



The Score

HOW AN ABUNDANCE OF MUSICAL TALENT AND PLA CREDITS MADE QUICK WORK OF A UNIVERSITY DEGREE

Recent Thomas Edison State University graduate, Los Angeles Film School faculty member, military veteran and prior learning assessment (PLA) enthusiast, Andrae Alexander, enjoys an expansive career as a musician, producer, writer and director. He has performed with a cadre of musical artists that include Patti LaBelle, The Roots, Vanessa Hudgens, Jill Scott, Johnny Gill, Erykah Badu and The Michigan Opera Theater. He has also served as musical director for professional stage performances and as a musician for popular television shows. In our recent interview with Alexander, he discussed the value of his degree, the benefits of graduating much sooner than anticipated and the moment he realized enough was enough.

Q At what point in your life did your talent for musical performance emerge?

ALEXANDER: Coming from a family in which everyone either played an instrument, sang or did both, I've been a musician for as long as I can remember. As soon as my mother realized that I was serious about music, she enrolled me in piano lessons. She was a major influence in finishing my Bachelor of Arts degree in music because she always wanted me to continue my education. I was excited to see her face as I walked across the stage during the University's Commencement ceremony in September. My public school teachers also played a major role in inspiring me to achieve goals beyond my expectations, especially those from the Duke Ellington School of the Arts in Washington, D.C.

Q Tell us the ways the University stood out among other institutions you considered.

ALEXANDER: The University was distinctive because it fit all of my criteria. I discovered even more value in its programs once I enrolled. Knowing that there is a time limit on using VA education benefits, I had to find a school that

accepted credits for my military service and training, accepted nontraditional credits that are American Council on Education (ACE)-approved and possessed regional accreditation. Accreditation was important to me because it meant that my degree would be perceived as viable throughout the academic world. TESU not only fit all the criteria, but once I got started, I discovered that I could use credit-by-exam, portfolio assessments and alternative ways to earn credit that allowed me to graduate earlier than projected – so much earlier, in fact, that I had enough military tuition assistance benefits left over to attend graduate school. The day that I earned my degree from TESU, I got a job teaching film scoring at The Los Angeles Film School in Hollywood, Calif., and I've been accepted in a master's degree program at California State University, Northridge.

Q What aspect of your career is the most significant to you?

ALEXANDER: Highlights that immediately come to mind are being accepted into a U.S. Marine Corps field band at the age of 17 and becoming a member of the U.S. Navy Band of Washington, D.C., at 20 years-old. Being in the studio with my favorite musical artists and watching them write and record has also been a huge privilege. Having the opportunity to perform for the Crown Prince and Norwegian royal family was memorable as well. Overall, I am grateful for the opportunity to have performed in more than 40 countries with well-known and extremely talented musical artists.

Andrae Alexander, BA '17

Q Tell us about your experience with the U.S. Marine Corps Band and serving as a pianist in the U.S. Navy Band of Washington, D.C.

ALEXANDER: I joined the U.S. Marine Corps at 17 years old as a pianist and had the honor of studying at the United States Armed Forces

“THE UNIVERSITY WAS DISTINCTIVE BECAUSE IT FIT ALL OF MY CRITERIA. I DISCOVERED EVEN MORE VALUE IN ITS PROGRAMS ONCE I ENROLLED.”

Andrae Alexander



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School of Music in Norfolk, Va. During that time, I was trained by some of the best musicians on the planet who also serve this country as soldiers and sailors performing during military ceremonial services. These musicians are the face of the military, often the first point of contact for civilian spectators during parades, school programs and community concerts. After four years in the Marine Corps, I auditioned for an opening in The Cruisers, which is an ensemble in The United States Navy Band of Washington, D.C. I was 20 years old and found myself being mentored by world-class musicians who took me under their wing. If it were not for the focus that I learned during my military service, I would not have had the drive and determination to accomplish any of the jobs listed on my resume.

Q You completed an impressive segment of your degree requirements – from music improvisation and film music composition to arranging – using TESU's prior learning assessment. Why did this form of earning credit work so well for you?

ALEXANDER: Even though portfolio assessments require diligence and focus, they were my favorite way to earn credit. My process was simple: I took the learning objectives for each course I was attempting and included professional projects in my portfolio that proved that I had the skills required. For example, for the musical arranging courses, I submitted scores for a play in which I had done the musical arrangement. This component of my portfolio was evaluated by a subject matter expert at TESU. On top of this, I was expected to submit written assignments. It's definitely work, but again, as long as you have the college-level knowledge for the course you are seeking credit for, it's actually very rewarding.

Q The Thomas Edison Credit-by-Examination Program (TECEP®) and the College-Level Examination Program (CLEP®) also played a role in your academic progress. Can you expand on that?

ALEXANDER: While being enrolled in online courses, I would study for CLEP® and TECEP® exams on weekends. I would listen to audio files of my course material while driving to and from work. This method of earning credit also worked well for me because I was able to schedule my tests as soon as I was confident that I had the information down. I also earned a number of credits from my military experience.

Q How was your experience with our staff and our academic structure overall?

ALEXANDER: I loved the staff at TESU. Especially mentor Warren Gramm with whom I worked on my portfolio assessments in musical arrangement and composition. I connected with my advisors often to make sure my evaluations were up to date and to ensure that I was taking exactly what I needed in order to graduate. Overall, I felt that I could not have worked with a more motivating group of people.

Q You completed 44 credits – 15 of which were portfolio assessments – at TESU within 10 months. What kept you motivated as you balanced academics with your busy career?

ALEXANDER: I'll be honest; this was not an easy thing to do. I was literally reading and writing assignments while in studio sessions until five in the morning. My goal of getting to graduate school and finally finishing what I started years ago is what kept me focused. I'm now an educator myself. How could I mentor children about the importance of education if I never finished my college degree? Also, I was so tired of that sinking feeling when I would give someone my resume and they would immediately ask, "Oh, so you don't have a degree?" It got to the point where enough was enough for me.

Q If you can share any sentiment with students or service members who may be finishing their degree and feeling that going on is too much of a reach, what would it be?

ALEXANDER: Keep going. Your degree may feel as if it will take forever to complete, but it won't. Just get through it and do not procrastinate. Now is the time!

Alexander lives in Van Nuys, Calif. For the latest news on his career and current projects, visit andraealexander.com ■

Power Generation

SCHOLARSHIP FUNDING FUELS THE NEXT GENERATION OF ENERGY TECHNOLOGY STUDENTS

Ryan Hotaling has always been fascinated by power.

"I grew up in an area of Pennsylvania known for its natural resources and capacity to provide power to millions of people," said the U.S. Air Force staff sergeant and School of Applied Science and Technology student.

"The discovery of the Marcellus Shale natural gas field, for example, turned my rural area into a boomtown. While natural gas was being drilled and processed, wind turbines were being installed creating thousands of jobs. Local anthracite mining also continues to be a major resource for the region's electrical power. Listening to news stories both for and against various forms of energy sources made me want immerse myself in the field."

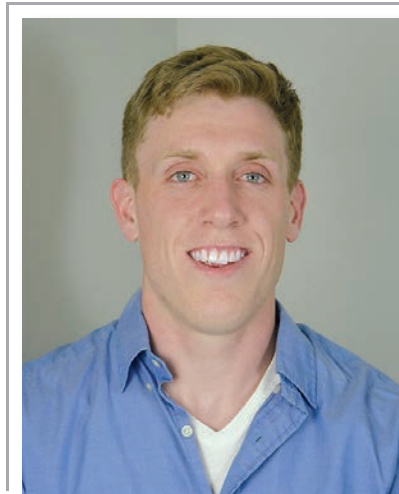
His perspective on how best to harness those sources is supported by his course work in the Bachelor of Science degree in nuclear energy engineering technology program.

"In our culture, the demand for clean energy has been in the forefront of news and public debates. In what I have researched, I believe that nuclear energy is vital to the makeup of our energy sources in the future. It is safe and reliable while creating minimal carbon emissions for the environment."

Completing his bachelor's program recently became more feasible due to an influx of scholarship funding. Hotaling, a 2016 Nuclear Regulatory Commission (NRC) Scholarship recipient, said the \$4,000 award has been a boon both professionally and personally.

"Receiving a scholarship of that magnitude is such a relief and benefit. Personally, it's beneficial because it means that the proceeds from my GI Bill are largely intact for future use. It leaves me the option to pass the tuition assistance benefits on to my wife, Noelle, so that she can complete her degree or progress to graduate-level study. When I initially joined the Air Force, my hope was to finish the bachelor's program during my first enlistment. By receiving the NRC Scholarship, I'll be able to do just that." According to members of the University's Scholarship Committee, Hotaling may qualify for additional funding during the 2017-2018 scholarship cycle.

His personal energy is fueled by a focus that helped him surpass the 24 credit per-year course load required of NRC Scholarship recipients.



Ryan Hotaling

"I've taken more than 36 credits in the last 12 months. It's definitely challenging to keep up with the program requirements while maintaining my military job, but it can be done," said Hotaling. "I sympathize completely with others who feel that the course load may seem too daunting. But I feel that if you have a strong enough sense of purpose, the rest will follow; whether that purpose is following your lifelong dream or providing a better future for yourself and your family. I hope to leverage the opportunity, knowledge and experience to pursue a career in engineering."

Hotaling, who currently serves the Air Force as a technical instructor for avionics, said he has taken advantage of different credit-earning formats to satisfy his degree requirements. Transferring his credits to the University from the Community College of the Air Force and utilizing the College-Level Examination Program (CLEP®) tests administered on base helped him accumulate a number of credits while fulfilling military obligations. He noted that one of the benefits of being an adult learner in the online courses he's now taking, is the privilege of learning from mentors as well as other students experienced in the field.

"CLEP is certainly a cost effective and beneficial way to earn credit for courses that you don't want to take for the length of a semester. I favor the online class formats due to the flexibility of the course offerings and being able to complete my assignments while working full time," he said. "I've derived so much through student and mentor interactions in those courses and hope to continue my education to the master's degree level."

COURSE NEWS

Note: A complete listing of all undergraduate and graduate courses and their availability may be found on our website at www.tesu.edu/courses.

NEW UNDERGRADUATE ONLINE COURSES:

AOJ-358 Courts and Criminal Procedures

HCM-307 Principles of Healthcare Management

ITS-231 Database Programming

ITS-240 Routing and Switching Fundamentals

ITS-261 Linux

PSG-295 Polysomnography Capstone

NEW GRADUATE ONLINE COURSES:

ACC-703 Data Mining and Knowledge Management

DTM-534 Organization of the Healthcare Value Chain

HCM-502 Healthcare Administrator Leadership

Since the School's Nuclear Energy Engineering Technology program is ABET accredited, Hotaling said he will be qualified to sit for the Fundamentals of Engineering/Engineering in Training (FE-EIT) exam administered by the National Council of Examiners for Engineering and Surveying (NCEES). Doing so will prepare him for licensure as a professional engineer in the United States.

"There's little doubt that in the quest for cleaner, safer and more efficient energy solutions, Hotaling's voice will be among those who are intellectualizing the topic and serving as future leaders in the field," said Dr. Richard Coe, assistant dean of the School of Applied Science and Technology. "We are immensely gratified that the NRC Scholarship funding positions us to extend generous financial support to current and future students of his caliber."

To learn more about the programs available at the School of Applied Science and Technology, visit www.tesu.edu/ast. To learn more about the NRC Scholarship Program and how to apply, visit www.tesu.edu/NRCScholarship.cfm. ■

Nursing Students' Day at the State House

ACCELERATED 2ND DEGREE BSN PROGRAM STUDENTS ENGAGE IN THE LEGISLATIVE PROCESS

For Accelerated 2nd Degree nursing program students, it's never too early to begin influencing healthcare laws.

During a visit and tour of the New Jersey State House in May they were exposed to the inner-workings of the legislative process and the ways they, as future registered nurses, can potentially influence governmental policy. According to Vicki Brzoza, MSN, MBA, RN, CCRN, a nurse educator in the program, the students' foray into this process began well before they reached the State House steps.

"Months before our field trip, exploration and discussions about healthcare policy began in the students' online courses and in their classroom exchanges. They developed correspondence to state representatives and researched bills they planned on discussing with legislators," said Brzoza. "A date corresponding with a legislative voting session was carefully chosen, and the resulting 'State House Day' agenda for the students included pre-legislative briefings, interactions with political and healthcare leadership, attendance in the legislative session and State House tour."

Students had several opportunities to speak with representatives about the state's legislative bills in progress. Former N.J. Assemblywoman Barbara Wright led student discussions along with New Jersey State Nurses Association

(NJSNA) CEO Judith Schmidt and NJSNA President Dr. Benjamin Evans. Students were later joined by N.J. Assemblywoman Elizabeth Mayer Muoio who provided her perspective.

"It is a fulfilling and valuable experience, as it offers students the opportunity to understand how nurses can impact the laws that affect their profession and future patients," said Brzoza.

Student Ana Delacruz noted, "I had the opportunity to put together some of the concepts learned in my health policy and public health nursing courses regarding the policymaking process. As a future nurse, I am more aware now of the importance of becoming politically active. Our work, our lives and the lives of our patients can be affected by the legislative resolutions." ■

Switching Gears

THE POWER OF GIVING BACK

Tara Castaneda, RN-BSN '16, can tell you what it's like to switch gears.

"I worked as a hairstylist for more than 10 years before I decided to pursue a career in nursing," Castaneda said. "When I realized that this was what I wanted to do, I chose the associate degree path at Bergen Community College in Paramus, N.J., and it turned out to be the right decision. I graduated from the associate degree in nursing program in 2013 and began working full time as an RN, before enrolling in the Bachelor of Science in Nursing (BSN) degree program at the University," said the 2016 program graduate.

While completing her BSN degree, Castaneda worked as an RN in the mother and baby unit at Hackensack University Medical Center in Hackensack, N.J. Castaneda has remained on the unit while still finding time to pursue her Master of Science in Nursing (MSN) degree with the University.

"Throughout the pursuit of both my bachelor's and master's degrees, I continue to have a wonderful experience at the University," she said. "The online classes are easy to navigate, the mentors are all extremely helpful and I feel that I have gained valuable knowledge that I apply to my nursing practice each day. The flexibility of an online program appealed to me as a working mother and I was impressed with TESU's reputation and knew that I would

be self-motivated enough to handle a rigorous program."

In addition to her inner resolve, Castaneda leveraged financial support along the way to help carry out her goals. As a recipient of the Walter and Louise Sutcliffe Foundation scholarship, Castaneda does not underestimate the power of giving back.

"Attending college full time, as an adult with three children and a mortgage and bills, can be a huge financial burden," she said. "Receiving this scholarship helped me to complete my BSN in under two years, without having to take breaks due to finances. It kept me on track and also inspired me to want to give back to future nursing students when I am in a position to help."

The scholarship, which was established in 2015 by a grant from the Walter and Louise Sutcliffe Foundation, is made available to students currently enrolled in an undergraduate or graduate nursing degree program at the University.

"The value of student scholarship and program funding support to the School cannot be overstated," said Dr. Filomela Marshall, dean of the W. Cary

Edwards School of Nursing at the University. "It continues to be central in our ability to attract and retain students like Tara, who balance many other responsibilities with their course work."

Castaneda lives in northern New Jersey with her husband, Rob, and three children ages 13, 7 and 18 months. ■



Tara Castaneda, RN-BSN '16 and family

Meet A Mentor

Garry McDaniel, EdD, MEd

University Mentor Garry McDaniel knows that the secrets to a better life can come from an unlikely source.

McDaniel, a professor, counselor, motivational speaker and author, shares his philosophy and what he has learned from Panda, his Springer Spaniel, in his book *The Dog's Guide to Your Happiness: Seven Secrets for a Better Life from Man's Best Friend*.

"In the many aspects of my career, I have found that quite often people are just not happy," said McDaniel. "And, I also realized that my dog was always happy. So, I wondered, if my dog could talk what advice would he have to give me?"

That answer was found through a little qualitative research on McDaniel's part. "I asked other dog owners that same question and kept getting the same seven answers: loyalty; forgiveness; communication; optimism; unconditional love; playfulness; and life balance, such as knowing when to play, eat or just lay down and enjoy the sun. Those are the qualities that people should have as well," he noted.

It was a lesson learned. McDaniel put those qualities into practice in his everyday life, and he sees them in many of his TESU students.

"It is an honor and privilege to mentor the dedicated students at Thomas Edison," said McDaniel. "When I got my doctorate, I was working and going to school. These students are going back to school to better themselves and the flexibility of the University's format really helps them live a full life. They are logging into their courses while paying attention to their families and careers, and they can be anywhere in the world while still forging ahead. They may be in Italy on a sales call, in the Navy out in the Pacific Ocean or on vacation at the Grand Canyon, and they are still able to complete their studies online."

Mentoring School of Business and Management courses: Leading Organizational Change (LDR-345); Leadership Communication (MAN-376); Leadership and Management in the 21st Century (ORG-502); Organizational Management and Leadership (OML-610); and Contemporary Issues in Leadership (OML-630), McDaniel said he finds that in today's world, most people are now so wired with smartphones, iPads, etc., that they are already technologically ahead of the curve when they come to the University.

"It is easy to think you have to sit in a classroom, so it is not a huge leap to learn online and have a lot more flexibility," said McDaniel, who also teaches at Franklin University in Columbus, Ohio.

"I find that when students come back to school as adults, they are ready to put in the time and effort required. Discussion boards are a great resource, and TESU students are motivated to use their critical-thinking skills in that forum and they learn a lot from each other."

Camilla King Lewis, assistant dean, School of Business and Management, noted, "Garry is a valued member of

our graduate admission's committee. He conveys perceptive judgment in evaluating the promise of prospective graduate candidates. He is praised by students to be highly engaged and provides the most balanced and useful critiques on papers."

Earning an EdD in human resource leadership from the University of Texas in Austin, Texas, and MEd in guidance and counseling from Texas State University in San Marcos, Texas, McDaniel has authored five books that cover topics – in addition to happiness – that include coaching, conflict and business management.

Although writing is his first love, McDaniel also enjoys traveling. "Spent three weeks in Belarus teaching in September, and was just in Latvia speaking at a human resources conference. The best thing about my work is that I can continue to teach because it's online."

McDaniel lives in Columbus, Ohio, with wife Lauren. The couple has two adult children: daughter Julia is a junior at the University of Evansville in Indiana and son Ian works in the grocery industry. Then there is best friend Panda, who, McDaniel said, "Thinks he is famous because he helped me write a book." ■

"TESU STUDENTS ARE MOTIVATED TO USE THEIR CRITICAL-THINKING SKILLS IN THAT FORUM AND THEY LEARN A LOT FROM EACH OTHER."

Garry McDaniel, EdD, MEd



Dr. Garry McDaniel and Panda

Moodle Gets a ‘Boost’ with Newly Implemented Upgrades

UNIVERSITY’S COURSE MANAGEMENT SYSTEM GETS A FRESH NEW LOOK

The University’s course management system, Moodle, will receive a newly implemented look and feel as part of the University’s continued efforts to maintain the highest-quality technology and ease of use for students in their course space.

Dubbed Moodle ‘Boost,’ the structure and elements of student’s online courses will not change, simply where these features appear and an overall refresh of each section will be employed.

“The bones of the Moodle we’ve grown with over the years will continue to remain intact,” said Dr. Charles Campbell, director of Interactive Media and Academic Technology Solutions in the Center for Learning and Technology (CLT) at the University. “The primary modifications being made to the platform are meant to streamline the user experience also placing the most commonly used elements of the course space in more logical locations.”

This Moodle upgrade enhances the same features that could be found previously within the platform. The advancements include a sliding, left-side navigation tray that houses the most important information students need to navigate their courses as well as collapsible topics in the center column that expand and close with greater ease.

Moodle’s new theme also allows students to access their courses from all types of devices, making collaboration and accessibility more prominent. In addition, better



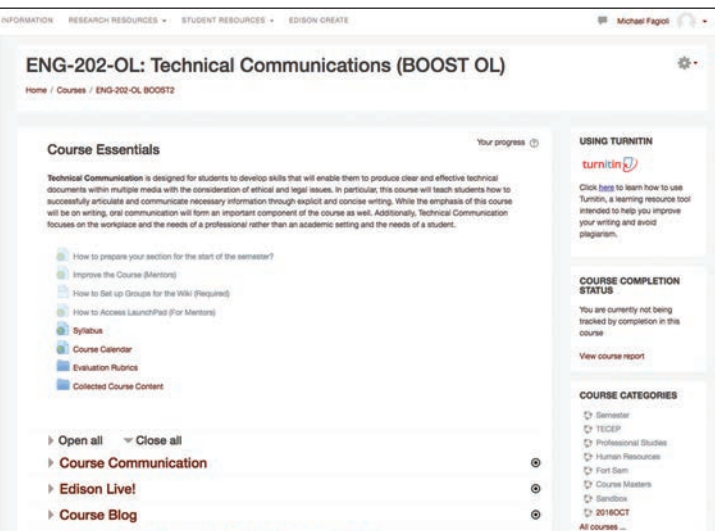
navigation within and between courses has also been included.

In addition to these enhancements, the CLT is also relaunching its Edison Create platform which will continue to house videos created by University staff in the Center.

“Edison Create will continue to be the primary hub that houses all of the University’s videos that provide information and guidance to students and mentors,” said Michael Fagioli, instructional technologist, Center for Learning and Technology at the University. “Our old and newly created course trailers, how-to, help and tutorial videos as well as videos about EdisonLive! and Kaltura will all continue to have a home in one place. The best element is that it is accessed directly from inside the newly upgraded Moodle platform.”

The upgrades to Moodle and the new Edison Create launched in October.

For more information about these enhancements, and to see how the new platform can be navigated, visit www.kaltura.com/tiny/s72te. ■



Screenshot of the new Moodle upgrades.

School of Business and Management Dean Moderates “Game Changers”

SERIES SPOTLIGHTS CHANGE AGENTS AND BUSINESS LEADERS

Dr. Michael Williams, dean of the School of Business and Management, who also serves as the resident interviewer for Camden County Chamber of Commerce’s “Game Changers” interview series recently sat down with Joseph W. Devine, president and CEO of Kennedy Health in southern New Jersey, for a one-on-one interview at the Hotel ML in Mt. Laurel, N.J. Before a room of regional business executives, the two examined President Devine’s career trajectory, his approach to management and his personal value system.

During the interview, Devine talked about his evolutionary career path from internal auditor to the corporate suite, the enduring value of servant leadership and the ways he and Kennedy’s staff are ushering the preeminent health system to the next level.

To view the interview with Devine and other “Game Changers” in their entirety, watch testimonials from our alums and hear from the deans, visit the University’s YouTube page: <https://www.youtube.com/thomasedisonstate>. ■



(L to R) Dr. Michael Williams, dean of the School of Business and Management, and Dr. Filomela “Phyllis” Marshall, dean of the W. Cary Edwards School of Nursing at Thomas Edison State University, with Joseph W. Devine, FACHE, Kennedy Health president and CEO.

Find the Content You Need in the University Blog

LEARN EXPERT TIPS, TRICKS AND TACTICS FOR MANAGING YOUR BUSY LIFE AS A STUDENT

Even though you may be committed to your textbooks, you might want to make an exception. Visit the **Thomas Edison State University Blog** at blog.tesu.edu and learn:

- > **how to create a degree plan strategy in three steps;**
- > **seven expert tips to nail the job interview;**
- > **five alternative college credit options that can fast-track your degree;**
- > **seven essential steps for adults returning to college; or**
- > **six exam programs that can help you earn college credit for speaking a foreign language.**

The TESU blog is designed to help you thrive as a busy adult learner. Starting to feel more social? Be sure to catch up with us on **Facebook**: www.facebook.com/thomasedisonstate, network with us on **LinkedIn** or connect with us on **Twitter** and Instagram ([@tesu_edu](https://www.instagram.com/tesu_edu)).



The NRC Awards a \$197,000 Scholarship Grant for University Students

SCHOLARSHIP SUPPORTS APPLICANTS AND STUDENTS IN NUCLEAR ENERGY-RELATED PROGRAMS

The United States Nuclear Regulatory Commission (NRC) has awarded more than \$197,000 in scholarship funding to Thomas Edison State University to benefit qualifying students enrolled in academic programs related to the nuclear power industry.

Students enrolled in the University's undergraduate or graduate degree programs in nuclear energy technology, energy systems technology, electronics systems technology, radiation protection, cybersecurity, information technology or technical studies may be eligible for the funding. In addition, students and graduates of nuclear-related programs at community colleges affiliated with the NUCP who are applying to the University are eligible for the scholarship.

"We are immensely proud that our institution has once again been selected for the Nuclear Regulatory Commission Scholarship funding," said Dr. John O. Aje, dean of the School of Applied Science and Technology at the University. "The grant is recognition of the enduring quality of our programs and enables the School to continually provide affordable degree completion options for its students."

According to the NRC, funding under the program provides support for education in nuclear science and engineering with the objective of developing a workforce capable of supporting the design, construction, operation and regulation of nuclear facilities and safe handling of nuclear materials.

The NRC Scholarship was established in 2014. Since that time, the University has partnered with the commission to create degree templates aligned with the Nuclear Uniform Curriculum Program (NUCP), an industry-led partnership that includes community colleges designed to prepare students to enter the nuclear power and nuclear engineering workforce. As part of this effort, the University has developed articulation agreements with community colleges throughout the country that are participating in the program.

Under the two-year program, scholarship award amounts will average \$2,500 (each) to qualified students based on financial need and academic performance with a maximum scholarship award of \$10,000. Those who qualify may apply for and receive multiple scholarship awards during the scholarship cycles.

Dr. Richard Coe, assistant dean in the School of Applied Science and Technology at the University, said the scholarship support will help ensure that the University's nuclear energy-related programs continue to prepare its graduates to succeed and lead in the industry.

"The industry is working closely with higher education institutions to develop talent and a curriculum that prepares the emerging workforce to replace the surge of retiring baby boomers who are exiting the field," said Coe. "The University has always been a great fit for industry employees who often already possess military training and professional licenses and certifications. Our ongoing collaboration with the NRC and this latest phase of scholarship funding will help us continue providing educational access to these students."

To view a detailed list of the programs that qualify and learn more about the NRC Scholarship, visit www.tesu.edu/NRCScholarship. ■



Dr. John O. Aje



Dr. Richard Coe

Academic Calendar

	December 2017	January 2018	February 2018
Registration Dates	Oct. 20 – Nov. 11, 2017	Nov. 17 – Dec. 16, 2017	Dec. 22, 2017 – Jan. 13, 2018
Late Registration	Nov. 12 – Dec. 3, 2017	Dec. 17, 2017 – Jan. 1, 2018	Jan. 14 – Jan. 28, 2018
Course Transfer Period	Dec. 8, 2017	Jan. 6, 2018	Feb. 2, 2018
Term Start Date	Dec. 4, 2017	Jan. 2, 2018*	Jan. 29, 2018
Midterm Exam Week **	Jan. 15 – 21, 2018	Feb. 12 – 18, 2018	March 12 – 18, 2018
Final Exam Week**	Feb. 19 – 25, 2018	March 18 – 25, 2018	April 16 – 22, 2018
Term Ends	Feb. 25, 2018	March 25, 2018	April 22, 2018

* Term start date applies to both graduate and undergraduate courses.

** Certain courses have midterm examinations or online proctored midterm and final examinations, please refer to your course materials for details.

FALL 2017

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