

SIGNALS

S T U D E N T N E W S L E T T E R



THOMAS EDISON
STATE UNIVERSITY

Taking Flight

Nicholas "Nick" Prestera's objective is having a career that speaks to him. It's likely that he will reach that destination ahead of schedule. In a recent interview, he shared what keeps him motivated, how a bachelor's degree will enhance his aviation career track and the ways his assumptions about online courses have changed.



Q Why did you select Thomas Edison State University (TESU)?

PRESTERA: I chose TESU for a number of reasons. First, I needed a flexible way to complete my degree so I could begin working full time as a flight instructor. An online degree program was not my first choice,

but after investigating further and speaking to a TESU advisor about what I wanted to accomplish, it became a no-brainer. All of my previously earned credits transferred and my FAA licenses were accepted as credits toward my Bachelor of Science degree in Aviation Technology program. All in all, I will only have to complete 32 credits to finish. This was really good to hear because it gives me the opportunity to study at my own pace while I focus on working toward my career goals.

Q Can you elaborate on your career goals?

PRESTERA: My objective is to work as a pilot for a major commercial airline (United, American or Delta Air Lines). Right now I work as a flight instructor for Infinity Flight Group in Ewing Township, N.J., where I am accruing enough hours to move on to a regional airline. Earning a bachelor's degree is imperative to secure a job with a major airline – without it, there would only be a slim chance of getting hired. College was an investment in my future that I knew would be money well spent.

Q What inspired you to become a pilot?

PRESTERA: I grew up being exposed to aviation by my father who was a pilot. Choosing this career path was never my intention however. My original goal was to pursue a career in meteorology, and I enrolled at Rutgers University to pursue that goal. As time went on, I began to take a hard look at what I wanted out of life and deep down it hit me that what I truly wanted was to become a pilot, so I wound up transferring to Mercer County Community College (MCCC) and enrolling in its aviation flight technology program. It also occurred to me that I would wake up every day excited to do it, to the point where it wouldn't even feel like a job anymore.

Q Tell us about your academic journey thus far.

PRESTERA: TESU was the second institution I transferred my academic credits to, and I wouldn't have wanted it any other way. The process of leaving Rutgers University and

Q How was your experience in transferring previously earned credits to the University?

PRESTERA: Transferring everything to TESU has been the easiest thing I've done during my college experience. The institution made it a seamless transition and in a short amount of time, everything was posted on my TESU transcript. I'm currently taking Cornerstone: Lifelong Learning Strategies (TES-100) and Living in the Information Age (SOS-110) and feel that I'm off to a good start. I'm getting the hang of navigating through my online courses and managing my time in order to complete my course work on schedule. I plan on taking one to two courses at a time throughout the year. TESU was definitely the right choice for me, and I think a lot of people moving through an associate-level aviation flight technology program would be making a good choice to complete their bachelor's degree at TESU.

To learn more about the programs available through TESU's School of Applied Science and Technology, visit www.tesu.edu/ast. ■

"COLLEGE WAS AN INVESTMENT IN MY FUTURE THAT I KNEW WOULD BE MONEY WELL SPENT."

Nicholas Prestera

going to MCCC was probably the biggest decision I had to make in my life at that point. For me, it turned out to be a wise move as I finished my classes and earned my commercial and instrument ratings on time thanks to MCCC's aviation program, its staff and the flight instructors at Infinity. Being that I lived 70 miles away from both schools I attended and commuted to school has made me more serious about my intentions, given me a different experience than most and has greatly prepared me for a future in aviation.



Nicholas "Nick" Prestera
BSAT student

True Calling

FOR CHRISTINA GREENINGER, A THOMAS EDISON STATE UNIVERSITY DEGREE MAY VERY WELL BE IN THE BLOODLINE.

Christina Greeninger didn't have far to look when she began searching for the right university; four of her siblings are TESU graduates.

Homeschooled by her mother, Greeninger said she and her siblings thrived from that experience and their membership to a local homeschooling group. It was through one of the group's fieldtrips that Greeninger realized her calling.

"We were involved with a homeschooling group, which yielded great opportunities for us," said Greeninger, who earned her Bachelor of Science in Nursing (BSN) degree in 2016 and is now pursuing a Master of Science in Nursing (MSN) degree at the W. Cary Edwards School of Nursing. "One of our fieldtrips was to a local 911 dispatch center in Los Angeles County. After that trip, I told my mom that I was going to either be a firefighter or an emergency dispatcher."

Once Greeninger considered the nursing profession, the ER/trauma nurse, who now handles mobile intensive care nursing, trauma nursing, triage nursing, base hub administration duties and training fellow RNs, said she never looked back. She originally began volunteering at a local hospital in the mother and baby unit and transitioned to the emergency room and trauma center while completing her nursing courses at an Orange County, Calif., community college.

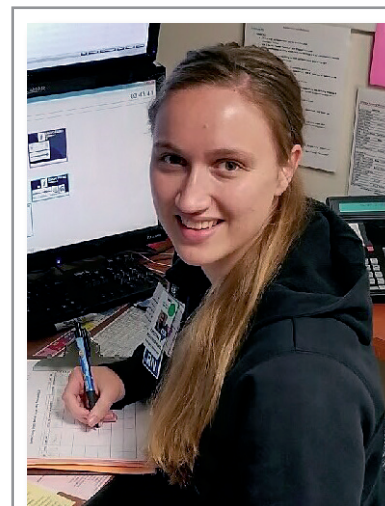
"As soon as my feet hit the floors of the hospital ER and trauma units I knew I would never be

able to do any other type of nursing," she said. "At 20 years old, I was the youngest nurse that Golden West College in Huntington Beach had ever graduated. I continued volunteering in Orange County Global Medical Center's ER and trauma center and, after some persistence on my part, began working there as a newly graduated nurse."

After a year of experience, Greeninger became Mobile Intensive Care Nurse (MICN) certified and completed her Trauma Nursing Core Course (TNCC) and Certified Emergency Nurse (CEN) certifications. Her MICN certification allows her to direct paramedics who are administering advanced life support while transporting patients to the one of the 25 hospitals in Orange County. "This allows me to collaborate with paramedics so we can optimize patient outcomes early on," she said.

While earning her certifications she was completing her BSN course work at Thomas Edison State University.

"I was inspired to advance to the MSN program because of my passion for prehospital care and nurse education," said Greeninger. "I enjoy accompanying fire department personnel and paramedics on their calls and have immense respect for what they do. The field has a need for nurse educators, and I love the challenge of emergency and trauma nursing. I chose Thomas Edison State University because of the flexibility and online course structure. Some



Christina Greeninger, BSN '16

of my colleagues were physically attending courses in addition to working, and it just seemed very exhausting to me. Because I was homeschooled, I am fairly self-disciplined and the online learning environment appealed to me."

Greeninger's brothers Daniel '08 and Timothy '17 both earned Bachelor of Arts degrees in computer science and her sister, Bethany '10, and brother, Michael '15, earned Bachelor of Science in Business Administration degrees from TESU. Her youngest sister, Anna, is completing high school and is also interested in becoming a RN.

To learn more about the programs available at the W. Cary Edwards School of Nursing, visit www.tesu.edu/nursing. ■



Bachelor of Science in Business Administration student Claribel Valdez (center) is pictured with Alicia Malone (at left) and Camilla K. Lewis, assistant deans in the School of Business and Management.

NJCBA A Inducts the Best Among Business Students

The New Jersey Collegiate Business Administration Association (NJCBA A) inducted two Thomas Edison State University Bachelor of Science in Business Administration degree students, Jay Huda and Claribel Valdez, into its statewide honor society on April 27.

Established in 2003, the NJCBA A recognizes undergraduate students who excel in their studies in business education. Honorees represent the top 1 percent of business students in their respective colleges and schools, are pursuing associate or bachelor's degrees in business, have completed a minimum of 35 percent of the course work toward their degree program with the nominating institution and are in good academic standing. ■

The Military and Veteran Portal

FOR VETERAN AND ACTIVE-DUTY MILITARY STUDENTS,
A GOOD THING KEEPS GETTING BETTER

Since its launch in 2014, the University's Military and Veteran Portal (MVP) has enabled more than 5,000 military service members and veterans to understand how their military training can be transferred and applied as credit to a college



Michael DeOssie, Bachelor of Science degree in Technical Studies student.

For MVP portal users and enrolled active and former service members, a good thing just got better.

The PSEG Foundation, supporters of the portal since its inception, recently awarded a two-year, \$200,000 grant, in part, to expand programs for active-duty service members and veterans and advance the development of science, technology, engineering and math (STEM) courses at Thomas Edison State University. The funding will support substantial improvements to the University's existing MVP portal and Career Enhancement Initiative.

Support for the Career Enhancement Initiative component will bring improved functionality to the portal by focusing on degree completion as well as connecting users with career advisement and specific job opportunities based on their interests and training. The University's implementation of STEM/Nuclear

“THE PORTAL WILL LET VETERANS AND ACTIVE-DUTY MILITARY PERSONNEL UNDERSTAND THAT OBTAINING A BACHELOR’S DEGREE IS POSSIBLE AND ACHIEVABLE.”

Michael DeOssie

degree, view potential degree programs aligned with their training and estimate the cost of their education – all before they apply.

“Tools like the University's MVP portal are important because not everyone has the opportunity to go to college full time when they leave the military,” said U.S. Navy veteran Michael DeOssie, a nuclear shift supervisor in the control room at PSEG's Hope Creek Nuclear Generating Station in New Jersey, who is pursuing a Bachelor of Science degree in Technical Studies at the University. “Many, like me, already have a family and financial responsibilities that require them to focus on working while placing higher education on the back burner. It's usually only through word of mouth and, sometimes, years after the fact, that veterans usually learn how many potential credits they can earn from their military experience.”

Energy Engineering laboratory simulation technology in online courses will assist in meeting the needs of adult students, increasing student retention and degree achievement, while expanding the academic rigor of the entire STEM curriculum.

“Letting military personnel know what opportunities are available to them while they are still serving and the ways that their military training can translate into college credits will help them accelerate the degree process and succeed professionally,” noted DeOssie. “The portal will let veterans and active-duty military personnel understand that obtaining a bachelor's degree is possible and achievable.”

On returning for a degree, DeOssie proposes that it's never too late to start.

COURSE NEWS

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

NEW UNDERGRADUATE ONLINE COURSES:

COM-100 Communication Theory

COS-111 Introduction to Programming

HLS-398 Integrating Public Safety and Homeland Security

ITS-340 Wireless and Mobile Networking

NUC-331 Primary Reactor Systems

RPT-280 Radioactive Shipping, Packaging and Transporting

SPA-103 Elementary Spanish III

NEW GRADUATE ONLINE COURSES:

CYB-525 Integrating Cybersecurity into the System Lifecycle

HCM-503 Quality Improvement Strategies in Healthcare

NET-565 Network Security

“The easy advice would be to start when you're young and have fewer responsibilities. The more realistic advice is it's never too late to begin,” he noted. “After a review of your prior military and workplace training, plan a meeting with an academic advisor at TESU so you can see just how close you are to completing a degree. You don't have to be a full-time student to finish. Start with one class, see how well you can handle it and adjust your workload as necessary. Completing my degree is important to me for two reasons: the first is for my own personal development and to show that I have the knowledge to complete my bachelor's degree. The second is to show my children that it is possible to complete a degree while working full time.”

To learn more, visit <https://mvp.tesu.edu/>. ■

The Bachelor's to Master's Program

*WHAT COULD BE BETTER THAN FINALLY EARNING YOUR BACHELOR'S DEGREE?
EARNING 12 CREDITS TOWARD YOUR MASTER'S DEGREE AT THE SAME TIME.*

Whether or not you debate that a master's degree is actually the "new bachelor's," if you could earn nearly a third of your master's degree credits as an undergraduate student, would that capture your attention?

As a student in the University's Bachelor's to Master's Program you could get that important head start. Depending on your area of study, you could potentially earn 12 credits toward your undergraduate degree that can also be applied to your master's degree program. What's more, the credits you earn will be at the undergraduate program tuition rate, saving you both time and tuition cost.

"The Bachelor's to Master's Program is perfectly suited for those in the fields of business, technology and public service who want to thrive in the 21st century job market," said Dr. Joseph Youngblood II, vice provost and dean of the John S. Watson School of Public Service.

"Earning credits toward your master's degree as an undergraduate student simultaneously provides you an accelerated and cost-effective degree completion path, while it expands your confidence and familiarity with graduate-level course work."

In many cases, the 12-credits you successfully earn in your bachelor's degree program can potentially fulfill one third of your master's degree program requirements, and you can earn those credits at the undergraduate degree tuition rate.

It's important to speak with an admissions counselor or an academic advisor before applying to the Bachelor's to Master's Program. To learn how to apply to the program, which undergraduate areas of study align with the program and more about program requirements, visit www.tesu.edu/academics/Bachelors-to-Masters-Program. ■



*Dr. Joseph Youngblood II, Vice Provost and Dean,
the John S. Watson School of Public Service*

The New Jersey State Library

ADVANTAGES AT YOUR FINGERTIPS

Through the New Jersey State Library's (NJSL) affiliation with Thomas Edison State University, all enrolled students have access to the library's vast repository of unique electronic resources and services.

NJSL is now ensuring that those capabilities encompass non-English speaking library users.

Recently, NJSL was a recipient of a federal grant supporting Spanish-speaking public library users. The Laura Bush 21st Century Librarian Program grant awarded from the Institute of Museum and Library Services (IMLS) in the amount of \$222,697 will support a two-year project, which will train English/Spanish bilingual librarians and library staff in cultural

competence, interpretation and translation skills in New Jersey, New York, Connecticut and California.

"We are pleased to have this opportunity to work with our partners to help bilingual library professionals provide effective outreach services within their communities," said New Jersey State Librarian Mary Chute. "This much needed funding from IMLS will help libraries in partnering regions, and beyond, address the needs of non-English speaking patrons."

All Thomas Edison State University students, whether in or out of state, have electronic access to most of NJSL's 200-plus databases and thousands of full-text online journal and

publication articles, career assistance sites, eBooks and downloadable audio books.

Academic databases contain premium collections of scholarly journals and reports as well as digital resources that can be accessed with a simple search on any device or computer. Once registered as a borrower with the NJSL system, students can begin their research using the simple "Catalog Searches & Tools" box on the library's home page and, when prompted, enter their barcode to access results. State Library resources offer students pertinent full-text articles from current newspapers, magazines and journals on topics that encompass business, education, science, history, health and literature.

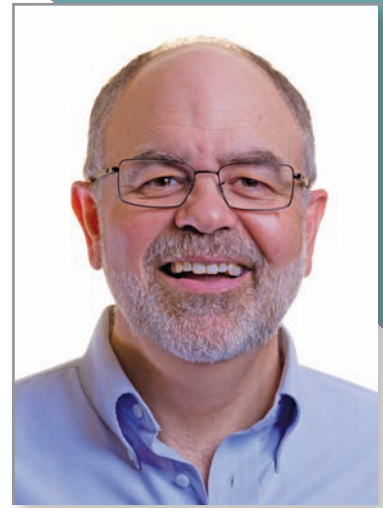
What's more, NJSL's interlibrary loan system gives students access to even more materials through a nationwide cooperative system. In addition to the New Jersey State Library's databases, students can explore the ProQuest databases available through the myEdison® student portal. Students' NJSL card will enable them to conquer their next assignment in scholarly style or contact library personnel for special assistance when needed. Visit the NJSL's homepage at www.njstatelib.org to learn more and apply for a NJSL membership card today. ■





Meet A Mentor

Matt Hugg



Matt Hugg

ACCORDING TO MATT HUGG, THE ABILITY FOR STUDENTS TO ESTABLISH CONNECTIONS BETWEEN ACADEMICS AND THEIR EVERYDAY LIVES IS AT THE HEART OF THE THOMAS EDISON STATE UNIVERSITY EXPERIENCE.

Hugg discovered the University's John S. Watson School of Public Service when he was contacted to fill in for another mentor for the Practical Grant Writing (MSP-662) course term.

"I was teaching in the nonprofit management program at Eastern University in St. Davids, Pa., when my program director got a call asking whether he knew anyone who could fill in. I was happy to volunteer." After his later suggestions were adapted to the MSP-662 course, he was given permission to restructure the entire course and stayed on as a mentor.

"With the assistance of the University's great instructional design specialists, we updated the course to include video lectures, interviews with subject matter experts and additional components that appealed to a wide variety of learning styles," he said. "We've used the same techniques to develop the new Fundraising in Nonprofits (MSP-661) course."

The courses Hugg mentors are included among graduate certificate programs and in area of study requirements for the School's Master of Public Service Leadership (MPSL) and Master of Science in Management (MSM) in Public Services Careers degree programs. According to him, the courses' most significant takeaways are applicable across a number of nonprofit endeavors.

"In fundraising, we have a saying, 'no mission no money; no money no mission.' You cannot separate your ability to carry out your nonprofit's mission with your ability to fund that mission," he said. "Knowing the basics of generating revenue from charitable giving makes you a much more valuable employee, volunteer or board member and allows the organization's mission to reach more people."

Hugg said adult learners bring a range of experience and maturity into their courses. "I

love teaching adults, and I find that they are very supportive of each other with the course subject matter and life issues in general," he noted. "For example, my most recent class had two students who posted that they were not familiar with an online writing tool. Before I had a chance to reply, a fellow student laid out the process for them step by step. It's that kind of mutual support that's invaluable to the TESU experience. What's even more gratifying is to

"BEING ABLE TO ENROLL THE NEWEST PROFESSIONALS IN THE FIELD AND GIVE THEM THE LATEST TOOLS WILL HELP NONPROFITS SERVE MORE PEOPLE MORE EFFICIENTLY AND AT A HIGHER QUALITY."

Matt Hugg

see what adult students do with the results of their course work. In our MSP-662 course, many of the students submit the grant proposal they developed for their course to real funders later. Experiences like that make the direct connection between academic education and their professional lives."

In addition to mentoring, Hugg serves on the School's Curriculum Committee, Admissions Committee and Academic Integrity Committee. He said each brings together broad groups of mentors and administrators around important goals and issues in an expanding academic landscape.

According to the Bureau of Labor Statistics' *Occupational Outlook Handbook*, job growth in the fields of fundraising and/or public relations/fundraising management, is anticipated to be much faster – a 15 percent increase for

fundraisers and a 10 percent increase through 2026 for fundraising managers – than the average employment growth across other fields. Hugg said he senses the optimism.

"As one of the first among my contemporaries to receive a graduate degree in the nonprofit fundraising field, it's heartening to see the growth. It's also a great opportunity to bring in new ideas and methodologies. Concurrent with this growth is a far greater understanding of the motivations behind giving. For the School, being able to enroll the newest professionals in the field and give them the latest tools will help nonprofits serve more people more efficiently and at a higher quality."

In 2005, Hugg started his own consulting business to work with nonprofits and their fundraising programs. "I came to a realization that many of my colleagues who did similar work were deficient in their business processes and marketing abilities. That observation gave rise to *NonprofitConsultantZone.com*. The website and my book, *The Guide to Nonprofit Consulting*, provide resources and coaching for anyone who consults to the nonprofit sector, whether it's fundraising, endeavors or marketing."

In his career, Hugg has served as a copywriter, adjunct faculty member and lecturer and in development leadership roles in higher education. He earned his Master of Arts degree in philanthropy and development from Saint Mary's University of Minnesota and his Bachelor of Science degree in natural history from Juniata College in Huntingdon, Pa.

To learn more about the academic programs available at the Watson School of Public Service, visit www.tesu.edu/watson. ■

The Silent Acceptance of Bullying in the Nursing Profession

By Maggie Ciocco, MS, RN, BC

Nursing Program Advisor, W. Cary Edwards School of Nursing

Would you recognize workplace bullying if you saw it? And, if you recognized the behavior, would you do something about it?

Before you jump to an obvious response, consider the dynamics.

In reality, nursing staff who are being bullied often feel they have no options to report it and their managers often tolerate the behavior in the interest of patient care delivery and their institution's bottom line. As a consequence, it may come as no surprise to those in the profession that bullies often have a supportive atmosphere in which to continue terrorizing their colleagues.

The offender views this 'silence' as acceptance and continues the behavior. By extension, if nursing staff observe that leadership is tolerating bullying and uncivil behavior, they feel that there is no one in a leadership role to turn to for help. The bully is often further supported as they move ahead in their career and assume increasing levels of responsibility. This is compounded if the bully leader is also productive and meets the goals of the facility. Others in leadership roles may not approve of the behavior or even be aware that it is occurring, but staff, and the bully's peers, understand that silence is complicity.

Several studies have noted that bullying is more pervasive in healthcare facilities where employees feel that a certain level of bullying behavior can be tolerated and that those who bully are often indirectly rewarded – via pay raises and job promotions.

Many nurse leaders and healthcare administrators feel that they are unable to deal with bullying and incivility. Unfortunately, managers may feel that their staff members are merely there to get a job done – their presence or absence affecting patient care and the bottom line. It does not matter to them what is affecting their employees, but only the way that the victim's behavior may be affecting the unit as a whole. The victim is consequently not viewed as a person with rights. The cycle is perpetuated as others who are bullied remain silent.



Maggie Ciocco, MS, RN, BC

If you would like to discuss the issue of nurse-to-nurse bullying and ways you feel it can be combatted, we'd like to hear from you. Email us: nursing@tesu.edu. Please indicate "Bullying in the Nursing Profession" in your subject line. ■

When monitoring for bullying behavior among staff, nurse leaders should be aware of:

- › Nonverbal behaviors in response to comments from a bullying victim
- › Failure to respect the privacy of another nurse
- › Speaking or complaining behind another nurse's back
- › Betraying confidences
- › Not taking responsibility for actions and blaming others in a challenging situation
- › The existence of cliques that exclude others
- › Infighting among the staff
- › One nurse setting up another nurse for failure
- › Withholding patient care information
- › Snide or rude remarks or abrupt answers to questions among staff or team members

Organizations are learning that professional training can help managers better identify, acknowledge and eliminate bullying behavior. Constant monitoring of bullying or incivility by those in leadership can occur and appropriate actions taken to neutralize the behavior. Policy and procedure intervention is also appropriate when a bullying incident is identified.

The key to stopping nurse-to-nurse bullying is to be aware of what causes the behavior in the first place, knowing who is vulnerable and preventing future episodes. What's more, the staff who are experiencing the bullying behavior should not assume that those in leadership are aware that the problem exists or assume that the behavior has already been reported but never acted upon.

Maggie Ciocco, MS, RN, BC, is a nursing program advisor for the W. Cary Edwards School of Nursing. She has more than 25 years of experience in nursing education as a preceptor, mentor, staff development instructor, orientation coordinator, nursing lab instructor and clinical instructor. She earned her master of science in nursing degree from Syracuse University, Syracuse, N.Y.; a bachelor of science in nursing degree from Seton Hall University, South Orange, N.J.; and her associate degree in nursing from Ocean County College in Toms River, N.J. She has been an American Nurses Credentialing Center board-certified medical-surgical nurse for more than 20 years. She is also the author of "Fast Facts for the Medical-Surgical Nurse: Clinical Orientation in a Nutshell" and "Fast Facts on Combating Nurse Bullying, Incivility and Workplace Violence" (Springer Publishing Company), which received a 2017 Book of the Year Award from the "American Journal of Nursing." Ciocco was recently chosen by the American Nurses Association (ANA) to serve on its End Nurse Abuse Advisory Committee.



Scholarship Supports Future RNs

JANSSEN PHARMACEUTICAL SCHOLARSHIPS AWARDED TO STUDENTS
IN THE ACCELERATED BSN PROGRAM



W. Cary School of Nursing's Accelerated 2nd Degree BSN Program students (from left to right), Steven Spadafino, William Toth and Jillian Rogers, are recent recipients of the 2018 Janssen Pharmaceuticals Scholarship. Funding for the program supports the rising demand for highly skilled, highly motivated BSN-prepared nurses in the region.

Accelerated 2nd Degree BSN Program students Steven Spadafino, William Toth and Jillian Rogers, who were each recently awarded a 2018 Janssen Pharmaceutical Scholarship, view the support as a windfall due to the rigorousness of their academic program.

They and fellow RN hopefuls in the cohort are discouraged from pursuing outside employment due to the pace and intensity of the program's accelerated 12 month curriculum. What's more, their potential eligibility for federal financial aid is severely limited since they came into the program already possessing a bachelor's degree in another discipline.

"Becoming a bachelor's-prepared nurse is my primary focus and the scholarship support will make that goal feasible," said Spadafino, a former nursing assistant who entered the program with a bachelor's degree in health

sciences. "With my newly acquired skills, I plan to work in tandem with area nurse leaders in helping to deliver preventative care and disease management education to our communities. As I progress in my career, my hope is to become a nurse educator."

The scholarship support may be doubly important in a current healthcare environment that is increasingly turning to bachelor's-prepared nurses for expertise. The U.S. Bureau of Labor Statistics estimates that there will be more than one million RN position vacancies by the year 2024.

Toth, who worked two separate jobs as a dispatcher and an emergency medical technician (EMT) before coming into the program, said he was thrilled to be accepted. "After completing my first college degree, I felt unsatisfied with my career choice and wanted to refocus on an area that I felt passionate about." After Toth looked at his options, he said he felt nursing would be the best career track because of his experience in emergency medicine. "The scholarship lessens the financial worries and helps me to focus more on academics and improving myself in our classes and clinical settings."

The University's Janssen Pharmaceuticals Scholarship, established in 2012, is awarded based on academic performance and demonstrated financial need. This is the sixth consecutive year that the company has funded scholarships for the W. Cary Edwards School of Nursing accelerated nursing program students.

"The beauty of nursing is that it's a dynamic field with endless educational possibilities and goals," said Jillian Rogers, who worked for a K-12 nonprofit education reform organization prior to enrolling. "Our clinical rotations quickly taught me that, if I'm comfortable, I'm not pushing myself enough. Each time I leave a clinical experience, I feel more prepared for my career as a nurse and it brings me closer to finding my niche. The scholarship will give me an economic advantage and a freedom to concentrate exclusively on my studies. TESU has given me the necessary tools to build a bridge to the nursing profession that other schools did not make available."

To learn more about the W. Cary Edwards School of Nursing, visit www.tesu.edu/nursing. To learn more about scholarships available to nursing students, choose "Scholarships" from the main menu of that site page. ■

School of Business and Management Hosts Accreditation Workshop

SESSIONS HELP FELLOW INSTITUTIONS TO PREPARE FOR ACBSP ACCREDITATION

In 2017, the School of Business and Management earned the benchmark Accreditation Council for Business Schools and Programs (ACBSP) accreditation. On March 8-10 this year, more than 35 business school leaders and administrators representing colleges and universities from as far away as Guam traveled to the University's George A. Pruitt Hall to participate in pre-accreditation workshops.

According to ACBSP, the Access Accreditation Workshop is designed to help member schools that are either candidates for accreditation, reaffirming their accreditation or contemplating accreditation, gain understanding and insight into the standards and criteria of the accreditation as well as key associated processes. Collaborating with the ACBSP staff, Dr. Michael Williams, dean of the School of Business and Management, presented at the workshop on accreditation standards, highlighting key aspects of the pre-accreditation process and sharing best practices and lessons learned with workshop participants.

To learn more about programs in the School of Business and Management, please visit www.tesu.edu/business. ■

Diana Hallerud, (at center in photo below) associate director of Accreditation for the Accreditation Council for Business Schools and Programs joined School of Business and Management staff (from left to right) Alicia Malone, assistant dean; Camilla K. Lewis, assistant dean; Susan Fischer, administrative assistant; and Dr. Michael Williams, dean, to help workshop participants prepare for their own institutions' ACBSP accreditation process.



Academic Calendar

	August 2018	September 2018	October 2018
Registration Dates	June 22 – July 14, 2018	July 20 – Aug. 11, 2018	Aug. 17 – Sept. 15, 2018
Late Registration	July 15 – Aug. 5, 2018	Aug. 12 – Aug. 26, 2018	Sept. 16 – Sept. 23, 2018
Course Transfer Deadline	Aug. 10, 2018	Aug. 31, 2018	Sept. 28, 2018
Term Start Date	Aug. 6, 2018	Aug. 27, 2018	*Sept. 24, 2018
Midterm Exam Week **	Sept. 10 – Sept. 16, 2018	Oct. 2 – Oct. 7, 2018	Oct. 29 – Nov. 4, 2018
Final Exam Week**	Oct. 22 – Oct. 28, 2018	Nov. 12 – Nov. 18, 2018	Dec. 10 – Dec. 16, 2018
End of 12 week Term	Oct. 28, 2018	Nov. 18, 2018	Dec. 16, 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.

SUMMER 2018

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SIGNALS THOMAS EDISON STATE UNIVERSITY STUDENT NEWSLETTER



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