collection and Analysis

DBA-930: Scholar-Practitioner Field Project III - Project Completion, Presentation, and Publishing

DBA Course Descriptions

Credits

DOMAIN I – Inquiry Systems and Models: Critical Thought and Action in the Global Business Environment **6**

DBA-800 3
Critical Thought and Informed Action: Models of Decision Making and Organization Achievement

This course will focus on the development of effective models of decision making in a dynamic business environment. Topics will include the exploration of methods, techniques, and theoretical frameworks associated with creating a systematic approach to complex decision making.

DBA-801 3
The Global Business Context: Trends, Issues and Markets

This course provides a general examination of the role of public safety leaders, including those in homeland security and emergency management, in shaping standards of ethical conduct at the individual, group and organizational levels. Students will gain an understanding of the ethical challenges faced by public safety professionals in balancing core values, responsibilities, and compliance with the policies and regulations relevant to the institution they serve.

Credits

DOMAIN II – Integrated Business Curriculum **18**

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

The interactive seminar concentrates on applying economic theory and tools in examining real-world problems. Learners will utilize library journals and online resources to understand and analyze economic and financial problems.

DBA-803 3
Seminar in Organizational Dynamics: Leadership, Culture, and Change

This course explores the interrelated individual and group behavior topics of leadership, culture, and change. Students will reflect upon the classic theories in these subject areas and analyze their applicability to modern organizations' effectiveness.

DBA-804 3
Seminar in Strategic Planning and Organizational Effectiveness

This course will focus on the importance of refining all elements of the strategic plan to reach optimum organizational effectiveness. Topics will include research methods, analysis tools, selecting a strategic approach to the marketplace, and using this information to craft a five-year strategic plan.

Credits

DBA-805 3

Seminar in Marketing and Entrepreneurship

This course examines how organizations can leverage advanced marketing information, unique applications of consumer data, and organizational knowledge to communicate value to consumers. Topics include core principles, theories to build upon current knowledge and expand students' understanding of market-oriented planning and competitive positioning to pricing and integrated communications.

DBA-806 3

Empirical Entrepreneurship: Data, Technology and Business Intelligence

This course will focus on the development of effective models of decision making in a dynamic business environment. Topics will include the exploration of methods, techniques, and theoretical frameworks associated with creating a systematic approach to complex decision making.

DBA-807 3

Seminar in Law, Ethics and Global Society

This course is an empirical and academic exploration of law and ethics impacting business practices. Students focus on developing a practical and ethical approach to business in both domestic and international environments. Students will evaluate best practices in legal compliance and ethics.

Credits

DOMAIN III – Areas of Specializations 9

ORGANIZATIONAL LEADERSHIP

OML-801 3

Seminar in Global Leadership: Theory and Practice

This course builds upon the basics of DBA-803 and allows students to analyze major modern theories and research in leadership, evaluate the effectiveness of these theories in a practical international context, and apply various leadership approaches to maximize competitive advantage.

OML-802 3

Seminar in Leadership and Culture: Organizational and National Perspectives

Building on organizational culture provided in DBA-803, this course takes an in-depth look at classic national and organizational culture studies and then examines the newest research in both areas. The role of the leader is analyzed, and students have the opportunity to analyze how their own leadership styles are impacted by organizational culture.

OML-803 3

Seminar in Leading Change for Competitive Advantage and Sustainability

Building on the foundation of DBA-803, this course examines the historical and current literature on leading change specifically as it relates to providing innovation and sustainability for competitive advantage and in today's global environment. Emphasis is on the leader's role in managing organizational change to promote innovation and sustainability for competitive advantage. Students will explore cutting edge literature and current and future research topics in this area.

Credits

HUMAN RESOURCE MANAGEMENT

HRM-801 3
Seminar in Global Human Resource Management: A Multi-Country and Multi-Cultural Perspectives

This course will focus on the methods used by global human resource managers to design a human resource plan that effectively operationalizes the workforce strategic plan. Students will identify the issues associated with a global workforce and develop a plan that creates a strong talent pool and utilizes the cultural differences to improve organizational outcomes.

HRM-802 3
Seminar in Workforce Technologies: Analytics and Strategic Planning

This course will focus on the unique advantages provided by advanced workforce technologies and the current operational challenges. Students will be able to identify the available technologies in the marketplace, evaluate, rank and define how these analytical capabilities would best support the strategic planning process.

HRM-803 3
Seminar in Human Resource Leadership: From Succession To Sustainability

This course will focus on the importance of effective human resource (HR) leadership to organizational success. Students will define HR leadership capabilities and clearly create a plan for HR functions and policies to support succession management systems and the development of the HR workforce.

Credits

GENERAL MANAGEMENT 9

Nine credits from combined areas of study

DOMAIN IV – Teaching and Consultative Practice 6

DBA-808 3
Teaching Adults: Archetypes, Tools, and Tactics – Andragogy Lab

This course examines how to effectively design and teach business courses by examining diverse, effective structures and delivery methodologies. Topics include a full range of core teaching principles, educational concepts ranging from learner psychology and curriculum design to quality teaching dynamics and the use of active learning in the "classroom."

DBA-809 3
Organizational Consulting: Process Consultation, Avocation, and Business Sustainability

This course focuses on the process of consulting for organizations of all sizes and defining the role of the consultant through the development of a contract for services, role development, and deliverable schedules. Students will be able to create a contract, define SMART objectives, define data collection methods that fit specific scenarios, interpret information, and advocate for a set position in writing.

DOMAIN V –
Scholar-Practitioner Field Project Courses **9**

DBA-910 3

Scholar-Practitioner Field Project I – Research Methods, Project Identification, Framing and Site Preparation

This is the first of three field project-practice courses. The central focus of the course is formulating a project proposal that is data driven and supported by evidence-based literature and contemporary field experience. Key project products completed in this course include: field project proposal, problem statement, research questions, theory, and practice literature review.

DBA-920 3

Scholar-Practitioner Field Project II – Research Methods Supervised Practicum: Data Collection and Analysis

This is the second of the three project-practice courses. This course advances the work accomplished in the first course (DBA-910) to conducting the field project. Central to this course is the integration of data collection and analysis reflecting a cogent and comprehensive understanding of the finding within the contexts and influenced by the conditions associated with the field project.

DBA-930 3

Scholar-Practitioner Field Project III – Project Completion, Presentation, and Publishing

This is the third and culminating course of the three field project-practice courses. Central to this course is developing a plan to disseminate the project findings to the population(s) that could benefit from this project information. In addition, a required outcome of the course is creating a plan to publish key aspects of the field project and findings in aligned academic or industry publications.

TOTAL CREDITS **48**

DBA Online Courses

COURSE REGISTRATION

All information pertaining to the online DBA courses may be found on the University website at *tesu.edu/business/dba*. Course details, which may be previewed at that same website, provide additional information on course assignments and specific requirements.

Course registration begins approximately six weeks prior to the start of classes and continues for three weeks followed by several days of late registration, which requires a late fee. Please note that courses are not posted on the website for a particular term until registration begins, but students may also register by telephone, fax, or postal mail.

To register online, students must pay by credit card. Online course registration is encouraged. To register by telephone, students must pay by credit card. Students should be sure to properly key in credit card information. Confirmation of registration will be sent by the Office of the Registrar by email when the process is complete. *View Graduate Registration Guidelines*.

While there may be more than one section of a course available and students may choose the section and course mentor, the School of Business and Management reserves the right to reassign students to a different section as needed to provide an optimal learning experience for all students. Every effort will be made to accommodate course selections made during the regular registration periods, adding sections and/or seats if necessary.* During late registration and beyond, open seats may be filled, but no additional seats or new sections will be added.

A password to access the course will be given by the Office of the Registrar by email within a day or two of the course start date. To facilitate communication, students must maintain a current email address on file with the Office of the Registrar throughout their enrollment. A Student Data Change Form is available at *tesu.edu/studentforms*.

**Students may not change course sections once the course has opened.*

COMPUTER REQUIREMENTS

Computer requirements and capability needed to be successful in the online courses are listed on Page 15 of this *Handbook* and on the website. At minimum, students should be able to send and receive email, including attachments. Selected courses require access to, and a familiarity with, PowerPoint and Excel software.

ASSESSMENT OF LEARNING

Assessment of learning in the School of Business and Management courses will include reading assignments, the student's contribution to the asynchronous and synchronous online group discussions, written assignments, and presentations. All assignments related to the School of Business and Management online courses will be submitted online.

Textbooks and other course materials may be obtained from the University's recommended textbook service, MBS Direct at *mbsdirect.net* or any other vendor. To insure ordering the correct textbooks and other course materials, students must obtain textbook information for the term during which they plan to take the course as requirements for course materials may change. Additional research resources are available such as EBSCOhost Web the leading provider of research databases. Students should also be sure they have confirmation of course registration before purchasing course materials.

School of Business and Management courses require the student to participate substantively in the online discussions a minimum of three times a week on three different days throughout the week. The School of Business and Management course online discussions are designed to be highly interactive discussions where ideas can be shared and feedback provided, and where a community of learners is developed. To accomplish this goal, participation in online discussions involves two distinct activities: an initial response to a posted question (discussion topic) and subsequent comments on classmates' responses. Meaningful participation is relevant to the content, adds value, and advances the discussion.

GRADING

Grading rubrics are posted in each course. The School of Business and Management grading policies are stated in this *Handbook* and in the online *University Catalog* along with grading policies listed there that pertain to all students. For School of Business and Management courses to apply to DBA program requirements, the student must achieve a B or better in all courses. A B average (3.0) or better must be achieved for graduation from the DBA program.

Grading policies for School of Business and Management courses pertain to all students in those courses regardless of the student's program level. All course assignments must be submitted on or before the last day of the course. Course extensions are not granted for DBA students.

The School of Business and Management course mentors will be available the first day of the course.

The mentor is responsible for all aspects of the course including interaction with students during online group discussions, feedback on the student's academic progress, and the grading of assignments. All issues and concerns related to program requirements, course registration, program materials, etc., should be referred to the School of Business and Management assistant dean rather than the course mentor.

Students will obtain access to a dedicated Google site repository to work with their advisor on their Capstone Case Study Proposal (CCSP). Students will initiate their CCSP in the beginning of Domain IV and continue to develop throughout Scholar-Practitioner Field Project. Students are required to update their CCSP and receive advisor/dean approval at prescribed intervals. Submission of the advisor/dean approved CCSP is required prior to beginning the Capstone Project Concept Paper and registering for the Scholar-Practitioner Field Project (DBA-910).

Academic Standing: Graduate Grading System

Graduate courses – and other graded graduate learning assessments – are graded based on the following scale:

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	

*CR equals B or better at graduate level.

Note: *DBA students who earn a course grade below a B will be evaluated on an individual basis for permission to repeat the course and remain enrolled in the DBA program. DBA students who earn a grade below a B in a second course will be dismissed from the DBA program.*

Appeals

All students in the School of Business and Management will follow University policies on academic appeals as outlined in the online *University Catalog*.

Formal Complaints

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

Thomas Edison State University Student Complaint Policies and Procedures

Thomas Edison State University's mission is to provide the highest level of service to its students, in an environment conducive to learning and academic excellence. The University also acknowledges the maturity, autonomy, and dignity of its students. Consistent with its mission, the University has instituted various mechanisms to address student complaints.

When registering concerns or complaints, University students must follow the appropriate procedures. If a student has any question about the applicable procedure to follow for a particular complaint, the student should contact the Office of the Registrar at (609) 777-5680.

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 *tesu.edu/studentforms*.

ACADEMIC CODE OF CONDUCT POLICY
See the *University Catalog*.

NONACADEMIC CODE OF CONDUCT POLICY
See the *University Catalog*.

POLICY AGAINST DISCRIMINATION AND HARASSMENT

See the *University Catalog*.

DISABILITY ACCOMMODATIONS

See the *University Catalog*.

The *University Catalog* can be found online at *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.

Academic Integrity and Honesty

It is expected that all students in the School of Business and Management will familiarize themselves with, and adhere to, the University's Academic Code of Conduct Policy as detailed in the *University Catalog*, found online: *tesu.edu/catalog*.

Continued Enrollment

DBA students are expected to earn a grade of B or better in each DBA course and maintain continuous enrollment in the DBA program. Student progress is reviewed each term. Students who become inactive will be evaluated on an individual basis for permission to enroll in a future cohort.

NOTE: Re-enrollment may place student into the newest curriculum, which may affect course requirements.

Student Services and Resources

ADVISEMENT SERVICES

All programs offered by the School of Business and Management are designed for adult independent learners who want flexible scheduling and options for program completion and who can take responsibility for their program planning and degree completion. Courses are mentored rather than taught, and students are expected to familiarize themselves with the computer requirements for online courses, the University and School website, publications, and program materials as well as their individual program requirements. The School strongly encourages all students to utilize advisement services in planning their degree program progression.

Because most students live a distance from the University, advisement appointments are available by telephone as well as in person. All students are encouraged to schedule an advising appointment early in their program, after completion of their Academic Evaluation. Individual appointments with

the assistant dean for graduate School of Business and Management programs are scheduled by sending an email to *SBM@tesu.edu*.

Library and Educational Services and Resources

The New Jersey State Library, which is an affiliate of the University, offers Thomas Edison State University students access to many resources for study. The Library may be contacted through the University website at: *tesu.edu/current-students*.

Additional educational resources may be accessed through the University website at *tesu.edu* and at sites identified for students in the online School of Business and Management courses. Information on library services is provided with enrollment materials and found online at *www.njstatelib.org/research_library/services_for/thomas_edison_state_university*. Registration for a library card is required for access to the electronic database. Students are also encouraged to take advantage of college and public libraries in their communities as well as those in the workplace. Through their interaction online in the School of Business and Management courses as well as access to the moderated discussion board for all enrolled students on the University website, students may inquire and share information about additional learning resources.

Technical Support

Technical support to students is available 24 hours a day, seven days a week. Through this support service, students have the ability to seek help either by phone, email, or internet for problems specifically associated with the course management system. By calling (609) 777-5680 or emailing *support@tesu.edu* at any time, students and mentors can receive technical support for such functions as logging into myEdison®, resetting passwords, submitting assignments, and handling pop-up blockers. Users of this expanded service are advised that only technical support questions will be addressed. Questions pertaining to such services as advising, course registration, financial aid, or program-related services are not able to be answered. Additional technical support is provided for the online School of Business and Management courses by a mentor available in each course specifically for this purpose.

Financial Aid

Information on financial aid may be obtained by contacting the Office of Admissions and Enrollment Services at (609) 777-5680, the Office of Financial Aid at (609) 633-9658, via email at *finaid@tesu.edu* or online at *tesu.edu*. Information on scholarships and other financial aid opportunities for students may be posted on the University website at *tesu.edu/tuition/scholarships* when appropriate.

Students on financial aid should familiarize themselves with the recommended course sequence and prerequisites to make the best use of financial aid awarded and progress toward degree completion.

Students with Disabilities

Thomas Edison State University adheres to the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Therefore, the University provides reasonable accommodations for otherwise qualified students who disclose and verify a disability to the University. The Center for Disability Services provides assistance to students who wish to discuss reasonable accommodations for verifiable disabilities. Students are responsible for identifying themselves to the ADA coordinator at (609) 984-1141, ext. 3415. The TTY number for hearing-impaired students is (609) 341-3109. Application and information is available at *tesu.edu* or email *ada@tesu.edu*.

System Requirements

DBA students must have computer capability compatible with technology specified for the Thomas Edison State University's online courses, access to Power Point software, Excel software, a microphone, and a webcam.

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.

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.

Planning For Program Completion

Students are required to disclose their previous academic record by submitting transcripts on application for all previously completed college-level credit. No tuition will be refunded for courses taken without academic advisement or when credits previously completed that might satisfy degree or certificate requirements are not submitted for evaluation.

All students are encouraged to review the packet of materials provided on enrollment. Students are also encouraged to review their Academic Evaluation through Online Student Services after which they should contact the assistant dean for graduate School of Business and Management programs for clarification of requirements and assistance with planning for degree completion as needed. Students in the DBA program with no previously completed transferable graduate courses may proceed with course registration and completion of requirements according to the recommended sequence for their program as described in this *Handbook* and as determined by completion of course prerequisites and advisories.

Graduation

Thomas Edison State University degrees are conferred four times a year, September, December, March, and June, as published in the online *University Catalog*. A letter verifying degree completion will be provided from the Office of the Registrar prior to degree conferral. Requests for transcripts must be in writing and must be accompanied by the fee. The University holds one Commencement ceremony each fall. All graduates must be certified by the September graduation date to be considered graduates for the academic year and to be named in the *Commencement Program* for that ceremony.

Candidates for the DBA degree must:

> achieve a cumulative grade point average of B (83) or better in the DBA degree program;

> successfully complete all DBA program requirements, including the DBA Capstone Case Study Proposal (CCSP) and the DBA project within seven years of enrollment in the first DBA course;

> submit a completed Request for Graduation Form through Online Student Services, located on the University website at *tesu.edu* with fee to the Office of Student Financial Accounts according to deadlines established by the Office of the Registrar;

> have all transcripts submitted to the Office of the Registrar according to deadlines established by the Office of the Registrar; and

> have satisfied all outstanding financial obligations with the University.

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.

Students with any history of academic integrity violations are not eligible for any award or honor.

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

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.

*The School of Business and Management does not permit rewrites of any assignments.

HEARING

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

> The student shall have the opportunity to testify and present evidence and witnesses. A list of witnesses and a copy of documents to be presented at the hearing must be submitted to the University at least seven days prior to the hearing.

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

> The committee shall hear and question witnesses.

> The student may suggest questions for witnesses to the committee.

> The hearing will be audio recorded. All records and/or audio recordings of the hearing will be kept in the custody of the University. Records or recordings may not be reproduced without the specific authorization of the president of Thomas Edison State University.

> All expenses incurred by the student and any witness will be borne by the student.

> If a student (with notice) does not appear at the hearing, the committee shall decide whether to proceed in the student's absence.

> An audio recording of the hearing (not deliberations) shall be made and maintained by the University.

The Academic Integrity Committee will review all reports and evidence regarding the misconduct charge. A written decision will be issued by the chairperson, Academic Integrity Committee, within 10 business days of the hearing and will be sent to the student concerned via certified and regular mail. In its decision, the Academic Integrity Committee will determine the appropriate sanction.

APPEAL PROCESS

The student shall have the opportunity to appeal any decision involving disciplinary action. An appeal must be submitted in writing to the provost and vice president within 10 business days after receipt of the hearing decision of the Academic Integrity Committee. The appeal must specify the grounds on which it is made. Allowable grounds for appeals are limited to the following:

> Evidence of procedural irregularity

> Evidence of mitigating circumstances or facts that could not have been presented at the hearing

> Evidence of undue severity of sanction

> Evidence of bias on the part of the members of the Academic Integrity Committee

> Evidence that the decision of the Academic Integrity Committee is arbitrary, capricious, or unreasonable and that the evidence does not support the charges

> The provost and vice president will issue a decision within 10 business days and may require that the previously imposed sanction be:

1) Affirmed and executed;
2) Suspended, set-aside, or rejected;
3) Modified or adjusted as warranted by circumstance.

The decision of the provost and vice president of academic Affairs is final.

Institutional Review Board (IRB) Requirements

DBA students are required to submit a completed IRB application to the Thomas Edison State University IRB during the Term XIV in the DBA program. Instructions and forms for submitting an IRB application can be found on the University website at *tesu.edu/about/Institutional-Review-Board.cfm*

Mentor Bios

Dr. Robert W. Bigelow

Education

PhD in Education (Specialization in Postsecondary and Adult Education), Capella University-School of Education

JD, Georgetown University Law Center

BA in Sociology (Minor: TV Production), University of New Mexico

Dr. Robert W. Bigelow is an attorney and educator with significant experience in both law and academia. His background includes the fields of employment law, labor law and criminal law. Bigelow's 26 years of legal practice also includes being founder and managing partner of a N.Y./N.J. law firm and serving as the senior supervising attorney for the Legal Aid Society-Criminal Defense Division in New York City. Academic interests include online education, employment law, labor relations, human resource management, business law, criminal law and baseball history. He also has significant experience as a television legal analyst most notably as a regular guest commentator at Court TV/TruTV for five years. Bigelow says his approach to teaching and curriculum development is student-focused and facilitates a real-world understanding of theory and principles.

Dr. Eric T. Brey

Education

PhD, Purdue University

MS and BA, Hospitality and Tourism Management, University of Wisconsin-Stout

Dr. Eric T. Brey focuses his work on the implementation of customer-centric strategy and service design influences on organizational success. He has been recognized for innovation as an AT&T Technology Fellow and an extraordinary marketing mind by Hospitality Sales and Marketing Association International (HSMAI), while being quoted in various international media outlets on his research and work on customer needs. He has received numerous scientific awards for his research and has been published in various top-tier journals for the same work. Brey currently serves as an advisor to the Chief Marketing Officer Council. As a teacher-scholar passionate about engaging with industry, he has had the privilege of working with Fortune 500 companies, globally-based companies, international associations and numerous governments through the world.

Dr. Cliff Butler

Education

DBA, Management, Nova Southeastern University

MBA, Golden Gate University

BS, Communication Arts, California State Polytechnic University

Dr. Cliff Butler is a marketing executive and educator with extensive experience in both corporations and academia. His professional background is focused in the fields of marketing, program management, and online development with companies including Proquest, International Thompson Publishing, aQuantive, and Microsoft. Academic interests include online learning, research methods, curriculum development, management and marketing. Butler has been teaching at the graduate and doctoral levels for more than 20 years including assignments in Eastern Europe, Switzerland, and China. He also serves as the Editor-in-Chief of the *International Management Review* and completed his certification as a Professional Co-Active Coach in 2014. Butler says he is very dedicated to the profession of education, adult learning, and helping students reach their goals.

Dr. Jane Whitney Gibson

Education

DBA, Nova Southeastern University

MS/HRM, Nova Southeastern University

BS, Sociology, Fairleigh Dickinson University

Dr. Jane Whitney Gibson, editor emeritus of *The Journal of Applied Management & Entrepreneurship,* and author of four books and numerous academic articles, served as professor of management at a major university where she held various administrative posts and taught at the MBA and doctoral levels. Currently adjunct faculty at TESU, where she teaches human resources, leading strategic change, and managerial communications, Gibson's main research interests center on leadership and online education.

Dr. Elaine M. Gregory

Education

DBA, Accounting, Capella University-School of Education

MBA, Finance, North Central University

BA in Accounting, Washington State University, Pullman, Wash.

Dr. Elaine M. Gregory is a certified public accountant (CPA) and certified fraud examiner (CFE) as well as faculty instructor. Her background includes for-profit, not-for-profit and government accounting and finance. Gregory's last full-time position was as a forensic consultant with the U.S. Department of Justice. Academic interests include online education, particularly in the field of accounting. She also mentors both PhD and DBA candidates in the development of the dissertation manuscripts. Gregory says her approach to teaching and curriculum development is to facilitate a collegial relationship with students who pursue higher education. She brings both academic and real-world experiences into the course room to demonstrate how accounting concepts are applied in practical applications.

Dr. John Machnic

Education

PhD Economics (Public Finance, Public Choice, Urban and Regional Economics), Virginia Polytechnic Institute and State University

MA Economics and Political Science, Ball State University

BA Political Science, Niagara University

Dr. John Machnic is a business consultant and educator with significant experience in private industry as a chief executive officer and chief financial officer, as well as with nonprofits, having served as an executive director for two different organizations. His academic interests include research methods, economics, and finance. Machnic has developed online courses for Wester University, Capella University, and Thomas Edison State University.

Dr. Paul Sam

Education

PhD in Organization and Management (Specialization: Information Technology Management), Capella University

MBA, Amberton University

Master of International Business, University of St. Thomas

BS in Economics and Finance, University of Texas-Dallas

Dr. Paul Sam is chief operating officer for a Global Energy Company and an educator with significant experiences in leadership, global business, project management, information technology development, and management. His 29 years of management includes executive positions managing global projects in Fortune 100 companies. Academic interests include project management, international business, information technology, and operations management. Sam's research interests include global cultures, business intelligence (BI), global supply chain, and information technology (IT). Sam says he uses formative evaluation technique to locate areas for improvement in his students and uses learning/teaching adjustments to correct any observed areas of opportunity.

Staff Bios

Dr. Michael Williams, Dean

Education

MS, PhD, Fordham University

MBA, DeVry University

MS, Rutgers, The State University of New Jersey

Dr. Michael Williams was appointed dean of the School of Business and Management at Thomas Edison State University in 2013. His professional background combines more than 25 years of higher education, executive-level coaching, consulting and teaching.

Prior to his appointment as dean, Williams joined the University in 2012 as associate dean of the Master of Business Administration program, where he led the development and implementation of the program's first cohort and created the Graduate Business Preparatory Program.

Prior to joining the University, Williams served as dean of the Graduate School of Business and professor of Business Management at Touro College in New York. He has also served as faculty chair for the graduate leadership development, organizational development and human resource management programs at Capella University's School of Business and Technology in Minnesota.

Williams has also served in executive human resource management and organizational learning leadership roles leading strategic staffing, leadership development, industrial and labor relations, and change management initiatives for national and international corporations, including J.B. Hanauer and Company (Royal Bank of Canada) and C3I, Inc. (Siebel/Oracle). He is the co-founder and principal consult in the Academy for Coaching and Training, a global coaching consultancy in New York, and a guest lecturer with the Academy for Continuing Education's Certified Real Estate Advisor program.

Williams earned a PhD in Educational Leadership and a Master of Science in Human Resource Management from the Fordham University Graduate School of Education; a Master of Science in Labor and Employment Relations from the Rutgers University School of Management and Labor Relations; a Master of Business Administration from the DeVry University Keller School of Management; and a Master of Science in Mental Health Counseling from the Touro College Graduate School of Psychology.

Camilla King Lewis, Assistant Dean

Education

MSHRM, Thomas Edison State University

BA, Queens College

Camilla King Lewis is the assistant dean of Graduate Studies in the School of Business and Management at Thomas Edison State University. She provides academic and administrative leadership for several prominent graduate programs offered by the School of Business and Management. Lewis is responsible for leading the development, implementation and academic review of degree programs and curriculum. In addition, Lewis also manages all aspects of graduate student services, including policy formation, admissions, student engagement, registration, mentor recruitment, course assignments, student satisfaction and quality assurance. She is the lead coordinator for the schools learning outcome assessment process and serves as a member of the University's Learning Outcome Assessment Committee, which oversees the preliminary design of learning outcomes and academic review of new program degree proposals.

Prior to joining Thomas Edison State University, Lewis worked in Merrill Lynch's Private Client's Global Wealth Management Division for 16 years in various management positions. She developed noteworthy expertise in managing transformational processes, delivering and improving high-quality learning programs designed to advance high performing employees and leaders.

She was the honorary recipient of Business Coordinator Award and Corporate Plus Award from the diversity organization, INROADS. Her background encompasses more than 30 years of in-depth, senior leadership experience and progressive accomplishments in various functions, including management positions at Bankers Trust Company (acquired by Deutsche Bank) and National Passenger Railroad Company, Amtrak.

Lewis earned a Bachelor of Arts degree in education from Queens College in Flushing, N.Y., and a Master of Science in Human Resource Management from Thomas Edison State University, where she was awarded Sigma Beta Delta membership.

She has served as a trustee of the Ewing Public Education Foundation.

Alicia Malone, Assistant Dean

Education

MALS, Thomas Edison State University

BSBA, Rowan University

Alicia Malone is an assistant dean of the School of Business in Management at Thomas Edison State University, where she focuses on undergraduate business programs. Malone has more than 20 years of experience in higher education administration working with adult students and enabling them to achieve their academic and professional goals. Prior to her appointment as assistant dean, she held leadership positions in the University's registrar, admissions and academic advising offices.

Malone has presented on prior learning assessment at the University's National Institute on the Assessment of Adult Learning and served as vice president of the American Federation of Teachers Local 4277. She currently serves on key academic committees within the University.

Malone earned a Bachelor of Science in Business Administration from Rowan University and a Master of Arts in Liberal Studies degree from Thomas Edison State University.

Susan C. Fischer, Administrative Assistant

Education

AA, Thomas Edison State University

Susan C. Fischer joined Thomas Edison State University in 2005 and was appointed as administrative assistant in the School of Business and Management in 2008. She serves on the University's Employee Recognition Committee and the New Hire Ambassadors Committee.

Prior to coming to the University, Fischer was employed by the McGraw-Hill Companies, Value Options and CNA Insurance Company (formerly, Continental Insurance Company). Notably, she received two consecutive Customer Service Representative of the Year awards at the McGraw-Hill Companies.

Fischer earned an Associates of Arts degree in Liberal Studies from Thomas Edison State University. She is currently pursuing a Bachelor of Science in Professional Studies degree at Thomas Edison State University through the University's Bachelor's to Master's Program.

She is the head cheerleading coach of the World Cup All Star, Little Dipper team and a professional member of, and certified by, the US All Star Federation (USASF). Fischer is certified to use automated external defibrillator (AED) and perform cardiopulmonary resuscitation (CPR) by the American Heart Association.

STUDY WITH THE LEADER
IN ONLINE EDUCATION

THOMAS EDISON
STATE UNIVERSITY

SCHOOL OF BUSINESS AND MANAGEMENT