

MSN

MASTER OF SCIENCE IN NURSING

AND GRADUATE CERTIFICATE

STUDENT HANDBOOK



2025/2026

TESU THOMAS
EDISON
STATE
UNIVERSITY

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301 West State St. | Trenton, NJ 08618 | 609-633-6460 | nursing@tesu.edu | tesu.edu/nursing

Welcome to the W. Cary Edwards School of Nursing and Health Professions at Thomas Edison State University



Welcome to Thomas Edison State University (TESU).

The W. Cary Edwards School of Nursing and Health Professions has a tried-and-true, outstanding educational program and I am proud to be the Dean. The W. Cary Edwards graduate nursing program has been preparing competent, caring professional nurses for over thirty-five years. Thomas Edison nurses are in demand because, upon graduation, they provide quality care to diverse patients, families, and communities. Together, students and mentors will take this exciting learning journey which will culminate in preparation for licensure and life-long learning.

The W. Cary Edwards School of Nursing and Health Professions mentors have years of teaching and practice experience. Mentors have the expertise and skills to prepare graduates for the current healthcare environment that includes technological advancements, evidence-based practice, clinical reasoning competencies, and national and global health initiatives. Professional nurses will be at the forefront of healthcare reform and change. The W. Cary Edwards School of Nursing and Health Professions provides a superior education that develops students' leadership skills in order to affect healthcare change and progress.

The journey to becoming a professional nurse is engaging and stocked with interesting knowledge about human health, illness, and environment. Use this handbook as a resource to help navigate the path to becoming a leader in nursing. Please read this handbook to be empowered with the information needed about expectations to ensure a successful journey. Additionally, the advisors, mentors, and myself are also always available to assist you along the way.

Congratulations on being accepted into this outstanding nursing program. The next few years will be a busy, positive, life-altering experience. I am honored to be able to share this wonderful learning journey with each student and will do everything possible to promote successful outcomes.

Sincerely,

Ruth Wittmann-Price, PhD, RN, CNS, CNE, CNEcl, CHSE, ANEF, FAAN
Dean, W. Cary Edwards School of Nursing and Health Professions

W. Cary Edwards School of Nursing and Health Professions

The programs available at the W. Cary Edwards School of Nursing and Health Professions at Thomas Edison State University are the Master of Science in Nursing (MSN), and the graduate nursing certificate programs. Five areas of specialty are offered in the MSN degree: Nurse Educator, Nursing Informatics, Nursing Administration, Psychiatric Mental Health Nurse Practitioner (PMHNP) and Family Nurse Practitioner (FNP). All programs are offered as online, mentored learning programs where students participate actively as a community of learners through the asynchronous online group discussions integral to each nursing course.

Graduates of the non-NP MSN degree programs will receive a certificate in their selected area of specialty upon degree completion in addition to the MSN degree.

FNP and PMHNP graduates will have met the academic requirements necessary to be eligible to sit for certification examinations offered by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB).

The W. Cary Edwards School of Nursing and Health Professions has an enrollment of nearly 900 students from 25 states. The diverse student population reflects minority representation of 33 percent and male representation of 15 percent. The average age of our enrolled nursing students is 38.5. Bringing with them a wide range of experiences, our students are active leaders participating in healthcare transformation.

Mentors for the courses are experienced nurse educators in higher education and leaders from service settings across the country. Select mentors serve as members of the W. Cary Edwards School of Nursing and Health Professions Committee to guide the development, implementation, and evaluation of the MSN programs.

Mission and Philosophy

The W. Cary Edwards School of Nursing and Health Professions accepts and upholds the mission of the University in providing distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities. As such, the W. Cary Edwards School of Nursing and Health Professions believes that independent and self-directed study in a mentored, environment is the hallmark of the academic programs offered to students by the W. Cary Edwards School of Nursing and Health Professions. In this learning environment, the student, as an adult learner, interacts and collaborates with mentors and peers to create and enhance a dialogue within a community of learners. Through this innovative approach to programming, the W. Cary Edwards School of Nursing and Health Professions actively shapes the nursing profession by preparing nurses who are intellectually curious, clinically competent, and technologically prepared to assume leadership positions at the forefront of healthcare transformation.

The MSN programs offer opportunities for advanced specialized study to master's-prepared nurses seeking additional opportunities in nursing. The Doctor of Nursing Practice (DNP) degree prepares nurse leaders to function at the highest level in healthcare organizations. Competencies in organizational leadership, economics and finance, healthcare policy, population-focused care, and technology are emphasized.

Nursing is a dynamic profession that provides an essential service to society. As such, nursing is engaged in multilevel roles and relationships and is accountable to society for its role in improving the health status of the community. Nursing is practiced with respect for human dignity and individual differences. The art and science of nursing requires the ongoing application of specialized knowledge, principles, skills, and values. As a distinct body of knowledge, nursing builds upon theories from various disciplines and works collaboratively with other professions to enhance the health status of individuals, families, groups, and communities.

The W. Cary Edwards School of Nursing and Health Professions is committed to the belief that the School uses a teaching-learning process based on the principles of adult learning; demonstrates effective design, and delivery of educational experiences in varied learning environments; provides for collaboration and collegial interaction among mentors, educators, and peers; effectively links theory, practice, research, and technology; and extends its reach to people of diverse ethnic, racial, economic, and gender groups.

Through these beliefs and contributions to the ongoing development of caring, competent, informed, ethical, and accountable nurses, the W. Cary Edwards School of Nursing and Health Professions strives to play an influential and positive role in helping to shape the future and the practice of professional nursing.

Purpose and Goals

In keeping with the mission of the University and the commitment to providing high-quality education to address the needs of the greater community, the purpose of the W. Cary Edwards School of Nursing and Health Professions is to provide high-quality nursing education programs that meet the needs of the healthcare community and uphold the standards of the nursing profession.

In addressing the needs of the healthcare community the W. Cary Edwards School of Nursing and Health Professions recognizes and partners with its community of interest, comprised of both internal and external constituencies. The identified communities of interest are at the national, state, and local levels. External constituencies include local entities, legislators, professional accrediting bodies, and representatives from the professional community such as our partners and clinical affiliates. Internal constituencies include students, alumni, mentors, staff, and the University.

THE GOALS OF THE W. CARY EDWARDS SCHOOL OF NURSING AND HEALTH PROFESSIONS ARE TO:

- prepare graduates to assume leadership roles in a diverse society and changing healthcare environment;
- provide nontraditional nursing education programs that meet the needs of adult learners; and
- provide a foundation for advanced study and lifelong learning.

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and doctor of nursing practice program at Thomas Edison State University are accredited by the Commission on Collegiate Nursing Education. The post-graduate APRN certificate program at Thomas Edison State University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

➤ COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)

655 K Street NW, Suite 750
Washington, DC 20001
202-887-6791

www.ccneaccreditation.org



The Accelerated Baccalaureate degree program in nursing at Thomas Edison State University is accredited by the New Jersey Board of Nursing.

➤ NEW JERSEY BOARD OF NURSING

PO Box 45010
Newark, NJ 07101
973-504-6430

www.njconsumeraffairs.gov/nur/Pages/default.aspx

Thomas Edison State University is accredited by the Middle States Commission on Higher Education.

The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

➤ MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street
Philadelphia, PA 19104
267-284-5000

www.msche.org

MSN Degree Programs

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) degree requires credits consisting of a combination of core courses, direct-care core courses, electives, specialty courses, and practicum courses. A certificate in the student's selected area of specialty is awarded along with the non-NP MSN degree. A BSN degree from a regionally accredited program is required.

Five areas of nursing specialty are offered: Nurse Educator, Nursing Informatics, Nursing Administration, and Psychiatric Mental Health Nurse Practitioner (PMHNP) and Family Nurse Practitioner (FNP).

The Nurse Educator program prepares graduates for teaching roles in healthcare and academic settings. The Nursing Informatics program prepares graduates to function as a nursing informatics specialist. The Nursing Administration program prepares graduates for the role of nurse administrator in healthcare settings. The PMHNP degree prepares nurses to care for diverse individuals, families, and communities with psychiatric and mental health needs. The FNP program prepares nurses to deliver comprehensive healthcare to patients across the lifespan, focusing on health promotion, disease prevention, and management of various medical conditions within family and community settings.

Note: Completion of 100 on-ground, supervised hours, is required in the non-NP track and 750 hours in an NP track. Application for Practicum placement is submitted six months in advance.

MSN Degree Program Outcomes

TO BE MET UPON COMPLETION OF THE MSN DEGREE PROGRAM:

- Utilize interprofessional knowledge in the advanced nursing care of diverse individuals, families, and communities to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered, advanced nursing care for diverse individuals, families, and communities to promote positive health outcomes
- Construct collaborative advanced nursing care for diverse communities for health promotion and disease management to improve population outcomes.
- Appraise evidence-based advanced nursing care for diverse individuals, families, and communities to improve and transform health care.
- Employ advanced nursing care for diverse individuals, families, and communities that promotes quality and safety.
- Collaborate with interprofessional team members and stakeholders in the provision of advanced nursing care for diverse individuals, families, and communities to optimize outcomes.
- Lead in the provision of advanced nursing care and transitions of care for diverse individuals, families, and communities to provide equitable outcomes.
- Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards in providing nursing care for diverse individuals, families, and communities.
- Integrate professionalism in advanced nursing care of diverse individuals, families, and communities.
- Choose personal and professional developmental activities that foster well-being and contribute to a culture of lifelong learning and leadership.

Nurse Educator Competencies

MSN Nurse Educator & Certificate

IN ADDITION TO THE MSN DEGREE OUTCOMES, THE GRADUATE OF THE NURSE EDUCATOR PROGRAM WILL BE ABLE TO:

- Utilize interprofessional knowledge in the teaching-learning of nursing care for diverse nurses, individuals, families, and communities to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered teaching-learning practices for diverse nurses, individuals, families, and communities to promote positive learning outcomes.
- Construct collaborative teaching-learning practices for diverse communities for health promotion and disease management to improve population outcomes.
- Appraise evidence-based teaching-learning practices for diverse nurses, individuals, families, and communities to improve and transform health care.
- Employ teaching-learning practices for diverse nurses, individuals, families, and communities that promotes quality and safety.
- Collaborate with interprofessional team members and stakeholders in the provision of teaching-learning practices for diverse nurses, individuals, families, and communities to optimize outcomes.
- Lead in the provision of teaching-learning practices for diverse nurses, individuals, families, and communities to provide positive learning outcomes.
- Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards in providing teaching-learning for diverse individuals, families, and communities.
- Integrate professionalism in teaching-learning practices for diverse nurses, individuals, families, and communities.
- Choose personal and professional developmental teaching-learning activities that foster well-being and contribute to a culture of lifelong learning and leadership.

NURSE EDUCATOR COURSES AND CREDIT ALLOCATION

The Nurse Educator program prepares graduates for teaching roles in healthcare and academic settings.

CORE COURSES

Credits
9

- > NUR-5290: US Health Policy and Global Health
- > NUR-5300: Evidence-Based Nursing Practice
- > NUR-5310: Nursing Informatics: Concepts and Issues

DIRECT-CARE CORE COURSES

9

- > NUR-5160: Advanced Health Assessment
- > NUR-6400: Advanced Pathophysiology
- > NUR-6500: Advanced Pharmacology

SPECIALTY COURSES

9

- > NUR-6300: Theoretical Foundations and Instructional Strategies in Nursing Education
- > NUR-7000: Curriculum Theory and Development in Nursing Education
- > NUR-7100: Testing, Assessment, and Evaluation

PRACTICUM COURSE

3

- > NUR-7510: Advanced Practice Practicum Course

Nursing Informatics Competencies

IN ADDITION TO THE MSN DEGREE OUTCOMES, THE GRADUATE OF THE NURSING INFORMATICS PROGRAM WILL BE ABLE TO:

- > Utilize interprofessional knowledge in nursing informatics to care for diverse nurses, individuals, families, and communities to enact clinical judgment and innovation in nursing practice
- > Demonstrate person-centered nursing informatics for diverse nurses, individuals, families, and communities to promote positive informatics utilization.
- > Construct collaborative innovative nursing informatics for diverse communities for health promotion and disease management to improve population outcomes.
- > Appraise evidence-based nursing informatics for diverse nurses, individuals, families, and communities to improve and transform health care.
- > Employ nursing informatics for diverse nurses, individuals, families, and communities that promotes quality and safety.
- > Collaborate with inter-professional team members and stakeholders in the provision of nursing informatics for diverse nurses, individuals, families, and communities to optimize outcomes.
- > Lead in the provision of nursing informatics for diverse nurses, individuals, families, and communities to provide positive learning outcomes.

- > Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards for diverse nurses, individuals, families, and communities to provide positive learning outcomes.
- > Integrate professionalism in nursing informatics for diverse nurses, individuals, families, and communities.
- > Choose personal and professional developmental informatics activities that foster well-being and contribute to a culture of lifelong learning and leadership.

NURSING INFORMATICS COURSES AND CREDIT ALLOCATION

The Nursing Informatics program prepares graduates for the role of nurse informaticist in healthcare settings.

CORE COURSES

Credits
12

- > NUR-5290: US Health Policy and Global Health
- > NUR-5300: Evidence-Based Nursing Practice
- > NUR-5310: Nursing Informatics: Concepts and Issues
- > NUR-5820: Financial Management in Nursing Practice

ELECTIVE COURSES

6

Electives may be selected from nursing elective course offerings, direct-care core courses, and/or from alternate specialty area courses. For example, students may take two courses in nursing informatics to enhance their skill base and work toward a future certificate in nursing informatics.

SPECIALTY COURSES

9

- > NUR-6310: Nursing Informatics: Systems Life Cycle
- > NUR-7010: Nursing Informatics: Databases and Knowledge Management
- > NUR-7110: Nursing Informatics: Consumer Informatics and Communication Technologies

PRACTICUM COURSE

3

- > NUR-7510: Advanced Practice Practicum Course*

*Eligibility for the NI-BC exam includes 200 hours of clinical practice directly related to nursing informatics. To meet this requirement, students may enroll in NUR 7511 Advanced Practice Elective Practicum which includes the additional 100 hours.

Nursing Administration Competencies

IN ADDITION TO THE MSN DEGREE OUTCOMES, THE GRADUATE OF THE NURSING ADMINISTRATION PROGRAM WILL BE ABLE TO:

- Utilize interprofessional knowledge in nursing informatics to care for diverse nurses, individuals, families, and communities to enact clinical judgment and innovation in nursing practice
- Demonstrate person-centered nursing informatics for diverse nurses, individuals, families, and communities to promote positive informatics utilization.
- Construct collaborative innovative nursing informatics for diverse communities for health promotion and disease management to improve population outcomes.
- Appraise evidence-based nursing informatics for diverse nurses, individuals, families, and communities to improve and transform health care.
- Employ nursing administration practices for diverse nurses, individuals, families, and communities that promotes quality and safety.
- Collaborate with interprofessional team members and stakeholders in the provision of nursing informatics for diverse nurses, individuals, families, and communities to optimize outcomes.
- Lead in the provision of nursing informatics for diverse nurses, individuals, families, and communities to provide positive learning outcomes.
- Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards for diverse nurses, individuals, families, and communities to provide positive learning outcomes.
- Integrate professionalism in nursing administration for diverse nurses, individuals, families, and communities.
- Choose personal and professional developmental leadership activities that foster well-being and contribute to a culture of lifelong learning and leadership.

NURSING ADMINISTRATION COURSES AND CREDIT ALLOCATION

The Nursing Administration program prepares graduates for the role of nurse administrator in healthcare settings.

Credits

CORE COURSES

12

- *NUR-5290: US Health Policy and Global Health*
- *NUR-5300: Evidence-Based Nursing Practice*
- *NUR-5310: Nursing Informatics: Concepts and Issues*
- *NUR-5820: Financial Management in Nursing Practice*

ELECTIVE COURSES

6

Electives may be selected from nursing elective course offerings, direct-care core courses, and/or from alternate specialty area courses. For example, students may take two courses in nursing informatics to enhance their skill base and work toward a future certificate in nursing informatics.

SPECIALTY COURSES

9

- *NUR-6320: Nursing Administration: Standards and Structure*
- *NUR-7020: Nursing Administration: Executive Managerial Process*
- *NUR-7120: Nursing Administration: Resource Acquisition and Management*

PRACTICUM COURSE

3

- *NUR-7510: Advanced Practice Practicum Course*

Psychiatric Mental Health Nurse Practitioners (PMHNP) Competencies

IN ADDITION TO THE MSN DEGREE OUTCOMES, THE GRADUATE OF THE NURSING PMHNP PROGRAM WILL BE ABLE TO:

- Utilize interprofessional knowledge in the advanced nursing care of diverse patients, families, and communities with psychiatric and mental health needs to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered, advanced nursing care for diverse patients, families, and communities with psychiatric and mental health needs to promote positive health outcomes.
- Construct advanced nursing care to diverse communities with psychiatric and mental health needs to improve population outcomes.
- Appraise evidence-based advanced nursing care to diverse patients, families, and communities with psychiatric and mental health needs to improve and transform health care.
- Employ advanced nursing care to diverse patients, families, and communities with psychiatric and mental health needs that ensures quality and safety.
- Collaborate in the provision of advanced nursing care to diverse patients, families, and communities with psychiatric and mental health needs to optimize outcomes.
- Lead in the provision of advanced nursing care to diverse patients, families, and communities with psychiatric and mental health needs to provide equitable outcomes.
- Use technology in the advanced nursing care to psychiatric and mental health diverse patients, families, and communities to improve the delivery of care.
- Integrate professionalism in advanced nursing care of diverse patients, families, and communities with psychiatric and mental health needs to reflect nursing's characteristics and values.
- Participate in professional and personal activities while providing advanced nursing care for diverse patients, families, and communities with psychiatric and mental health needs to support life-long learning.

PMHNP COURSES AND CREDIT ALLOCATION

The PMHNP program prepares graduates for the advanced practice RN role of PMHNP in primary and acute healthcare settings.

	Credits
CORE COURSES	6
➤ <i>NUR-5290: US Health Policy and Global Health</i>	3
or	
➤ <i>NUR 8100: Health, Healthcare Policy and Politics</i>	3
➤ <i>NUR-5300: Evidence-Based Nursing Practice*</i>	3
or	
➤ <i>NUR-8050: Scholarly Inquiry: A Basis for Evidence- Based Practice</i>	3
DIRECT CARE COURSES	9
➤ <i>NUR-5160: Advanced Health Assessment</i>	
➤ <i>NUR-6400: Advanced Pathophysiology</i>	
➤ <i>NUR-6500 Advanced Pharmacology</i>	
CONCENTRATION COURSES	10
➤ <i>NUR-7600: Psychopharmacology and Neuroscience Foundations across the Lifespan</i>	
➤ <i>NUR-7610: Psychiatric Mental Health Nurse Practitioner Roles and Contemporary Issues</i>	
➤ <i>NUR-7620: Family System Psychopathology and Psychotherapeutics Across the Lifespan*</i>	
PRACTICUM COURSES**	21
➤ <i>NUR-7631: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Child and Adolescent Populations Part I.</i>	
➤ <i>NUR-7641: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Child and Adolescent Populations Part II.</i>	
➤ <i>NUR -7632: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Adults Populations Part I</i>	
➤ <i>NUR -7642: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Adults Populations Part II</i>	
➤ <i>NUR-7633: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Geriatric Populations Part I.</i>	
➤ <i>NUR-7643: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Geriatric Populations Part II.</i>	

*Prerequisite Courses: NUR-5290; NUR-5300; NUR-5160; NUR-6400; NUR-6500; NUR-7600; NUR; 8100.

**Prerequisite Courses: All Core, Direct Care and Concentration Courses must be completed prior to commencing Practicum Courses

Family Nurse Practitioner (FNP) Competencies

THE GRADUATE OF THE FAMILY NURSE PRACTITIONER PROGRAM WILL BE ABLE TO MEET THE MSN DEGREE OUTCOMES:

- Utilize interprofessional knowledge in the advanced nursing care of diverse individuals, families, and communities to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered, advanced nursing care for diverse individuals, families, and communities to promote positive health outcomes
- Construct collaborative advanced nursing care for diverse communities for health promotion and disease management to improve population outcomes.
- Appraise evidence-based advanced nursing care for diverse individuals, families, and communities to improve and transform health care.
- Employ advanced nursing care for diverse individuals, families, and communities that promotes quality and safety.
- Collaborate with interprofessional team members and stakeholders in the provision of advanced nursing care for diverse individuals, families, and communities to optimize outcomes.
- Lead in the provision of advanced nursing care and transitions of care for diverse individuals, families, and communities to provide equitable outcomes.
- Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards in providing nursing care for diverse individuals, families, and communities.
- Integrate professionalism in advanced nursing care of diverse individuals, families, and communities.
- Choose personal and professional developmental activities that foster well-being and contribute to a culture of lifelong learning and leadership.

FNP COURSES AND CREDIT ALLOCATION

The Family Nurse Practitioner Program prepares graduates for an expanded scope of practice as a primary care provider for families and individuals across the lifespan.

	Credits
CORE COURSES	9
➤ <i>NUR-5290: US Health Policy and Global Health</i>	3
➤ <i>NUR-5300: Evidence Based Nursing Practice*</i>	3
OR	
➤ <i>NUR-8050: Scholarly Inquiry: A Basis for Evidence-based Practice**</i>	3
➤ <i>NUR-8150: Information Systems and Technology Impacting Healthcare Delivery**</i>	3
*MSN-level	
**Meets DNP degree requirements	
DIRECT CARE COURSES	15.5
➤ <i>NUR-6400: Advanced Pathophysiology</i>	3
➤ <i>NUR-5160: Advanced Health Assessment</i>	3
➤ <i>NUR-6410: Advanced Pharmacology for Prescribers*</i>	3
➤ <i>NUR-7069: Professional Identity Development for Nurse Practitioners</i>	3
➤ <i>NUR-7070: Primary Care Diagnosis, Management and Health Promotion**</i>	3.5
*Prerequisites NUR-6400	
**Prerequisites NUR-5160, NUR-6400, NUR-6410	
PRACTICUM COURSES	19.5
Each course provides 125 hours of direct patient care.	
➤ <i>NUR-7071: Adult Primary Care I*</i>	3.5
➤ <i>NUR-7072: Adult Primary Care II*</i>	3.5
➤ <i>NUR-7073: Geriatric Primary Care**</i>	3.5
➤ <i>NUR-7074: Adolescent and Early Adult Primary Care**</i>	3.5
➤ <i>NUR-7075: Pediatric Primary Care**</i>	3.5
➤ <i>NUR-7076: FNP Role Transition***</i>	2
*Prerequisite NUR-7069, NUR-7070	
**Prerequisites NUR-7071, NUR-7072	
*** Prerequisites NUR-7073, NUR-7074, NUR-7075	
TOTAL NUMBER OF CREDITS:	44
TOTAL NUMBER OF DIRECT PATIENT CARE HOURS:	750

MSN Curriculum

Nursing Course Descriptions

Select nursing courses have prerequisites and advisories, which are noted in course descriptions. Students are responsible for knowing degree requirements, the prerequisites and advisories for the courses needed, and for registering for the selected courses only after satisfying prerequisites. Students who schedule courses without satisfying prerequisites will be denied access to the course, possibly incurring financial withdrawal penalties.

Core Courses

NUR-5290: US HEALTH POLICY AND GLOBAL HEALTH 3 CR

During this course, students examine a comprehensive model of policymaking. Course emphasis is on healthcare trends, forces, and issues that shape health policy. Students, focusing on the core elements of health policy analysis, examine how politics, ethics, economics, and social and cultural variables influence policy development and impact healthcare outcomes. Students also explore the leadership role of nursing in policymaking.

NUR-5310: NURSING INFORMATICS: CONCEPTS AND ISSUES 3 CR

This course combines nursing science, computer science, information science, and cognitive science to develop, implement, and support automated systems that optimize the delivery of healthcare services. Critical professional nursing and healthcare consumer issues related to nursing informatics and information technology will be explored.

NUR-5300: EVIDENCE-BASED NURSING PRACTICE 3 CR

The emphasis for this course is on the elements of evidence-based practice. Focus is placed on the cyclical process of identifying clinical questions, searching and appraising the evidence for potential solutions/innovations, planning and implementing practice changes, evaluating the outcomes, and identifying additional gaps in nursing knowledge. Integration of the existing evidence with clinical judgment, patient preferences, interprofessional perspectives, and other resources forms the basis for the clinical decision-making process that is inherent in improving patient, population, and organizational outcomes. Processes for leading managing practice changes are explored.

Prerequisite: A course equivalent to HPS-2000: Statistics for the Health Professions prior to enrolling in NUR-5300 and NUR-4190: Exploring Evidence-Based Practice and Research in Nursing.

NUR-5280: FINANCIAL MANAGEMENT IN NURSING PRACTICE 3 CR

This course introduces nursing professionals to healthcare financing issues in diverse settings of nursing practice. Students will explore financial sources, analyze legislation and reimbursement mechanisms, evaluate business plans, and learn to manage budgets. Students will also consider various approaches for analyzing the financial benefit, effectiveness, and utility of clinical initiatives across diverse populations and clinical settings.

Direct-Care Core Courses

NUR-5160: ADVANCED HEALTH ASSESSMENT 3 CR

This course focuses on the acquisition of advanced health assessment and clinical-reasoning skills. Students apply the diagnostic (clinical) reasoning process to develop a comprehensive plan of care for patients in a variety of settings throughout the lifespan. Emphasis is placed on advanced health assessment skills, health promotion, disease prevention, and risk assessment.

NUR-6400: ADVANCED PATHOPHYSIOLOGY 3 CR

This course builds on a basic knowledge of anatomy and physiology, examining advanced concepts of pathophysiology, incorporating the etiology, epidemiology, pathology and clinical presentation of alterations in body functions across the lifespan. An in-depth analysis of the evolution of these alterations leading to the development and symptomatology of various diseases includes the integration of potential predisposing factors such as epigenetics, lifestyle and socio-cultural influences.

NUR-6500: ADVANCED PHARMACOLOGY 3 CR

In this course, students apply the principles underlying pharmacology, evidence-based nursing research, legal and ethical principles of nursing, and the factors influencing drug selection to facilitate positive patient pharmacological outcomes. This course focuses on the role of the advanced practice nurse and builds on the student's knowledge of pathophysiology and the concepts of pharmacokinetics, pharmacodynamics, pharmacogenomics, pharmacoeconomics, and pharmacotherapeutics in the management of health and common disease states. Emphasis is placed on the use of technological resources and current evidence-based guidelines to select appropriate medications for patients across the life span and from various cultures and populations.

Electives

Students in the Nursing Administration and Nursing Informatics specialty areas may choose any graduate-level nursing course relevant to advanced nursing practice: administration and management, informatics and technology, and education. Courses may be selected from all nursing graduate specialty courses or graduate electives within the University. To ensure acceptance of transfer credits toward MSN degree requirements, students are advised to seek approval from the nursing program advisor prior to registering for the course. Please see the University website tesu.edu/nursing, or the University Catalog online, for elective nursing courses offered by the W. Cary Edwards School of Nursing and Health Professions.

Note: HPS-2000 may not be used to satisfy MSN elective requirements.

NUR-6130: HISTORY OF AMERICAN NURSING 3 CR

In this graduate course, students explore the evolution of professional nursing in America in the context of the times. Using a social historical framework, the course begins with nursing care in the Colonial period and ends more than two

centuries later, reflecting on the response to health and crisis in today's environment. The development of nursing education, leadership, changes in nursing practice, and the role of nurses in advocacy, health promotion, prevention, restoration, and holistic care are examined through the present century. An understanding of the historical research process and synthesis of historical data are integral to this course in the proper preservation of American nursing foundations.

NUR-7511: ADVANCED PRACTICE ELECTIVE PRACTICUM 3 CR

This elective practicum course consists of one hundred (100) experiential hours that foster theoretical learning application in a setting that enhances the learner's advanced competencies. The expectations of this course are to continue to apply learned competencies to students, patients, or systems, depending on the graduate student's specialty, guided by an expert preceptor(s). This course will provide reflective analysis of gained advanced competencies.

Prerequisites: All other MSN degree and Nurse Educator certificate requirements. Submission of all document and requirements outlined in the Practicum Packet, including a criminal background check.

Specialty and Practicum Courses

NURSE EDUCATOR

NUR-6300: THEORETICAL FOUNDATIONS AND INSTRUCTIONAL STRATEGIES IN NURSING EDUCATION 3 CR

This course is designed to provide the foundation for understanding theories, philosophies, and strategies of teaching and learning that influence nursing education. The course also explores ethical and legal issues in nursing education. **This course should be scheduled as the first of the five courses in the Nurse Educator specialty area. The nursing education Practicums must be scheduled last in the Master of Science in Nursing (MSN) degree nurse educator program.**

NUR-7000: CURRICULUM THEORY AND DEVELOPMENT IN NURSING EDUCATION 3 CR

This course is designed to address the study of curriculum development, design, implementation, and evaluation in nursing education. Historical and philosophical foundations of nursing education are examined. The practical application and synthesis of curriculum theory is emphasized. The role of the educator in the dynamic relationship between the practice setting, research, and curriculum is examined.

Advisory: A course equivalent to NUR-6300: Theoretical Foundations and Instructional Strategies in Nursing Education is required to be successful in NUR-7000. Students are responsible for having acquired this knowledge prior to registering for NUR-7000.

NUR-7100: TESTING, ASSESSMENT, AND EVALUATION 3 CR

Course emphasis is on preparing teachers in nursing curricula to focus on learning outcomes. The concepts of measurement and evaluation are examined as the basis for studying how instruction, testing, assessment, and evaluation of student learning are interrelated. Formative, summative, qualitative,

and quantitative assessment methodologies are applied to evaluate instruction and learning in various educational settings.

Advisory: Courses equivalent to NUR-6300: Theoretical Foundations and Instructional Strategies in Nursing Education and NUR-7000: Curriculum Theory and Development in Nursing Education are required to be successful in NUR-7100. Students are responsible for having acquired this knowledge prior to registering for NUR-7100.

NUR-7510: ADVANCED PRACTICE PRACTICUM 3 CR

This practicum course consists of one hundred (100) experiential hours that foster theoretical learning application in a setting that enhances the learner's advanced competencies. The expectations of this course are to apply learned competencies to students, patients, or systems, depending on the graduate student's specialty, guided by an expert preceptor(s). This course will provide reflective analysis of gained advanced competencies and a practicum project to meet the end of program learning outcomes.

NURSE PRECEPTOR

NUR-6340: HEALTHCARE PROFESSIONAL PRECEPTING: ENSUING CAREER SUCCESS 3 CR

This course focuses on teaching-learning in the clinical learning environment. This course demonstrates how a preceptor/mentor model can facilitate retention, satisfaction, and clinical judgment in healthcare professionals. This course will assist healthcare professionalism the preceptor role understand the learning needs of orientees who are new to practice or new to a different practice environment. Precepting will be explored as a mutually reflective system that benefits the preceptor, orientee, and healthcare organization.

NURSING INFORMATICS

NUR-6310: NURSING INFORMATICS: SYSTEMS LIFE CYCLE 3 CR

This course provides students with a sequential process that supports the successful implementation of an information system within a variety of healthcare settings. Various techniques and skills will be presented that assist healthcare organizations in advancing through the stages of a system's life cycle. Emphasis is placed on the role of the nursing informatics specialist within this process.

NUR-7010: NURSING INFORMATICS: DATABASES AND KNOWLEDGE MANAGEMENT 3 CR

This course is designed to provide a comprehensive foundation in the relationship between data, information, knowledge, and wisdom by examining database design standards and issues. Students explore the relationship between knowledge discovery and databases as they relate to nursing and healthcare delivery. Concepts of data warehousing, data mining, knowledge management, and security/access will be explored.

NUR-7110: NURSING INFORMATICS: CONSUMER INFORMATICS AND COMMUNICATION TECHNOLOGIES

3 CR

In this course students will explore consumer informatics and digital health. Emphasis will be on consumer engagement and empowerment through user-centered design of information, services, and support with health information technologies. Consumer informatics will continue to evolve with new developments and will capture current trends and emerging technologies. This course will also examine the Nursing Informatics Scope and Standards of Practice related to consumer informatics.

NUR-7510: ADVANCED PRACTICE PRACTICUM

3 CR

This practicum course consists of one hundred (100) experiential hours that foster theoretical learning application in a setting that enhances the learner's advanced competencies. The expectations of this course are to apply learned competencies to students, patients, or systems, depending on the graduate student's specialty, guided by an expert preceptor(s). This course will provide reflective analysis of gained advanced competencies and a practicum project to meet the end of program learning outcomes.

NURSING ADMINISTRATION

NUR-6320: NURSING ADMINISTRATION: STANDARDS AND STRUCTURES

3 CR

This course is designed to provide a foundation upon which students understand healthcare organizations, what accreditation organizations exist, and how some organizations are designated for quality attainment. An overview of the standards and competencies forming the basis for managerial and executive roles is examined. Students will have the opportunity to examine information in context of their current organization and their current competencies. This course is the foundation for all subsequent nursing administration courses in the curriculum.

NUR-7020: NURSING ADMINISTRATION: EXECUTIVE MANAGERIAL PROCESS

3 CR

This course is designed to facilitate the development of nurse executives and managers. Using theoretical constructs, focus is placed on selected processes that contribute to quality nursing outcomes through systems thinking, communication and relationship building, professionalism, and knowledge of the healthcare environment.

NUR-7120: NURSING ADMINISTRATION: RESOURCE ACQUISITION AND MANAGEMENT

3 CR

In this course, students examine resources required to deliver quality healthcare services. The acquisition, management, and use of resources in the healthcare environment are explored. Fiscal, human, technological, intellectual, and material resources are examined and analyzed in the context of current and future healthcare environments.

NUR-7510: ADVANCED PRACTICE PRACTICUM

3 CR

This practicum course consists of one hundred (100) experiential hours that foster theoretical learning application in a setting that enhances the learner's advanced competencies. The expectations of this course are to apply learned competencies to students, patients, or systems, depending on the graduate student's specialty, guided by an expert

preceptor(s). This course will provide reflective analysis of gained advanced competencies and a practicum project to meet the end of program learning outcomes.

PMHNP SPECIALTY COURSES

NUR-7600: PSYCHOPHARMACOLOGY AND NEUROSCIENCE FOUNDATIONS ACROSS THE LIFESPAN

4 CR

Scientific principles of psychopharmacology and its application to psychiatric disorder treatment, across the lifespan, are explored. This course will also include the adjunctive components of neuroscientific concepts such as pharmacodynamics and pharmacokinetics. Clinical judgment used to identify psychiatric disorder target symptoms and appropriate management with psychopharmacologic agents will also be integrated.

NUR-7610: PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER ROLES AND CONTEMPORARY ISSUES

3 CR

Mental health theoretical concepts and underpinnings, its contributions to the evolution of the Psychiatric Mental Health Nurse Practitioner (PMHNP) role and the transition to current practice standards in psychiatry will be discussed as well as the contributions of Hildegard Peplau and how the role has evolved. In addition, the advanced practice role and various psychiatric settings will be discussed at length. Other discussion topics will include ethical and legal implications of practice, ethical dilemmas, effective conflict resolution, and considerations specific to psychiatric practice.

NUR-7620: FAMILY SYSTEM PSYCHOPATHOLOGY AND PSYCHOTHERAPEUTICS ACROSS THE LIFESPAN

3 CR

This course will explore acute and chronic psychiatric disorders and its impact on the mental health to mental illness continuum. Lifespan therapeutic modalities are explored in context of individual, group and family therapy intervention. Targeted and focused interventions including integrated and person-centered therapies will also be analyzed. Inclusive will also be the complimentary and ancillary therapeutics and their contribution to patient stabilization of mental health and well-being which are non-pharmacologic treatment interventions.

Prerequisite Courses: NUR 5290; NUR-5300; NUR-5160; NUR-6400; NUR-6500; NUR-7600, NUR 8100

FAMILY NURSE PRACTITIONER (FNP) COURSES

NUR-6410: ADVANCED PHARMACOLOGY FOR PRESCRIBERS

3 CR

This course is designed for nurse practitioners seeking prescriptive authority. It provides a comprehensive review of pharmacological management for self-resolving, episodic conditions and stable chronic diseases across all age groups. The course focuses on clinical decision-making in the prescribing, monitoring, and management of pharmacotherapeutic agents that are appropriate for individual patient needs, while proactively addressing health risks and preventing adverse events. State and federal laws and processes regulating prescriptive practice and prescriptive authority are also discussed.

Prerequisite: NUR-6400

NUR-7069: PROFESSIONAL IDENTITY DEVELOPMENT FOR NURSE PRACTITIONERS 3 CR

This course focuses on the development of leadership skills and professional identity for the nurse practitioner. Students will learn to advocate for diverse populations, promote a culture of civility, and lead interprofessional initiatives that align with the ethical standards of the nursing profession. Strategies will be explored to ensure care reflects moral, legal, and humanistic principles, evaluate system-based influences on nursing practice, and foster environments conducive to quality care and health equity. Key topics include addressing ethical dilemmas, fostering therapeutic relationships, self-care management, interprofessional collaborative practice, and modeling professional accountability.

NUR-7070: PRIMARY CARE DIAGNOSIS, MANAGEMENT AND HEALTH PROMOTION 3.5 CR

This course focuses on the development of leadership skills and professional identity for the nurse practitioner. Students will learn to advocate for diverse populations, promote a culture of civility, and lead interprofessional initiatives that align with the ethical standards of the nursing profession. Strategies will be explored to ensure care reflects moral, legal, and humanistic principles, evaluate system-based influences on nursing practice, and foster environments conducive to quality care and health equity. Key topics include addressing ethical dilemmas, fostering therapeutic relationships, self-care management, interprofessional collaborative practice, and modeling professional accountability.

NUR-8150: INFORMATION SYSTEMS AND TECHNOLOGY IMPACTING HEALTH DELIVERY 3 CR

This course focuses on the development of leadership skills and professional identity for the nurse practitioner. Students will learn to advocate for diverse populations, promote a culture of civility, and lead interprofessional initiatives that align with the ethical standards of the nursing profession. Strategies will be explored to ensure care reflects moral, legal, and humanistic principles, evaluate system-based influences on nursing practice, and foster environments conducive to quality care and health equity. Key topics include addressing ethical dilemmas, fostering therapeutic relationships, self-care management, interprofessional collaborative practice, and modeling professional accountability.

PRACTICUM COURSES**NUR-7631: ADVANCED ASSESSMENT, DIFFERENTIAL DIAGNOSIS, AND MANAGEMENT OF PSYCHIATRIC DISORDERS: CHILD AND ADOLESCENT POPULATIONS PART I 3.5 CR**

This course introduces and conceptualizes the foundational core of advanced psychiatric nursing practice. The application of prescriptive authority, symptom assessment, and diagnostic treatment implementation will be applied in practice with a focus on the child and adolescent population. Students will apply theory and practice concepts presented in the practice setting. Emphasis will be placed on advanced practice competencies in mental health promotion and maintenance, psycho-pathologic disease prevention, and common mental health concerns today for the child and adolescent population. Opportunities for clinical experiences in psychotherapeutic settings will be included to practice student application of

various modalities and interventions. Specific opportunities will be identified, as they present, aimed at guiding students in practice immersion with population-based disparities and in assuring diverse and equitable mental health care delivery. This course provides 125 hours of clinical practice.

NUR-7631: ADVANCED ASSESSMENT, DIFFERENTIAL DIAGNOSIS, AND MANAGEMENT OF PSYCHIATRIC DISORDERS: CHILD AND ADOLESCENT POPULATIONS PART II 3.5 CR

This course continues the foundational core of advanced psychiatric nursing practice. The application of prescriptive authority, symptom assessment, and diagnostic treatment implementation will be applied in practice with a focus on the child and adolescent population. Students will apply theory and practice concepts presented in the practice setting. Emphasis will be placed on advanced practice competencies in mental health promotion and maintenance, psycho-pathologic disease prevention, and common mental health concerns today for the child and adolescent population. Opportunities for clinical experiences in psychotherapeutic settings will be included to practice student application of various modalities and interventions. Specific opportunities will be identified, as they present, aimed at guiding students in practice immersion with population-based disparities and in assuring diverse and equitable mental health care delivery. This course provides 125 hours of clinical practice.

NUR-7632: ADVANCED ASSESSMENT, DIFFERENTIAL DIAGNOSIS, AND MANAGEMENT OF PSYCHIATRIC DISORDERS: CHILD AND ADOLESCENT POPULATIONS PART II 3.5 CR

This course introduces and conceptualizes the foundational core of advanced psychiatric nursing practice. The application of prescriptive authority, symptom assessment, and diagnostic treatment implementation will be applied in practice with a focus on the adult population. Students will apply theory and practice concepts presented in the practice setting. Emphasis will be placed on advanced practice competencies in mental health promotion and maintenance, psycho-pathologic disease prevention, and common mental health concerns today for the adult population. Opportunities for clinical experiences in psychotherapeutic settings will be included to practice student application of various modalities and interventions. Specific opportunities will be identified, as they present, aimed at guiding students in practice immersion with population-based disparities and in assuring diverse and equitable mental health care delivery. This course provides 125 hours of clinical practice.

NUR-7642: ADVANCED ASSESSMENT, DIFFERENTIAL DIAGNOSIS, AND MANAGEMENT OF PSYCHIATRIC DISORDERS: CHILD AND ADOLESCENT POPULATIONS PART II 3.5 CR

This course introduces and conceptualizes the foundational core of advanced psychiatric nursing practice. The application of prescriptive authority, symptom assessment, and diagnostic treatment implementation will be applied in practice with a focus on the geriatric population. Students will apply theory and practice concepts presented in the practice setting. Emphasis will be placed on advanced practice competencies in

mental health promotion and maintenance, psycho-pathologic disease prevention, and common mental health concerns today for the geriatric population. Opportunities for clinical experiences in psychotherapeutic settings will be included to practice student application of various modalities and interventions. Specific opportunities will be identified, as they present, aimed at guiding students in practice immersion with population-based disparities and in assuring diverse and equitable mental health care delivery. This course provides 125 hours of clinical practice.

NUR-7633: ADVANCED ASSESSMENT, DIFFERENTIAL DIAGNOSIS, AND MANAGEMENT OF PSYCHIATRIC DISORDERS: GERIATRIC POPULATIONS PART I. 3.5 CR

This course introduces and conceptualizes the foundational core of advanced psychiatric nursing practice. The application of prescriptive authority, symptom assessment, and diagnostic treatment implementation will be applied in practice with a focus on the geriatric population. Students will apply theory and practice concepts presented in the practice setting. Emphasis will be placed on advanced practice competencies in mental health promotion and maintenance, psycho-pathologic disease prevention, and common mental health concerns today for the geriatric population. Opportunities for clinical experiences in psychotherapeutic settings will be included to practice student application of various modalities and interventions. Specific opportunities will be identified, as they present, aimed at guiding students in practice immersion with population-based disparities and in assuring diverse and equitable mental health care delivery. This course provides 125 hours of clinical practice.

NUR-7633: ADVANCED ASSESSMENT, DIFFERENTIAL DIAGNOSIS, AND MANAGEMENT OF PSYCHIATRIC DISORDERS: GERIATRIC POPULATIONS PART II. 3.5 CR

This course continues the foundational core of advanced psychiatric nursing practice. The application of prescriptive authority, symptom assessment, and diagnostic treatment implementation will be applied in practice with a focus on the geriatric population. Students will apply theory and practice concepts presented in the practice setting. Emphasis will be placed on advanced practice competencies in mental health promotion and maintenance, psycho-pathologic disease prevention, and common mental health concerns today for the geriatric population. Opportunities for clinical experiences in psychotherapeutic settings will be included to practice student application of various modalities and interventions. Specific opportunities will be identified, as they present, aimed at guiding students in practice immersion with population-based disparities and in assuring diverse and equitable mental health care delivery. This course provides 125 hours of clinical practice.

Prerequisite Courses: All Core, Direct Care and Concentration Courses must be completed prior to Commencing Practicum Courses

NUR-7071: ADULT PRIMARY CARE PART I 3.5 CR

This course examines the overall health of adults covering developmental, biophysical, and psychosocial changes. Students will use an evidence-based approach to evaluate health promotion, disease prevention, and practice guidelines that support the wellness of adults. This course explores chronic and acute conditions of cardiovascular, respiratory,

endocrine, and mental health systems. Clinical experience provides students with opportunities to integrate learned concepts with diverse populations, collaborate with team members to promote person-centered care, and advocate for equitable care of adults. Emphasis is placed on the scope of practice and role of the nurse practitioner in a primary care setting.

Prerequisite Courses: NUR-7070, NUR-7069

NUR-7072: ADULT PRIMARY CARE PART II 3.5 CR

This course examines the overall health of adults covering developmental, biophysical, and psychosocial changes. The otolaryngologic, gastrointestinal, neurologic, musculoskeletal, and dermatologic systems are the focus of this course. Students will use an evidence-based approach to evaluate health promotion, disease prevention, and practice guidelines that support the wellness of adults. Clinical experience provides students with opportunities to integrate learned concepts with diverse populations, collaborate with team members to promote person-centered care, and advocate for equitable care of adults. Emphasis is placed on the scope of practice and role of the nurse practitioner in a primary care setting.

Prerequisite Courses: NUR-7069, NUR-7070

NUR-7073: GERIATRIC PRIMARY CARE 3.5 CR

This course examines the overall health of the geriatric population covering developmental, biophysical, and psychosocial changes. Students will use an evidence-based approach to evaluate health promotion, disease prevention, and practice guidelines that support the wellness of older adults. Clinical experiences provide students with opportunities to integrate learned concepts with diverse populations, collaborate with team members to promote person-centered care, and advocate for equitable elder care. Emphasis is placed on the scope of practice and role of the nurse practitioner in a primary care setting.

Prerequisite Courses: NUR-7071, NUR-7072

NUR-7074: ADOLESCENT AND EARLY ADULT PRIMARY CARE 3.5 CR

This course examines the overall health of adolescents and young adults covering developmental, biophysical, and psychosocial changes. Students will use an evidence-based approach to evaluate health promotion, disease prevention, and practice guidelines that support the wellness of adolescents and young adults. Clinical experiences provide students with opportunities to integrate learned concepts with diverse populations, collaborate with team members to promote person-centered care, and advocate for equitable care of adolescent and early adult populations. Emphasis is placed on the scope of practice and role of the nurse practitioner in a primary care setting.

Prerequisite Courses: NUR-7071, NUR-7072

NUR-7075: PEDIATRIC PRIMARY CARE 3.5 CR

This course examines the overall health of infants, young children, and families covering developmental, biophysical, and psychosocial changes. Students will use an evidence-based approach to evaluate health promotion, disease prevention, and practice guidelines that support the wellness of infants, young children, and families. Clinical experiences provide

students with opportunities to integrate learned concepts with diverse patient populations, collaborate with team members to promote person-centered care, and advocate for equitable care for the pediatric population. Emphasis is placed on the scope of practice and role of the family nurse practitioner in a primary care setting.

Prerequisite Courses: NUR-7071, NUR-7072

NUR-7076: FNP ROLE TRANSITION

2 CR

This course facilitates the transition to the family nurse practitioner role. Students will reflect on their clinical knowledge, skills, and experiences while developing individualized goals for their NP practice. Essential aspects of nurse practitioner practice, including self-evaluation to enhance patient care, team leadership, role transition, and the integration of technology to improve safety and health outcomes. Clinical experiences support students to refine their practice competencies, enhance decision-making skills, develop and evaluate an evidence-based plan of care, and collaborate with individuals, families, and healthcare team members

Prerequisite Courses: NUR-7073, NUR-7074, NUR-7075

About MSN Coursework

The MSN degree program is designed and organized to include core courses, direct-care core courses, electives, courses in the area of specialty, and Practicum courses. The core courses should be taken first, and the Practicum courses are required to be taken last. The core courses have content common to all areas of specialty at the master's level. The specialty courses provide students with a strong foundation in preparation for their role in the selected area of specialty. The direct-care core courses provide students with advanced clinical knowledge and reasoning skills. Elective courses allow students to take graduate courses that strengthen and broaden their expertise. All courses, except electives, must be taken before the Practicum courses. Students are expected to familiarize themselves with the expectations and requirements for meeting advisories and prerequisites prior to registration for courses. While more than one course per term may be taken, students should be mindful of the expectations and policies related to the level of achievement expected in the graduate nursing courses and the MSN degree program to remain in good standing. Therefore, students are strongly encouraged to schedule a nursing advising appointment prior to registering for courses.

About Practicum Requirements

NON-NP MSN STUDENTS

One practicum course is included in each non-NP MSN tracks. To prepare for the practicums, students are required to review the Practicum Packet at least 9-12 months prior to the start of the first practicum. An advising appointment is required 9-12 months prior to the start of the practicum as well. During the advising appointment, the student will receive assistance in developing goals for the practicum, selecting a practicum site, and suggestions for the selection of a preceptor. To be permitted to register for the first practicum, the student must meet specific requirements outlined in the practicum packet. The Part A: Intent to Register Form is found on the webpage: tesu.edu/degrees-programs/schools/nursing/admissions/practicum-preparation.php and must be completed six months (24 weeks) in advance. Students select their preceptor and place of practicum, and the school initiates a clinical affiliation agreement with the practicum site. Health requirements include a current physical, evidence of immunization, CPR card, health insurance, and malpractice insurance. Additional health requirements may be applicable, depending on the practicum site selected. Criminal background, FBI checks, and a drug screen are performed by a vendor selected by the school. Students must be licensed in the state or United States territory in which they will do their practicum. Health and criminal background clearances and all other requirements outlined in the practicum packet must be completed four months (16 weeks) prior to the start of the first practicum.

NP MSN AND POST-MASTER'S STUDENTS

Six practicum courses are included in the NP tracks. Students will attend a practicum orientation meeting with the NP Director approximately nine (9) months prior to the first practicum term or upon admission to the post-master's certificate program. Criteria for preceptor and practicum site placements, expected competencies for each practicum course, and licensure requirements will be discussed. Students are expected to submit as signed attestation upon review of the practicum guide.

Part A: Intent to Register Form is found on the webpage: tesu.edu/degrees-programs/schools/nursing/admissions/practicum-preparation.php and must be completed six months (24 weeks) prior to EACH PRACTICUM TERM or as soon as a placement is secured. Students select their preceptor and place of practicum, and the school initiates a clinical affiliation agreement with the practicum site. Health requirements include a current physical, evidence of immunization, and tuberculosis screening. Professional requirements include an unencumbered RN license, AHA-BLS card, health insurance, and malpractice insurance. Criminal background, FBI checks, and a drug screen are performed by a vendor selected by the school. Students must be licensed in the state or United States territory in which they will do their practicum. Health and criminal background clearances and all other requirements outlined in the practicum packet must be completed four months (16 weeks) prior to the start of the first practicum.

Post-BSN and Post-MSN Certificates

The W. Cary Edwards School of Nursing and Health Professions graduate nursing certificate programs are designed for experienced RNs who want to develop the knowledge and skills needed to practice in another area of nursing specialty. The certificate programs consist of three theory courses.

About the Graduate Nursing Certificate Coursework

A grade of B or better is required for courses for credit to be applied to program requirements.

All students in the W. Cary Edwards School of Nursing certificate programs must complete all course requirements, submit the request for a graduate nursing certificate according to University guidelines for graduation and satisfy all financial obligations to be eligible for certificate award.

Nurse Educator Post-BSN Certificate Program

The Nurse Educator certificate program is designed for experienced RNs with BSN who want to develop the knowledge and skills needed to teach in schools of nursing and healthcare settings. The program includes three theory courses.

UPON COMPLETION OF THE NURSE EDUCATOR CERTIFICATE PROGRAM, THE GRADUATE WILL BE ABLE TO:

- Utilize interprofessional knowledge in the teaching-learning of nursing care for diverse nurses, individuals, families, and communities to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered teaching-learning practices for diverse nurses, individuals, families, and communities to promote positive learning outcomes.
- Construct collaborative teaching-learning practices for diverse communities for health promotion and disease management to improve population outcomes.
- Appraise evidence-based teaching-learning practices for diverse nurses, individuals, families, and communities to improve and transform health care.
- Employ teaching-learning practices for diverse nurses, individuals, families, and communities that promotes quality and safety.
- Collaborate with interprofessional team members and stake holders in the provision of teaching-learning practices for diverse nurses, individuals, families, and communities to optimize outcomes.
- Lead in the provision of teaching-learning practices for diverse nurses, individuals, families, and communities to provide positive learning outcomes.
- Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards in providing teaching-learning for diverse individuals, families, and communities.

- Integrate professionalism in teaching-learning practices for diverse nurses, individuals, families, and communities.
- Choose personal and professional developmental teaching-learning activities that foster well-being and contribute to a culture of lifelong learning and leadership.

NURSE EDUCATOR CERTIFICATE REQUIREMENTS

	Credits
➤ NUR-6300: Theoretical Foundations and Instructional Strategies in Nursing Education	3
➤ NUR-7000: Curriculum Theory and Development in Nursing Education	3
➤ NUR-7100: Testing, Assessment, and Evaluation	3
TOTAL	9

All information pertaining to the courses, including advisories and prerequisites, may be found on the University website at tesu.edu/nursing.

Nursing Informatics Post-BSN Certificate Program

The Nursing Informatics certificate program is designed for RNs with a BSN who want to develop the knowledge and skills needed to practice as a nursing informatics specialist in healthcare settings. The program includes three theory courses.

UPON COMPLETION OF THE NURSING INFORMATICS CERTIFICATE PROGRAM, THE GRADUATE WILL BE ABLE TO:

- Utilize interprofessional knowledge in nursing informatics to care for diverse nurses, individuals, families, and communities to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered nursing informatics for diverse nurses, individuals, families, and communities to promote positive informatics utilization.
- Construct collaborative innovative nursing informatics for diverse communities for health promotion and disease management to improve population outcomes.
- Appraise evidence-based teaching-learning practices for diverse nurses, individuals, families, and communities to improve and
- Employ teaching-learning practices for diverse nurses, individuals, families, and communities that promotes quality and safety.
- Collaborate with interprofessional team members and stakeholders in the provision of teaching-learning practices for diverse nurses, individuals, families, and communities to optimize outcomes.
- Lead in the provision of teaching-learning practices for diverse nurses, individuals, families, and communities to provide positive learning outcomes.

- Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards in providing teaching-learning for diverse individuals, families, and communities.
- Integrate professionalism in teaching-learning practices for diverse nurses, individuals, families, and communities.
- Choose personal and professional developmental teaching-learning activities that foster well-being and contribute to a culture of lifelong learning and leadership.

NURSING INFORMATICS CERTIFICATE REQUIREMENTS

	Credits
➤ <i>NUR-6310: Nursing Informatics Systems Life Cycles</i>	3
➤ <i>NUR-7010: Nursing Informatics: Databases and Knowledge Management</i>	3
➤ <i>NUR-7110: Nursing Informatics: Consumer Informatics and Communication Technologies</i>	3
TOTAL	9

Nursing Administration Post-BSN Certificate Program

The Nursing Administration certificate program is designed for RNs with a BSN who want to develop the knowledge and skills needed to practice as a nurse administrator in healthcare settings. The program includes three theory courses.

UPON COMPLETION OF THE NURSING ADMINISTRATION CERTIFICATE PROGRAM, THE GRADUATE WILL BE ABLE TO:

- Utilize interprofessional knowledge in nursing knowledge in nursing administration for diverse nurses, individuals, families, and communities to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered nursing administration for diverse nurses, individuals, families, and communities to promote positive administrative management decisions.
- Construct collaborative innovative nursing administration for diverse communities for health promotion and disease management to improve population outcomes.
- Appraise evidence-based nursing administrative practices for diverse nurses, individuals, families, and communities to improve and transform health care.
- Employ nursing administrative practices for diverse nurses, individuals, families, and communities that promotes quality and safety.
- Collaborate with interprofessional team members and stakeholders in the provision of nursing leadership for diverse nurses, individuals, families, and communities to optimize outcomes.
- Lead in the provision of nursing management for diverse nurses, individuals, families, and communities to provide positive learning outcomes.

- Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards in providing nursing management for diverse individuals, families, and communities.
- Integrate professionalism in nursing administration for diverse nurses, individuals, families, and communities.
- Choose personal and professional developmental leadership activities that foster well-being and contribute to a culture of lifelong learning and leadership.

NURSING ADMINISTRATION CERTIFICATE REQUIREMENTS

	Credits
➤ <i>NUR-6320: Nursing Administration: Standards and Structures</i>	3
➤ <i>NUR-7120: Nursing Administration: Resource Acquisition and Management</i>	3
➤ <i>NUR-7110: Nursing Administration: Resource Acquisition and Management</i>	3
TOTAL	9

Nursing Preceptor Post-BSN Certificate Program

The Nursing Preceptor certificate program is designed for experienced RNs with a BSN who want to develop knowledge and competencies needed to teach, mentor and guide students and novice nurses in clinical areas. The program includes three theory courses.

UPON COMPLETION OF THE NURSING PRECEPTOR CERTIFICATE PROGRAM, THE GRADUATE WILL BE ABLE TO:

- Utilize interprofessional knowledge in teaching-learning of nursing care for diverse nurses, individuals, families, and communities to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered teaching-learning of nursing care for diverse students and nurses to promote positive learning outcomes.
- Construct collaborative teaching-learning practices for diverse students and nurses to improve population outcomes.
- Appraise evidence-based teaching-learning practices for diverse students and nurses to improve and transform health care.
- Employ teaching-learning practices for diverse students and nurses that promotes quality and safety.
- Collaborate with interprofessional team members and stakeholders in the provision of teaching-learning practices for diverse students and nurses to optimize outcomes.
- Lead in the provision of teaching-learning practices for diverse students and nurses to provide positive learning outcomes.

- Use informatics and healthcare technologies in accordance with best practices that demonstrate professional, regulatory, and ethical standards in providing teaching-learning for diverse students and nurses.
- Integrate professionalism in teaching-learning practices for diverse students and nurses.
- Choose personal and professional developmental teaching-learning activities that foster well-being and contribute to a culture of lifelong learning and leadership.

PRECEPTOR CERTIFICATE REQUIREMENTS

	Credits
➤ <i>NUR-6300: Theoretical Foundations and Instructional Strategies in Nursing Education</i>	3
➤ <i>NUR-6340: Healthcare Professional Precepting: Ensuring Career Success</i>	3
➤ <i>NUR-7100: Testing, Assessment, and Evaluation</i>	3
TOTAL	9

All information pertaining to the courses, including advisories and prerequisites, may be found on the University website at tesu.edu/nursing.

PMHNP Post-MSN Certificate Program

A graduate with certification as a PMHNP can practice in a variety of settings as an interdependent member of the healthcare team. PMHNPs collaborate with other health professionals to provide mental health care services across the lifespan. PMHNPs are prepared to provide holistic care for patients and families and coordinate physical and mental health care. PMHNPs often develop an ongoing relationship with patients and families and are the first to identify and differentiate co-existing healthcare problems.

UPON COMPLETION OF THE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER POST-MSN CERTIFICATE PROGRAM THE GRADUATE WILL BE ABLE TO:

- Utilize interprofessional knowledge in the advanced nursing care of diverse patients, families, and communities with psychiatric and mental health needs to enact clinical judgment and innovation in nursing practice.
- Demonstrate person-centered, advanced nursing care for diverse patients, families, and communities with psychiatric and mental health needs to promote positive health outcomes.
- Construct advanced nursing care to diverse communities with psychiatric and mental health needs to improve population outcomes.
- Appraise evidence-based advanced nursing care to diverse patients, families, and communities with psychiatric and mental health needs to improve and transform health care.
- Employ advanced nursing care to diverse patients, families, and communities with psychiatric and mental health needs that ensures quality and safety.

- Collaborate in the provision of advanced nursing care to diverse patients, families, and communities with psychiatric and mental health needs to optimize outcomes.
- Lead in the provision of advanced nursing care to diverse patients, families, and communities with psychiatric and mental health needs to provide equitable outcomes.
- Use technology in the advanced nursing care to psychiatric and mental health diverse patients, families, and communities to improve the delivery of care.
- Integrate professionalism in advanced nursing care of diverse patients, families, and communities with psychiatric and mental health needs to reflect nursing's characteristics and values.
- Participate in professional and personal activities while providing advanced nursing care for diverse patients, families, and communities with psychiatric and mental health needs to support life-long learning.

PMHNP POST-MSN CERTIFICATE REQUIREMENTS

	Credits
➤ <i>NUR-7600: Psychopharmacology and Neuroscience Foundations across the Lifespan</i>	4
➤ <i>NUR-7610: Psychiatric Mental Health Nurse Practitioner Roles and Contemporary Issues</i>	3
➤ <i>NUR-7620: Family System Psychopathology and Psychotherapeutics Across the Lifespan</i>	3
➤ <i>NUR-7631: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Child and Adolescent Populations Part I</i>	3.5
➤ <i>NUR-7641: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Child and Adolescent Populations Part II</i>	3.5
➤ <i>NUR-7632: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Adults Populations Part I</i>	3.5
➤ <i>NUR-7642: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Adults Populations Part II</i>	3.5
➤ <i>NUR-7633: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Geriatric Populations Part I</i>	3.5
➤ <i>NUR-7643: Advanced Assessment, Differential Diagnosis, and Management of Psychiatric Disorders: Geriatric Populations Part II</i>	3
TOTAL	31

Policies and Procedures

All information pertaining to the online nursing courses may be found on the University website at tesu.edu.

Course registration begins approximately six weeks prior to the start of classes and continues for three weeks followed by several days of late registration, which requires a late fee. Please note that courses are not posted on the website for a particular term until registration begins. To register online, students must pay by credit card. Confirmation of registration will be sent by the Office of the Registrar by email when the process is complete. Please be sure to properly key in credit card information. A credit card fee will be included in all credit card transactions. All information pertaining to registration is in the University Catalog.

While there may be more than one section of a course available and students may choose the section and course mentor, the

W. Cary Edwards School of Nursing and Health Professions reserves the right to reassign students to a different section as needed to provide an optimal learning experience for all students. Every effort will be made to accommodate course selections made during the regular registration periods, adding sections and/or seats if necessary.*

To facilitate communication, students must maintain a current email address on file with the Office of the Registrar throughout their enrollment. A Student Data Change Form is available at tesu.edu/studentforms.

Computer requirements and capability needed to be successful in the online courses are listed above and on the website.

At minimum, students should be able to send and receive email, including attachments. Selected courses require access to, and a familiarity with, presentation and spreadsheet software. Assessment of learning in the nursing courses will include reading assignments, the student's contribution to the asynchronous online group discussions, written assignments, and presentations. All assignments related to the nursing online courses will be submitted online.

Textbooks and other course materials may be obtained from the University's recommended textbook service, Barnes and Noble: <https://bncvirtual.com/tesu> or any other vendor. To insure ordering the correct textbooks and other course materials. Students must obtain textbook information for the term during which they plan to take the course as requirements for course materials may change. Students should also be sure they have confirmation of course registration before purchasing course materials.

Nursing courses require the student to participate substantively in online discussions a minimum of three times a week on three different days throughout the week. The nursing course online discussions are designed to be highly interactive discussions where ideas can be shared and feedback provided, and where a community of learners is developed. To accomplish this goal, all students need to participate actively in the discussions and respond thoughtfully to the posted discussion question and the responses of other students.

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

Grading rubrics are posted in each course. The W. Cary Edwards School of Nursing and Health Professions grading policies are stated in this Handbook and in the online University Catalog along with grading policies listed there that pertain to all students.

Policy on C Grades

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

Exception: No C grades will be applied toward any Nurse Practitioner graduate programs in the W. Cary Edwards School of Nursing and Health Professions.

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

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

This policy is available in the Graduate Catalog: <https://tesu.smartcatalogiq.com/en/current/graduate-catalog/university-policies-and-procedures/graduate-course-policies/policy-on-grading/policy-on-c-grades/>

All course assignments must be submitted on or before the last day of the course unless a [course extension](#) has been submitted and approved by the mentor. Course extensions must be approved by the mentor and submitted by the student to the Office of the Registrar seven days prior to the last day of the course. Please refer to the W. Cary Edwards School of Nursing and Health Professions policies for information on repeating the nursing courses.

The nursing course mentors will be available the first day of the course. The mentor is responsible for all aspects of the course including interaction with students during online group discussions, feedback on the student's academic progress, and the grading of assignments. All issues and concerns related to program requirements, course registration, program materials, etc., should be referred to the appropriate University or W. Cary Edwards School of Nursing and Health Professions rather than the course mentor.

Elective credits in the MSN degree program are intended to provide opportunities for graduate students to strengthen and broaden their professional background in preparation for their role in the selected area of specialty. Appropriate courses include graduate-level nursing courses in the other areas of specialty. Additional courses include NUR-6400: Advanced Pathophysiology; NUR-6500: Advanced Pharmacology; and NUR-5160: Advanced Health Assessment as well as graduate nursing elective courses offered by the W. Cary Edwards School of Nursing and Health Professions and posted on the University website.

All students in the MSN degree program and the post-MSN nursing certificate programs must meet requirements for

current licensure, malpractice insurance, health, criminal background checks, and a drug screen for the Practicum as outlined in the Practicum Packet. All prerequisites and course advisories are the responsibility of the student and must be met prior to the student being given access to these and selected other courses that have advisories. MSN students should obtain the Practicum Packet online when they begin the nursing specialty courses to insure sufficient time to familiarize themselves with the Practicum requirements and comply with the requirements prior to registration for the first Practicum.

Students who wish to use credit earning methods other than the online nursing courses offered by the W. Cary Edwards School of Nursing and Health Professions should consult with the nursing program advisor prior to scheduling the exam, transfer course, or prior learning assessment (PLA) course to insure the credit will meet degree requirements as anticipated. Policies on acceptance of credit earned elsewhere or prior to enrollment are included in the section on Policies in this Handbook.

The policies stated here apply to students enrolling in the MSN degree program with degree requirements effective July 1, 2024.

Admissions

- Admission to the non-NP MSN program offered by the W. Cary Edwards School of Nursing and Health Professions is rolling.
- All MSN and Post-MSN certificate applicants to the W. Cary Edwards School of Nursing and Health Professions must possess a current and valid unencumbered RN license, recognized in the United States.
- All admissions to the NP and post-MSN certificate programs require a BSN from an accredited nursing program.
- Admission to NP programs is highly competitive. Meeting the admission criteria does not guarantee acceptance into the programs.

Admissions Process

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

- Submit the completed online application with fee, which is nonrefundable, including documentation of current RN licensure. Applicants licensed in a state that does not have online verification must submit a notarized copy of their current license - without restrictions, valid in the United States, to the Office of Admissions and Enrollment Services.
- Have official transcripts for all college-level credit and examination score reports sent to the University's Office of the Registrar.
- Submit official transcripts from the school of nursing awarding the diploma (if a graduate of an RN diploma school of nursing, including foreign diploma schools of nursing) to the University's Office of the Registrar.
- Follow University procedure for evaluation of credit if a graduate of a foreign collegiate program of nursing.

All MSN and Post-MSN certificate applicants to the W. Cary Edwards School of Nursing and Health Professions must meet all requirements:

- Possess an unencumbered RN license, valid in the United States.
- MSN program applicants must have a BSN degree from an accredited nursing program with a cumulative GPA of 3.0 or higher.
- All Post-MSN certificate program applicants must have an MSN degree from an accredited nursing program with a cumulative GPA of 3.0 or higher.
- Follow the graduate application and admissions process outlined under instructions for Graduate Applicants at [tesu.edu/apply](https://www.tesu.edu/apply).
- Meet all additional requirements outlined by your program of interest.

Essential Requirements

Applicants to the MSN and PMC Programs are presumed to be aware of the following essential requirements. By accepting admission and enrolling in the program, students certify that they have read these materials and understand all essential requirements of the program.

The areas of Essential Requirements are as follows:

GENERAL ABILITY

Students are expected to process data that can be integrated, analyzed, and synthesized in a consistent and accurate manner. Students are expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.

COMMUNICATION ABILITY

Students are expected to be able to demonstrate effective communication including verbal, nonverbal, written, and observational skills during professional interactions with others. This requires the ability to use the English language to effectively communicate with clients and their families, peers, instructors, and members of the healthcare team. The W. Cary Edwards School of Nursing and Health Professions has the discretion to require a student to take the TOEFL regardless of the student's native language.

OBSERVATIONAL ABILITY

Students are expected to be able to make accurate observations to assess the health status of a client. This includes functional use of the senses and sufficient motor activity to carry out the necessary assessment and reporting activities that are essential to client care.

MOTOR ABILITY

Students are expected to be able to perform gross and fine motor movements required to perform comprehensive nursing care. Examples of care that students must be able to perform include but are not limited to: turning, transferring, transporting, and exercising clients. Students are expected to have the psychomotor skills necessary to perform or assist with procedures, treatments, assessments, administrations of medications, and emergency interventions. Examples include performing cardiopulmonary resuscitation, preparing and administering medication, suctioning of obstructed airways, and

protecting clients in the event of fire. Students are expected to maintain consciousness and equilibrium and have the physical strength and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required to perform satisfactorily in clinical nursing experiences. Students must also have the ability to document client care by writing or typing on an electronic medical record for long periods of time

COGNITIVE ABILITY

Students are expected to have the ability to develop problem-solving skills and demonstrate the ability to establish plans of care and set priorities. This includes the ability to measure, calculate, remember, analyze, and synthesize data, and make time-sensitive decisions. Students are expected to have the ability to communicate in English (listening, speaking, reading, writing, and reasoning), and perform mathematical functions at a level that is required to safely care for clients. Students are expected to have the ability to understand in both a written and verbal format the materials presented throughout their course of study. Students are expected to be self-directed.

BEHAVIORAL AND SOCIAL ATTRIBUTES

Students are expected to a) possess the emotional stability required for the use of intellectual, communication/observation, motor, and sensory abilities, b) exercise appropriate judgment, and c) promptly complete all responsibilities pertaining to the care of diverse clients in a variety of settings. Students are expected to be able to care for clients, relate to their family members, and work cooperatively with peers, supervisors, instructors, and health team members with honesty, integrity, and civility and without discrimination. Students are expected to function under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients. Concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.

The Essential Requirements identified are derived from the principles contained in the American Nurses Association (2021) Nursing: Scope and Standards of Practice (4th Edition) and the American Association of Colleges of Nursing (2021) The Essentials of Baccalaureate Education for Professional Nursing Practice. The items previously listed include some examples of care that students must be able to perform safely, but the care of clients is not limited to those examples. The clinical facility reserves the right to deny placement to students based on agency requirements.

Gap analysis disclosure for clinical hours

Upon admission, post-master's APRN students will receive a gap analysis of the clinical courses completed in their prior MSN program. Based on the specialization of NP roles, it is not uncommon for students to receive no credit for previously completed hours. Prior work experience in an APRN role or national certifications are not considered in a gap analysis for practicum hours.

Many states require the advanced pharmacology course or 45 hours of advanced pharmacology continuing education credits to be completed in a certain time frame prior to application for licensure in that state. Please review the licensure requirements in your state prior to enrollment in the NP programs.

Enrollment

- Nursing students are considered "enrolled" when they have been accepted into the nursing program and have registered for and begun their first course. The date of enrollment is defined as the 10th day of class for the first semester they start taking courses as a matriculated student. This status may change if the student becomes inactive or takes a leave of absence.
- Students are strongly encouraged to enroll in at least one course every session/term to increase their chances of successful program completion.
- Program materials will be provided and all students will have access to advisement services on acceptance.
- An Academic Evaluation will be provided online for students accepted into the nursing program.
- Enrollment will remain in effect as long as students earn a minimum of 3 credits at the University that apply to their degree or certificate program in each 12-month period.
- Nonmatriculated students must obtain permission from the school prior to enrolling in MSN nursing courses

Reenrollment

Students returning to the MSN degree programs or the post-BSN nursing certificate programs from Leave of Absence status must contact a nursing advisor for assistance with registration. Inactive students will need to complete and submit the online application found at tesu.edu/apply. If a student's state does not have an online validation process for the RN license, the student must resubmit a notarized copy of their RN license to Thomas Edison State University, Office of Admissions and Enrollment Services. For the reenrollment to be processed, the University must validate the student's RN license.

NOTE: Reenrollment will place student into the newest curriculum, which may affect course requirements. Please contact a nursing advisor to reenroll.

Nonenrolled RNs

Nonenrolled RNs who wish to try an online nursing course may take two courses prior to enrollment with prior approval of the School. Students must be enrolled in a nursing program at the end of the second nursing course.

Academic Standing: Graduate Grading System

Graduate courses — and other graded undergraduate learning assessments — are graded based on the following scale.

Letter Grade Equivalents	Quality Points	Numerical
A	4.0	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3.0	83-87
C	2.0	73-82
F	0	Below 73
I	Incomplete (temporary grade)	
IF	0	Below 73
CR	0	None
ZF	0	0
		Academic Integrity Violation

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

Academic Integrity

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

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

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

- Academic Code of Conduct:
tesu.edu/academics/catalog/academic-code-of-conduct

Plagiarism

Acts of both intentional and unintentional plagiarism violate the Academic Code of Conduct. Students are encouraged to familiarize themselves with the University Academic Code of Conduct, Policy, Violations and the Disciplinary Process detailed in the University catalog.

NOTE: Please note that the W. Cary Edwards School of Nursing and Health Professions does not permit rewrites of any assignments.

Use of Artificial Intelligence

The following guidelines are provided to promote the ethical use of generative AI tools at TESU:

Students may only use AI tools in support of their learning and not as a replacement for their own writing. Unless otherwise specified in the course syllabus, appropriate use to support learning includes idea generation, brainstorming support, proofreading, and tutoring.

The University's Academic Code of Conduct will apply to cases of undocumented and/or inappropriate use of AI generated content. Submission of AI generated work for written assignments as a replacement for original student work will be considered plagiarism under this policy. Mentors may use a university approved AI detection tool to evaluate the authenticity of submitted assignments. Any use of AI generation tools during the learning process should be documented in an appendix, bibliography, or other notation within the assignment. As with all other citations, students should use APA format. Useful resources in this regard include <https://www.apa.org/pubs/journals/resources/publishing-policies>

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

AI tools are prohibited during any and all proctored assessments.

Final Grade Appeals

All students in the W. Cary Edwards School of Nursing and Health Professions will follow University policies on final grade appeals as outlined in the online University Catalog. Final grade appeals can only be submitted only after a course ends.

- Academic Appeals: [Final Grade Appeals Form](#)

Degree/Certificate Program Requirements

- Students may complete selected degree requirements by course, exam, or prior learning assessment (PLA).
- Rewriting or resubmission of assignments is not permitted.
- No assignments may be submitted after the last day of the course without an approved extension.
- Students are governed by the policies and procedures in effect on their course start date. Students making satisfactory progress may apply for one 8-week extension per course. In order to apply for an extension, students must submit the Request for Extension form to the course mentor for certification *no later than seven calendar days* prior to the initial end date of the term.
- Three discussion posts on three different days is the minimum required for participation in each discussion forum.
- Online nursing courses required for completion of the nursing degree or certificate programs are open only to RNs.
- Credits taken elsewhere or by any method other than by Thomas Edison State University online nursing course must be approved by the academic advisor for nursing prior to earning the credit to determine that the credit will meet program requirements.

MSN/Graduate Nursing Certificates

- Graduate credits earned prior to application that may satisfy requirements for the MSN degree or post-BSN certificate programs will be reviewed for acceptance upon enrollment.
- Graduate credits that were earned more than seven years prior to the student's enrollment date in the MSN or graduate nursing certificate programs may not be applied to either the MSN degree certificate without permission of the dean.
- No courses with C grades, either TESU or transfer, are permitted to fulfill degree requirements in the Nurse Practitioner programs.
- Students enrolled in the MSN degree program must achieve a minimum cumulative GPA of B (83) or better in the nursing courses for the credit to be accepted toward the degree.
- A maximum of 12 graduate-level credits may be accepted in transfer toward the MSN degree.
- Graduate courses that may satisfy requirements for the MSN degree or certificate programs must carry a grade equivalent of B (83) or better and must have been completed at a regionally accredited college or university, a school of nursing accredited by a national nursing accrediting body, or a recognized foreign institution to be considered for acceptance.
- Students in the MSN Non-NP track and Post-BSN nursing certificates may repeat graduate courses one time. Only the highest grade will be calculated in the GPA. All grades, except NC, will appear on the official transcript. Graduate repeated courses(s) shall not increase the total credits earned toward a degree. Courses in which a student receives the grade of W will apply to this policy and be considered a course attempt.
- A maximum of 6 graduate-level credits may be accepted in transfer toward the Nurse Educator and Nursing Administration certificates.
- A maximum of 6 graduate-level credits will be accepted in transfer toward the Nursing Informatics certificate.
- Students enrolled in the post-BSN nursing certificate programs must earn a grade of B (83) or better for the course to be applied to program requirements.
- Students that receive a failing grade for a practicum course for academic reasons must repeat the course and earn a minimum passing grade of a B (83). The higher grade will then be used to fulfill the degree requirement.
- Students are permitted to repeat each course one time in the graduate and doctoral programs. Students in the NP programs can repeat only one course for the duration of the program. If after the second attempt the student does not receive a minimum passing grade of a B (83), or if the C grade course can't be used because it would exceed the two C course grade maximum, the student must meet with the Dean to evaluate if they can complete the program.

Credentials for Direct Patient Care Courses

- Evidence of current malpractice insurance and a current and valid active RN license is required at the time the student registers for the practicum courses in the MSN degree and graduate nursing certificate programs.
- Students must be in compliance with state and institutional requirements for health, criminal background checks, and/or child abuse background check prior to registering the Practicums in the MSN degree and the post-BSN nursing certificate programs. Students will be required to provide health information to a vendor selected by the W. Cary Edwards School of Nursing and Health Professions. Students will be required to have a criminal background check and child abuse clearance through a vendor selected by the W. Cary Edwards School of Nursing and Health Professions.
- The W. Cary Edwards School of Nursing and Health Professions expects all students to adhere to the policies on background checks of any healthcare facility used by students for the independent practicums required as part of their program requirements.
- Students and preceptors must be licensed in the state where the practicum site is located. Licensure status cannot be pending or expired.
- It is the student's responsibility to notify the Graduate Nursing Advisor and check the RN licensure requirements if you relocate or plan to relocate to a new state while enrolled in the program. Relocation outside of the geographic area where practicum placements are permitted may result in the need to withdraw from the program.
- To promote diverse practicum experiences, students may need to travel outside of their preferred areas. This may require the student to travel long distances from their residence and participate in practicum hours in the evenings or weekends. Practicum placements arranged by the TESU School of Nursing will not exceed 100 miles from the student's primary residence unless authorized by the student in advance. If a practicum placement is arranged by the TESU School of Nursing and the student declines it, a substitute placement will not be provided. This can result in an interruption of students and a delay in graduation.

Graduation

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

- All students in the W. Cary Edwards School of Nursing and Health Professions degree programs will submit the Request for Graduation Form with fee according to University guidelines.
- All students in the W. Cary Edwards School of Nursing and Health Professions degree programs must have completed all degree requirements, have achieved the established GPA, and have satisfied all financial obligations to be eligible for graduation.
- All students in the W. Cary Edwards School of Nursing and Health Professions certificate programs must complete all course requirements, submit the request for a graduate nursing certificate according to University guidelines for graduation, and satisfy all financial obligations to be eligible for certificate award.
- Students completing the MSN non-NP degree program will be awarded a certificate in their selected area of specialty in addition to the MSN degree on program completion.

Candidates for the MSN degree must:

- Achieve a cumulative grade point average of B or better in the MSN degree program;
- Maintain a current active RN license, valid in the United States (RN students);
- Submit a completed Request for Graduation Form through Online Student Services, located on the University website at tesu.edu with fee to the Office of Student Financial Accounts according to deadlines established by the Office of the Registrar;
- Have all transcripts and test reports submitted to the Office of the Registrar according to deadlines established by the Office of the Registrar; and
- Have satisfied all outstanding financial obligations with the University

Award of Graduate Nursing Certificates

Upon completion of all program requirements and clearance by the University, certificate students will be awarded a graduate nursing certificate in their selected area of specialty. Graduates of the non-NP MSN degree program will be awarded a certificate along with their degree. Certificate students must:

- Complete all program requirements;
- Maintain a current active RN license, valid in the United States;
- Satisfy all financial obligations with the University;
- Attain a grade of B (3.0) or better in each certificate course; and
- Submit the completed Certificate Graduation Request Form to the Office of the Registrar

Awards and Honors

The Upsilon Rho chapter of the Sigma Theta Tau International Honor Society was chartered in 2008. Eligibility for students in the MSN degree program includes a minimum GPA of 3.5 or better. Graduates of the School may apply under Nurse Leader criteria. Eligible candidates will be inducted at an annual ceremony. Additional information on the Upsilon Rho chapter is located at: tesu.edu/nursing.

The University has established the President's List and President's Award honor programs to officially acknowledge academic excellence among enrolled students. The distinctions are the highest academic honor that TESU bestows and allows President Dr. Merodie A. Hancock to personally acknowledge and celebrate student achievement with the entire University community.

Visit tesu.edu/academics/achievements.

Graduates of the MSN degree programs may also order a Thomas Edison State University nursing pin. Information on obtaining the pin is provided by the W. Cary Edwards School of Nursing and Health Professions at the time of degree completion. Students with any history of academic integrity violations are not eligible for any award or honors.

Complaints

The W. Cary Edwards School of Nursing and Health Professions student complaint policies are congruent with the University complaint policies and procedures. Students are directed to the online University Catalog for information.

- Complaints: tesu.edu/academics/catalog/student-complaint-policies-and-procedures

Professional and Personal Conduct

Students must follow all policies and procedures detailed in this Handbook as well as the Thomas Edison State University Academic and Nonacademic Code of Conduct Policies:

- Academic Code of Conduct:
tesu.smartcatalogiq.com/en/current/undergraduate-catalog/university-policies-and-procedures/university-wide-policies/academic-code-of-conduct/
- Nonacademic Code of Conduct:
tesu.edu/academics/catalog/nonacademic-code-of-conduct

The W. Cary Edwards School of Nursing and Health Professions adheres to the ANA's Position Statement on Incivility, Bullying, and Workplace Violence and believes that adherence to the Code of Ethics is nonnegotiable. All nurses and nursing students have an obligation to uphold and adhere to its ethical precepts.

Policy Against Discrimination and Harassment

The W. Cary Edwards School of Nursing and Health Professions is in compliance with University policy against discrimination and harassment. Please see the online University Catalog for more information at tesu.edu/catalog.

Reporting Data Change

Students must immediately notify the W. Cary Edwards School of Nursing and Health Professions of any change of address, telephone number, email address, or change of name, by emailing nursing@tesu.edu. Additionally, students must notify the University by completing the Student [Data Change Form](#).

Confidentiality of Student Records

The W. Cary Edwards School of Nursing and Health Professions is in compliance with University policy with respect to the Family Educational Rights and Privacy Act (FERPA). Please see the online University Catalog for more information at tesu.edu/catalog.

System Requirements

Nursing students are advised to have computer capability compatible with the technology specified for the Thomas Edison State University's online courses, access to presentation software, and, for selected MSN courses, access to spreadsheet software, a microphone, and a webcam. Thomas Edison State University's system requirements can be found at: <https://tesu.smartcatalogiq.com/current/undergraduate-catalog/methods-of-learning-and-earning-credit/about-online-courses/system-requirements>

COMPUTER REQUIREMENTS:

Nursing students must have:

- A laptop or desktop computer .
- Processor: Intel Core i5 or equivalent; 4.2 GHz processor or higher.
- Memory: Minimum 8GB or RAM (16GB recommended)
- Storage: Solid State Drive (SSD) with at least 256GB of space
- Webcam: 720p or higher resolution
- Microphone: Built-in or external with noise-canceling capability
- Speakers/Headphones: Required for virtual simulations
- Graphics Card: Integrated or dedicated GPU with at least 2GB of VRAM

Note: Mobile devices, tablets, Chromebooks, and Linux operating systems are generally not supported.

INTERNET CONNECTION:

- High-speed internet connection is required; Wired ethernet connection is recommended.
- Speed: 50 Mbps recommended. Speeds below 50 Mbps may cause slower loading times for video-heavy courses. Students must have adequate bandwidth and high-speed Internet access for coursework, noting that academic activities like online exams, virtual simulations, and video conferences require dedicated Internet resources.
- Latency: Less than 150 ms
- In households with multiple devices and users, students are responsible for coordinating internet usage to ensure sufficient resources for academic activities. It is important to keep in mind that internet usage is cumulative. The number of devices connected to the router is an important factor in determining the level of speed required.

OPERATING SYSTEM:

Windows or MacOS required. Windows 10S is not supported.

ChromeOS will not function with some of our required technology and media tools.

BROWSER:

Students must install and maintain updated versions of the following browsers to ensure full functionality of all program applications: Google Chrome and Mozilla Firefox. Edge and Safari will not function with our testing platform.

OTHER SOFTWARE:

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

Students will need productivity software such as Microsoft office.

The program utilizes many external web base platforms and will require browser plugins or other software to be installed.

Clinical Education and Performance Guidelines

Assessment of Clinical Performance

Students must demonstrate proficiency in the practicum learning component of each course. The practicum learning component of the course is graded as pass/fail. The course syllabi will provide student expectations, learning assessments and grading rubrics. Students who do not pass the practicum portion expectations of the course will receive an F grade in the course and need to repeat the course, regardless of the didactic grade in the course.

Clinical Absences

All prescheduled clinical days **MUST** be documented in Typhon NPST under the Student Scheduling tab at least three weeks in advance. Please include the preceptor, site address, and hours at the site in the entry. Students are required to attend all practicum experiences for the entire length of the scheduled clinical day. The only exception would be an approved, documented excused absence such as an illness or court appointment. Work and family commitments are not an excused absence. In addition, the student must notify their clinical oversight mentor, clinical site staff, and preceptor at least 24 hours in advance if they need to cancel a previously scheduled clinical day.

There are no unexcused absences allowed for clinical/lab experiences.

Clinical Lateness

Students must report to the practicum site and preceptor by phone whenever they cannot arrive at the clinical site by the expected time. All lateness must be reported to the clinical site, preceptor and clinical oversight mentor, regardless of the degree of lateness before the expected arrival time. Lateness is defined by the start time at their prearranged.

No Call/No Show

Any student who misses a scheduled practicum day without notifying the clinical oversight mentor and preceptor in advance will be required to meet with the NP Program Director to discuss the incident and any necessary corrective actions. Repeated offenses (more than two) may lead to clinical discharge from the program due to unprofessional behavior.

Clinical Warning

Students who fail to meet the academic expectations and requirements of the practicum course will receive a clinical warning. They will be notified via email and required to meet with the Clinical Oversight Mentor to discuss remediation and develop a performance improvement plan. Failure to comply with the plan's expectations may result in a failing grade for the practicum portion of the course.

Any unethical, unsafe, or unprofessional behavior will result in an immediate failing grade for both the practicum portion and the overall practicum course. Additionally, the student will be recommended for discharge from the program.

Clinical Discharge

A clinical discharge from a degree program may be initiated by the W. Cary Edwards School of Nursing and Health Professions if students exhibit unsafe, unethical, or unprofessional behavior, in violation of the standards of professional nursing practice. In addition, clinical agencies have the right to exclude any student from participating in a practicum if in the judgment of the facility, their actions pose material risk of harm to the health or safety of clients or to the proper operation of the facility.

Reasons for clinical discharge from the program include, but are not limited to the following:

- Unprofessional behaviors (i.e., making disparaging remarks about others, use of profanity, texting or the use of the phone in the patient care area, abusive or offensive language, bullying or harassment, threats of violence or retribution, persistent lateness or multiple absences, unwillingness to discuss issues with colleagues cordially and respectfully);
- More than two practicum 'no call, no show' incidents during in the NP program;
- Diverting client's medications or other supplies;
- Engaging in behaviors that result in harm or any attempt to harm the client;
- Falsifying clinical or course documents;
- Fabricating vital signs and other client information on clinical documents;
- Documentation of clinical procedures that were not performed;
- Taking medical supplies from the nursing clinical labs or any other clinical site;
- Engaging in unfamiliar clinical procedures without the presence of an agency professional nurse representative present;
- Coming to class and/or any clinical site under the influence of drugs and/or alcohol;
- Engaging in sexual activity with a client;
- Sexual harassment of a client;
- A HIPAA violation to include inappropriately revealing health information about clients or fellow students;
- Sleeping at the site while participating in clinical hours;
- Using other methods to access patient health records (i.e., employee or preceptor access);
- Any violation of the ANA Code of Ethics 2025
- Reckless and grossly unsafe clinical behaviors; and
- Failing to maintain clinical compliance status throughout the program

Clinical Compliance Requirements

Prior to starting the program and throughout the duration of the program, students in direct care courses are required to:

- Maintain an account with the clinical compliance company for clearances and health information, and pay all designated fees for their services.
- Follow the health requirement directions on the clinical compliance company's website. All requirements must be met prior to the start of the program and maintained throughout the course of the program. Failure to comply may result in an administrative withdrawal from a course or a course failure.
- Measles, Mumps, Rubella (MMR) titers showing immunity and immunity records of MMR booster.
- Varicella titer showing immunity and proof of immunity.
- Hepatitis B positive titer.
- Tuberculosis testing.
- Tetanus/Diphtheria/Pertussis (Tdap) Booster within the past 10 years.
- Influenza vaccination for the current flu season.
- A COVID-19 vaccine is required as per the most recent CDC guidelines. Students vaccinated prior to September 1, 2022, will need an updated vaccination.
- Immunizations are subject to the requirements put forth by the clinical partners.
- Complete criminal background check, drug screen, and FBI fingerprinting through clinical compliance company. Students will not be permitted to start or progress in the program unless the comprehensive drug screen is negative. Students must undergo a second drug screen partway through the program. Drug screening is must be completed through the approved third party vendor.
- Maintain current American Heart Association BLS Cardiopulmonary Resuscitation (CPR) Competency for Healthcare Providers.

Student Services and Resources

Advisement Services

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

As most students live a distance from the University, advisement appointments are available by telephone or virtually.

Student Accessibility Services

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

Library and Educational Services and Resources

The New Jersey State Library, which is an affiliate of the University, offers Thomas Edison State University students access to many resources for study.

Additional educational resources may be accessed through the University website at tesu.edu and at sites identified for students in the online nursing courses. Information on library services is provided with enrollment materials and found online at njstatelib.org/research_library/services_for/thomas_edison_state_university.

Registration for a library card is required for access to the electronic database. Students are also encouraged to take advantage of college and public libraries in their communities as well as those in the workplace. Through their interaction online in the nursing courses as well as access to the moderated discussion board for all enrolled students on the University website, students may inquire and share information about additional learning resources. The Library card may be obtained https://www.njstatelib.org/research_library/services_for/thomas_edison_state_university.

TESU Counseling and Wellness Services

Provided by Business Health Services (BHS), students have access to free, confidential, in-the-moment support to manage life's challenges. Students will be connected with a student care coordinator, who can provide support for counseling and well-being and connect you to appropriate resources. Resources include childcare and eldercare resources and referrals, legal consultations, financial counseling and other helpful services. Students can access the service via the [TESU Counseling and Wellness Services Portal](https://tesu.edu/counseling) or by calling or texting 800-327-2251. These services are available 24 hours a day, 7 days a week..

Technical Support

Technical support is available during business hours by calling 609-777-5680 or emailing enrolled@tesu.edu. If you need a temporary password reset after hours, visit Online Student Services (OSS) and click "What's My Password" in the lower right hand corner of the page.

Financial Aid

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

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

Communications and Publications

Students are encouraged to read Alumni and Student eNewsletter, Invention and other communications mailed and emailed from the University as well as the information available on the University website at: tesu.edu. Information from these sources highlight new courses and programs, policy and schedule changes, mentors, University staff, alumni and students, and events and activities at the University. Information and updates specific to nursing courses and the program may be communicated to students via mass mailings or email. It is important that a current email address and phone number are provided on applications to the University and updated as necessary.

Directory for Enrolled Students

W. Cary Edwards School of Nursing and Health Professions

Phone: 609-633-6460
Fax: 609-292-8279
Email: nursing@tesu.edu

Office of Admissions and Enrollment

Phone: 609-777-5680
*Option 1 for enrolled students,
option 2 for prospective inquiries, press 2 for nursing*
Monday - Friday, 8:30 a.m. - 4:30 p.m., ET
Email: admissions@tesu.edu

Academic Advisement for Enrolled Students

Phone: 609-777-5680
Monday - Friday, 8:30 a.m. - 4:30 p.m., ET
Fax: 609-292-8279 (nursing)
Schedule an appointment: tesu.edu/appointment

Office of Student Financial Accounts and Operations

Phone: 609-777-5680
Fax: 609-984-4066
Email: studentaccts@tesu.edu

Office of Financial Aid

Phone: 609-777-5680
Fax: 609-633-6489
Email: finaid@tesu.edu

Office of the Registrar

Course registrations
Requesting official transcripts
Receipt of transcripts
Applying for graduation

Phone: 609-984-1180
Fax: 609-777-0477
Email: registrar@tesu.edu
Web: tesu.edu/about/registrar

Center for Disability Services

Information and assistance with
accommodations for students with
special needs

Phone: 609-984-1141, ext. 3415
TTY: 609-341-3109 (for hearing impaired students)
Fax: 609-943-5232
Email: ada@tesu.edu

Technical Support

Phone: 609-777-5680
Email: enrolled@tesu.edu