

Higher Education. For Adults With Higher Expectations.®

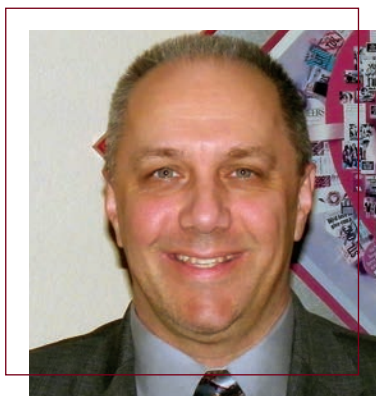
## GRAND FINALE

### THE LIBERAL ARTS CAPSTONE COURSE

Did you know that the College's Liberal Arts Capstone (LIB-495) course is considered by many Bachelor of Arts program graduates to be one of the most vibrant and engaging in their undergraduate experience? The breadth of creative and research projects students have recently completed in the course include:

- ▶ The effects of medical service dogs in reducing symptoms of post-traumatic stress disorder
- ▶ The benefits of acquiring an additional helicopter for Kansas Highway Patrol's air support unit
- ▶ Exploring the 'Mother-in-Law Dynamic' and its potential link to marital success or strife
- ▶ The holistic benefits of children's participation in martial arts training
- ▶ Classroom accommodations for elementary age students with attention deficit disorder
- ▶ The theoretical impact of a present-day conflict between North and South Korea on the U.S.
- ▶ The role of technique in 21st century private piano lessons
- ▶ The effectiveness of employing Bayesian algorithms in classifying documents
- ▶ Evaluating public awareness of privacy issues surrounding modern technology

Bachelor of Arts degree in Computer Science student Stephen A. Furbacher, who recently completed the LIB-495 course, said his final project, *Invasion of Privacy: Avoiding the Pitfalls of Advanced Technology*, was not only culminating, it was mind-broadening.



Liberal Arts Capstone course completer  
Stephen A. Furbacher

"My research allowed me to gain a better understanding of the security vulnerabilities in forms of technology with which I was not previously familiar," said Furbacher, who works as an IT application developer. "From an academic perspective, it also provided me with a better sense of the challenges that await me in my master's degree work."

For Furbacher and fellow LIB-495 completers, the course not only marks a rite of passage, it provides a professional-level synthesis of their respective areas of study.

"It represents the result of a 30-year trek to earn my degree," said Furbacher. "I was certainly apprehensive about the expectations at the outset of the term, but the course structure made it easier to compose our final submissions. With [mentor] Dr. Nina Haydel's consistent involvement and support, it made it an even more ideal situation."

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Dr. Nina Haydel mentors students in her Liberal Arts Capstone course while on an April vacation in Germany.

### COURSE NEWS

Note: A complete listing of all undergraduate and graduate courses and their availability may be found on the College website at [www.tesc.edu/courses](http://www.tesc.edu/courses).

#### NEW UNDERGRADUATE ONLINE COURSES:

- CHE-111 General Chemistry I
- CHE-112 General Chemistry II
- CHE-128 General Chemistry I Lab
- CHE-129 General Chemistry II Lab

- ELD-311 Microprocessors
- ELD-400 Advanced Microprocessors
- ELT-308 Industrial Electronics

- PHY-111 Physics I
- PHY-112 Physics II
- PHY-128 Physics I Lab
- PHY-129 Physics II Lab

#### NEW GRADUATE ONLINE COURSE:

- EDT-700 Capstone Project in Educational Technology and Online Learning

#### NEW TECEP® EXAMS:

- HIS-126-TE World History from 1600 – Present
- MAT-121-TE College Algebra
- POS-282-TE Introduction to Comparative Politics



# FRONT & CENTER

## A Growing Year

By Anna Krum,  
Senior Student Affairs Specialist

### LEARNER SUPPORT CENTER'S FIRST YEAR IN REVIEW

*The College's Learner Support Center (LSC) recently celebrated its one year anniversary. Since 'opening its doors' to applicants and enrolled students, the LSC has been instrumental in assisting students with the administrative aspects of their academic journeys, allowing them to focus on completing their education.*

"As we celebrate our one year anniversary, I am reminded of the more than 100,000 student calls and engagements we have experienced in that time!" said Juliette Punchello, the director of the LSC. "Our dedicated team of student affairs specialists continues to amaze me

with their passion to serve applicants and enrolled students throughout their lifecycle with the College."

In addition to calls and emails, the 14,000 HelpDesk tickets to which LSC staff responded,



Anna Krum, senior student affairs specialist at Thomas Edison State College.

centered on academic, administrative and operational matters related to courses, evaluations, testing and fiscal concerns including tuition, credit card payments, financial aid and billing. LSC staff also helped students with course registrations, transcript requests and military education matters.

The LSC has also been instrumental in designing a Web page for the new myEdison® portal and facilitation of the Moodle LMS transition, creating more than 100 new HelpDesk Knowledge Base articles and enhancing Online Student Services functions. LSC specialists are available to assist students Monday through Friday, 8 a.m. – 6 p.m. ET at (888) 442-8372 or via email: [LSC@tesc.edu](mailto:LSC@tesc.edu). ■



LSC staff (from left to right) are Lorilyn Lewis, Leslie Pelkey, Thomas Callahan, Tanisha McKinnis, Rose Mary Briggs, Juliette Punchello, Steven Mazzilli, Gillian Wyckoff, Graham MacRitchie, Anna Krum, Shelia Taylor and Kayana Howard.

## RN LEADERS OFFER A STUDENT'S PERSPECTIVE

### NURSING STUDENTS MEET WITH CCNE ACCREDITORS

It is one thing to have your master's degree students participating in your school's accreditation process. It is quite another when those students happen to be nurse leaders in the community.

W. Cary Edwards School of Nursing Masters of Science in Nursing (MSN) students met with an outside accreditation team during the Commission on Collegiate Nursing Education (CCNE) site visit in October. The closed door sessions they participated in alongside Bachelor of Science in the Nursing (BSN) program students and alums will be an important component in the team's consideration of awarding continuing accreditation to the School.

"We are enormously proud of this group of master's-level nursing students who are also leaders in their profession," said Dr. Filomela "Phyllis" Marshall, dean. "Having them provide the visiting CCNE accreditation team with their perspectives, as both students in our program and nurse leaders in their community, is invaluable to the process."

To find out more about W. Cary Edwards School of Nursing accreditations, visit [www.tesc.edu/nursing](http://www.tesc.edu/nursing). ■



Pictured (front row, left to right) are Master of Science in Nursing students Denise Redmond, RN, assistant nurse manager, Med-Surg. Units, Virtua-Voorhees, Voorhees, N.J.; Geraldine Sanfillippo, RN, BSN '09, stroke coordinator, Capital Health Medical Center-Hopewell, Pennington, N.J.; Marilyn Pantoja, RN, nurse manager, The Children's Home Society of New Jersey, Trenton, N.J. Second row, from left to right, are Phyllis O'Neill, RN, nurse manager, Emergency Department, Capital Health Medical Center-Hopewell, Pennington, N.J. and Jennifer Carmody, RN, BSN '09, nursing director, Intensive Care Unit and Vascular Access Dept., Virtua-Voorhees, Voorhees, N.J.

# COLLEGE CONSIDERED 'BEST OF' BY MILITARY PUBS

## THOMAS EDISON STATE COLLEGE RECOGNIZED FOR SERVING U.S. MILITARY AND VETERANS

Thomas Edison State College has recently been recognized as one of the top institutions in the country in serving members of the U.S. military and veterans by three publications that rank institutions that serve military students.



The College was again named to *Military Advanced Education* magazine's "Guide to Military-Friendly Colleges and Universities." The 2014 guide examines how institutions serve active duty military, veterans, and their spouses

and dependents through support services, flexibility, financial assistance and military culture. This year's guide is published in the magazine's December issue and online.

"Thomas Edison State College has been providing specialized educational opportunities for our U.S. military and veterans for more than 40 years," said Dr. George A. Pruitt, president of Thomas Edison State College. "We are proud to have built our academic programs around the unique needs of the brave men and women who protect our freedoms and enable them to achieve their personal and professional goals."

The College was also named to Victory Media's Military Friendly Schools® list. The 2014 list honors the top 20 percent of colleges, universities and trade schools in the country that are doing the most to embrace America's military service members, veterans and spouses and ensuring their success on campus.

In addition to being recognized by Victory Media and *Military Advanced Education*, the College was again named to *Military Times* "Best for Vets Colleges 2013" list, in the nontraditional category, which lists schools

“We are proud to have built our academic programs around the unique needs of the brave men and women who protect our freedoms and enable them to achieve their personal and professional goals.”

Dr. George A. Pruitt

rated on numerous factors identified by student veterans as the most valuable aspects of a college or university.

To find out more about Thomas Edison State College's programs for U.S. military and veterans, visit [www.tesc.edu/military](http://www.tesc.edu/military). ■

## JOIN THE DIALOGUE

### ANNOUNCING THE SCHOOL OF BUSINESS AND MANAGEMENT'S LINKEDIN PAGE AND BLOG

If you are a School of Business and Management student, it's likely that you already participate in vibrant Discussion Board exchanges in your online course space. Through the School's recently launched LinkedIn page and blog, you can join the dialogue or network with fellow current and future business leaders anytime and anywhere.

"Our LinkedIn page and blog promote interdisciplinary discussions concerning the impact of business practices and management decisions on desired outcomes," said Dr. Michael Williams, dean of the School of Business and Management who leads the blog. "In addition, we will explore MBA degree areas of study: Data Analytics, Finance, Healthcare Management, and Marketing as well as Master of Science in Management (MSM) degree programs including Human Resources Management. We encourage all of our students to take part in the exchange."

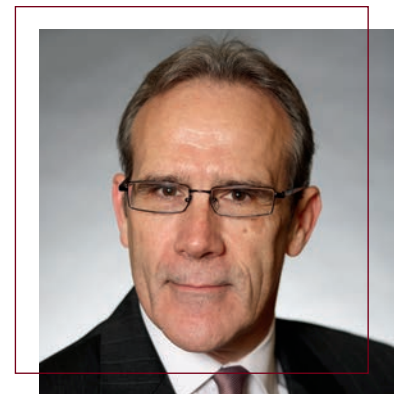


“Our LinkedIn page and blog promote interdisciplinary discussions concerning the impact of business practices and management decisions on desired outcomes.”

Dr. Michael Williams

To view the School of Business and Management's new LinkedIn page, visit [www.tesc.edu/business/linkedin](http://www.tesc.edu/business/linkedin). If you would like to learn more about the School of Business and Management's programs, contact

Dr. Williams by email: [mwilliams@tesc.edu](mailto:mwilliams@tesc.edu); or phone (609) 984-1130, ext. 3202. ■

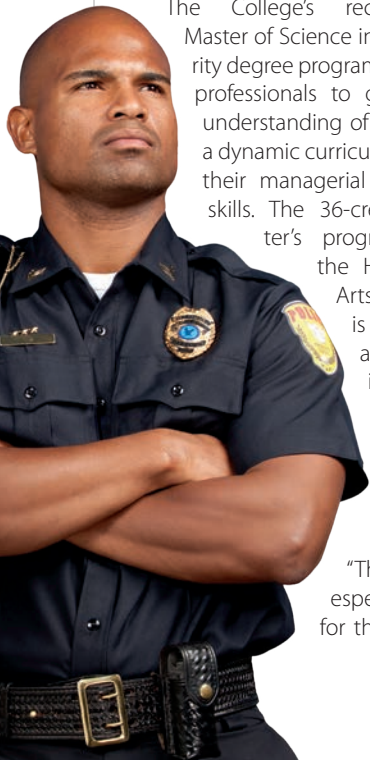


Dr. Michael Williams, dean of the School of Business and Management



# Master of Science in Homeland Security

DEGREE PROGRAM PREPARES CRITICAL DECISION MAKERS FOR A GROWING FIELD



The College's recently launched Master of Science in Homeland Security degree program enables working professionals to gain an in-depth understanding of the field through a dynamic curriculum that develops their managerial and leadership skills. The 36-credit online master's program, offered by the Heavin School of Arts and Sciences, is designed for adults interested in leadership positions in the fields of homeland security and emergency preparedness.

"This program is especially well suited for those with criminal

justice backgrounds and U.S. military personnel and veterans," said Heavin School of Arts and Sciences mentor Dr. Dwayne Hodges who is also a cybersecurity consultant and an Iraq War veteran with 20 years of service in the U.S. Army. "Those interested in earning the degree, should consider applying to our Bachelor's to Master's program, which enables students to earn up to 9 credits toward the Master of Science in Homeland Security at the same time they complete their bachelor's degree."

Course work encompasses law enforcement, terrorism intelligence, emergency management, strategic planning, legal principles, technology, cybersecurity, biosecurity and public administration activities required to respond to threats or natural and man-made disasters.

For more information, email [gradstudies@tesc.edu](mailto:gradstudies@tesc.edu), visit [www.tesc.edu/heavin/mshs](http://www.tesc.edu/heavin/mshs) online or call (888) 442-8372. ■

## TECEP® Exams Now Proctored Online

ONLINE CREDIT-BY-EXAM BEGINS JANUARY 2014 FOR MOST TECEP® EXAMS

The College is pleased to announce that most TECEP® exams will include an online proctoring option beginning in the January 2014 term. If you have already used the College's online proctor service, you know how convenient it is to take exams at home; plus, 24/7 availability allows you to choose whatever date and time fits your schedule.

Two TECEP® exams, English Composition II (ENC-102-TE) and Technical Writing (ENG-201-TE), will not be administered online until later in 2014. However, these exams will continue to be available in paper and pencil format. To find out more about the College's TECEP® exams, visit [www.tesc.edu/TECEP](http://www.tesc.edu/TECEP) or contact the Office of Test Administration with questions by emailing [testing@tesc.edu](mailto:testing@tesc.edu). ■

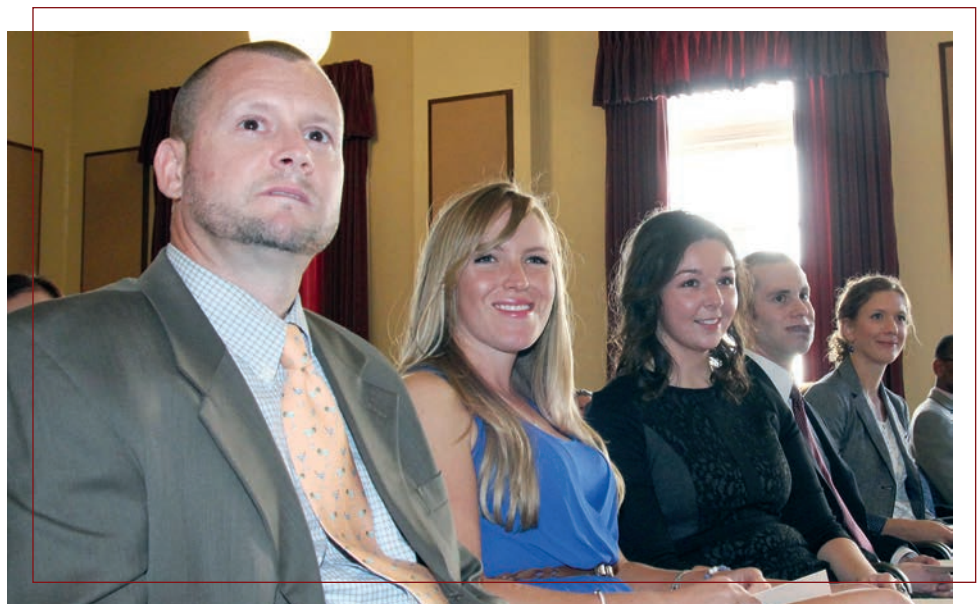
## College Celebrates Accelerated 2nd Degree BSN Program Grads

PINNING CEREMONY HELD FOR PROGRAM GRADUATES

The W. Cary Edwards School of Nursing celebrated the graduates of its 2013 Accelerated 2nd Degree BSN Program with a pinning ceremony and reception in September.

"These were highly motivated students who already possessed non-nursing degrees and came from a range of backgrounds," said Dr. Filomela "Phyllis" Marshall, dean of the W. Cary Edwards School of Nursing at Thomas Edison State College. "Program participants worked diligently to fulfill their Bachelor of Science Degree in Nursing (BSN) course requirements in just one year. We are immensely proud of our 2013 cohort and know that they will bring an abundance of critical-thinking skills, adaptability and professionalism to the field."

The pinning signifies a ceremonial entrance into the profession for the students who are now eligible to take the NCLEX-RN examination to become registered nurses. To find out more about the programs available through the W. Cary Edwards School of Nursing, visit [www.tesc.edu/nursing](http://www.tesc.edu/nursing). ■



Accelerated 2nd Degree BSN Program 2013 graduates Stephen Fox, Kate Lawrence, Caitlin Logan, Dennis Malamut and Gwendolyn Oliphant look on as Dr. Filomela "Phyllis" Marshall, dean of the W. Cary Edwards School of Nursing, addresses graduates and their families during the September pinning ceremony at the College.

## Meet a Mentor: Diane Trainor, PhD

### AN EXPERT ON ENVIRONMENTAL IMPACT

Environmental and occupational health expert Dr. Diane Trainor is an authority on the ways our environment affects us. She is also an expert on the impact we have on our environment. The inevitable connection between the two is something she strives to convey to adult learners.

Trainor has also taught environmental science and chemistry courses for MCC in addition to holding faculty positions at Ramapo College and New Jersey Institute of Technology.

"Most students may not fully grasp the impact we have had on the planet," said

“For most students, the Global Environmental Change course is an eye opener, and, although they are dismayed by the problems, they see that positive results can come from commitment and hard work.”

Trainor, a mentor for Global Environmental Change (ENS-314), previously served under New York City Mayor Edward Koch as director of his citywide Occupational Safety and Health Office. She has also served as an expert witness in a number of environmental court cases and contributes to a rich and expansive dialogue with adult learners in the College's 6-credit course.

"Under Mayor Koch, our office was responsible for the occupational safety and health concerns of all uniformed services, including the city's police, fire department, sanitation and corrections personnel. It was a very challenging, albeit rewarding, position," noted Trainor who has spent most of her career either as an educator or a consultant in the field.

As an educator, she has been with Middlesex County College (MCC) in New Jersey for 37 years, most recently overseeing a process technology program that she developed herself. According to Trainor, the career-oriented program trains students to work in the oil, gas and pharmaceutical industries as process technicians and is the only program of its kind in the state.

"As part of my training, I received an educator's grant from Shell Oil Company to visit the North Slope of Alaska and even lived on an oil rig in the Gulf of Mexico for a time," she noted. "The program is very successful in that all graduates to date are gainfully employed in one of those three industries."

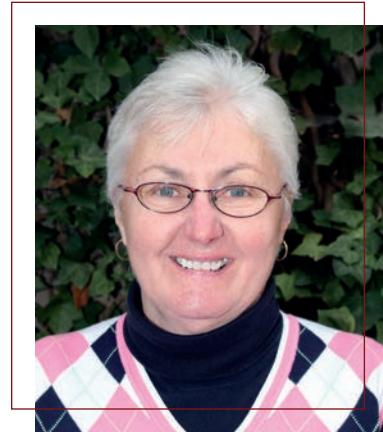
Trainor, who has been with Thomas Edison State College since 1994. "Unless they serve in the military or have travelled extensively, students may not be aware of the population growth in many of the less developed countries and the effect that has on the environment."

Trainor's first exclusively online experience was with Thomas Edison State College where she finds students to be self-motivated and eager to learn.

"The issue of climate change is debated often enough in the media; however, the more they research, the more our adult learners realize the seriousness of the issue and the necessity to have it addressed on a global scale," she said. "For most students, the Global Environmental Change course is an eye opener, and, although they are dismayed by the problems, they see that positive results can come from commitment and hard work."

Academically, Trainor holds a PhD in occupational safety and health ergonomics and an MA in occupational safety and health from New York University and an MS in environmental science from University of Minnesota.

Since 1998, Trainor has also served as a consultant for a forensic firm – alongside engineers, architects, fellow scientists and fire investigators – performing technical investigations, analysis and reports and providing expert testimony for court cases surrounding occupational safety and health litigation.



Dr. Diane Trainor

She served on the College's Advisory Committee from 2006 through 2013 and currently chairs the College's Academic Integrity Committee. She is on the executive board of the New Jersey Higher Education Partnership for Sustainability and has been active in that organization since its inception in 1990.

Trainor lives in Toms River, N.J.

Still not sure if the College's Global Environmental Change course fits into your degree program? An advisor can help. Contact the College's Office of Advisement by visiting [www.tesc.edu/advising](http://www.tesc.edu/advising). ■



# Mentor

# Need More Time to Complete Your Course?

By Jennifer Stark, Assistant Director  
Academic Records and Registration

## WE CAN DO THAT!

Stark Notes

Thomas Edison State College provides flexible course completion options for adult learners with busy lives. One of the ways the College accommodates students who need extra time to complete their course work is by offering a course extension. Course extensions are a significant accommodation for students who may not be able to complete their course within the 12-week deadline. By completing the *Request for Course Extension* form, students making satisfactory progress may apply for an eight-week extension per course. Here are the steps to obtain a course extension:

- ▶ Complete the *Request for Course Extension* form and include a detailed plan of how you intend to complete your remaining course work. This form can be found by visiting our website, [www.tesc.edu](http://www.tesc.edu), clicking 'Current Students' on the top menu and selecting 'Student Forms' from the resulting dropdown.
- ▶ Save the completed form to your computer or device.
- ▶ Upload the form to your Moodle course space through the Private Student–Mentor Forum section. Add a new discussion topic called 'Extension Request,' and type 'Requesting a Course Extension' in the message field. Attach the completed and saved *Request for Course Extension* form to your post, and post it to this forum. Make sure you post your form in enough time for your mentor to review it before the end of the term. We have also created a Web page to walk you through the process. To view it, visit: [www.tesc.edu/current-students](http://www.tesc.edu/current-students) and select "Request Course Extension" to view the instructions and a video demo.

▶ Once you post your form in the Moodle course space, your mentor will certify his or her section of the form and return the form to you by replying and attaching your *Request for Course Extension* form with a message of "Approved" or "Denied." Please note: In order for your request to be approved, the mentor must certify that 50 percent of your work in the course has been completed.

▶ Send the mentor certification to the Office of the Registrar by following instructions on the form.

▶ Your extension is not officially approved until you submit payment to the College.

> If you wish to pay by credit card, follow the instructions on the form and submit the form to us. Do not include payment information on the form. You will be sent an email within 2 business days with a secure payment link to enter your credit card number to make the course extension fee payment. You may also pay by check, money order or over the phone with Office of the Registrar staff.

> If you have been awarded financial aid and wish to use those funds, you will need to contact the Office of Financial Aid to ensure you have sufficient financial aid funds to pay for the course extension and authorize the Office of the Registrar to charge your student account the extension fee. This step must be done prior to submitting the form to the Office of the Registrar.

▶ Finally, you will receive approval via email from the College within two days of your

Stark Notes



payment with instructions on your next steps, your new test instructions and your new course ending date. These specifics will be shared with your mentor.

The current cost for an extension is \$188 per course. With the exception of extensions related to military deployments, students are responsible for payment for their course extensions. This requirement applies even in cases of medical illness or financial hardship. Cases involving military deployments must be supported with documentation showing pertinent deployment dates. Please note that students may not apply for, or be granted, a course extension after the last day of the course.

Also note that course extensions cannot be used to extend your Annual Enrollment. If a student's enrollment year expires during a course extension, the student is able to complete the course, but is no longer considered an enrolled student.

If you still have questions regarding the course extension process, contact the Learner Support Center at (888) 442-8372 Monday through Friday, 8 a.m. – 6 p.m. ET or email: [LSC@tesc.edu](mailto:LSC@tesc.edu). ■

## GRAND FINALE

» (continued from front cover)

# CAPSTONE

Haydel, who designed and developed the course, describes it as her pet project and said that the Liberal Arts Capstone is probably different than any other course work BA undergrads will encounter. According to her, its uniqueness lies in the rigorousness and level of scholarly research the students are expected to apply in their final assignments.

"This is anything but a typical paper," said Haydel. "The project transforms students into authentic researchers who engage in original, primary research that, in many cases, adds to the body of knowledge in their fields. Students are expected to present an ethically-responsible, globally-minded final project that will serve as a bridge to current employment

or future endeavors and prepares them for graduate-level study. Many have had their projects considered for implementation by the agencies they have evaluated or by their own employers.

To find out more about the College's Liberal Arts Capstone course, visit [www.tesc.edu/LiberalArtsCapstone](http://www.tesc.edu/LiberalArtsCapstone). ■

# Prior Learning Assessment Case Studies

By Todd Siben, Assistant Director  
of Portfolio Assessment

## DOES ONE DESCRIBE YOU?

At Thomas Edison State College, prior learning assessment (PLA) refers to the process of earning credit for college-level learning that has already taken place as a result of your work, life or volunteer experiences. It is important to note, however, that although most of our adult learners have plenty of experience, this experience may not always equate to the college-level knowledge required to earn credit.

Someone who holds the title of 'manager,' for instance, may only be knowledgeable about one or two facets of management. This particular student may have had minimal exposure to operations management, managerial communications, financial management, diversity issues, business law and other concepts with which successful business administration students must be familiar.

If you are not sure whether your experience equates with college-level knowledge, why not consider the College's PLA-100 and PLA-200 courses? Introduction to Prior Learning Assessment (PLA-100) is a relevant introductory course that helps you determine if your experiential knowledge translates to college credit. Introduction to Portfolio Development (PLA-200) is great for students who have determined that they are ready to develop portfolios for multiples courses.

The following case studies describe four students with varying levels of accomplishment and degree requirements whose paths were facilitated by the PLA-100 course. Through this introductory course, they found the structure they needed to determine their fit for a PLA and a continuation to the portfolio development phase in PLA-200; or, if they should pursue other methods of earning credit.

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### ► **CASE STUDY 1: STUDENT POSSESSES EXTENSIVE BACKGROUND IN AN AREA COMBINED WITH A SIGNIFICANT NEED FOR CREDIT TO COMPLETE THEIR DEGREE PROGRAM.**

Recently, I was contacted by a student who possessed N.J. Real Estate Sales and N.J. Real Estate Broker licenses and has enrolled in the Bachelor of Science in Business Administration degree program with a concentration in the area of real estate. His licenses were reviewed by the College and determined to be worth 3 credits each upon submission of notarized copies of the supporting documentation. Because the student's career background and degree needs matched, the student was encouraged to take the PLA-100 course to understand the assortment of credit-earning methods that are utilized by Thomas Edison State College students when assessing prior learning; and, the PLA-200 course to learn how to identify more potential credits. As a result, the student identified several potential subject areas and earned 12-15 credits through portfolio assessment.

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### ► **CASE STUDY 2: STUDENT WITH A LIMITED BACKGROUND COMBINED WITH SIGNIFICANT NEED FOR CREDITS TOWARD THEIR DEGREE PROGRAM.**

A student who was younger than our usual demographic was interested in completing a portfolio assessment for the College's Marriage and Family (SOC-210) course. Initially, the student was encouraged to review the contents of the TECEP® exam for the course to determine if her grasp of the subject equated with the expectations of the course. Reading through the content areas covered by the



Todd Siben, Assistant Director of Portfolio Assessment

TECEP® helped her to determine if developing a portfolio was the correct route. Her next step might be taking PLA-100 and PLA-200 and applying those credits to her general education degree requirements. This will further inform her about the breadth of the subject matter and the expectations of portfolio development. It will also engage the student in self-reflection, to perhaps identify other areas of college-level learning that she may have overlooked.

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### ► **CASE STUDY 3: STUDENT WITH A LIMITED BACKGROUND AND LIMITED NEED FOR CREDIT.**

A recent conversation with a student led to the determination that the student's experiences outside the classroom did not seem to match his degree needs, so while he likely had the ability to earn credits through portfolio assessment, those credits would not apply to his degree program. For the student who takes PLA-100 and PLA-200, there is always a possibility that they will discover that potential credit does not match the degree needs. If upon completion of PLA-100 and PLA-200, the student is still not able to find a subject area for which he/she has appropriate college-level learning to match degree needs, all is not lost, the student will still have received credits for those courses and performed a self-assessment that could assist future career development.

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### ► **CASE STUDY 4: STUDENT WITH AN EXTENSIVE BACKGROUND AND LIMITED NEED FOR COLLEGE CREDIT.**

A more seasoned adult learner came to the College with very impressive credentials in the business world. She was likely capable of earning significant credit through testing and portfolio assessment, but only needed a small number of very specific credits to complete her degree. Students in her category can often confer with academic advisors to identify subject area credits that match college-level learning that can be applied to remaining degree requirements. If the student determines that he/she has knowledge in that area, the student may consider taking the PLA-100 course and then attempt a "single course, 12-week" PLA for 3 credits. Or, the student might take the next step and register for the PLA-200 course to focus on developing a comprehensive portfolio for multiple credits.

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Still not sure if PLA is the route for you? Visit [www.tesc.edu/degree-completion](http://www.tesc.edu/degree-completion) to review degree completion options. For additional information, please contact the Office of Portfolio Assessment at [PLAWeb@tesc.edu](mailto:PLAWeb@tesc.edu). ■

# Academic Calendar

## February 2014

## March 2014

## April 2014

Registration Dates	Dec. 20, 2013 - Jan. 18, 2014	Jan. 24 - Feb. 15, 2014	Feb. 21 - March 15, 2014
Late Registration	Jan. 19 - 23, 2014	Feb. 16 - 20, 2014	March 16 - 20, 2014
Course Transfer Period	Dec. 20, 2013 - Feb. 7, 2014	Jan. 24 - March 7, 2014	Feb. 21 - April 4, 2014
<b>Term Start Date</b>	Feb. 3, 2014	March 3, 2014	April 1, 2014*
Midterm Exam Week **	March 17 - 23, 2014	April 14 - 20, 2014	May 12 - 18, 2014
Final Exam Week**	April 21 - 27, 2014	May 19 - 25, 2014	June 16 - 22, 2014
<b>Term Ends</b>	April 27, 2014	May 25, 2014	June 22, 2014

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

\*\*Select courses have midterm examinations or online proctored midterm and final examinations; please refer to your course materials for details.

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