

THE GRADUATE COLUMN

The College of New Jersey

March 2012

Spring Issue

Celebrate Graduate-Professional Student Appreciation Week!

The National Association of Graduate-Professional Students (NAGPS) established Graduate-Professional Student Appreciation Week in 1993 in an effort to show support and appreciation for graduate and professional students.

Please join us in celebrating YOU and the important role you as graduate and professional students play on TCNJ's campus!

Tuesday, April 3rd, 4-6pm, Career Center, West Hall 102

-Special graduate student hours for drop-in resume critique and career tips

Wednesday, April 4th, 4-5pm, Forcina Hall 227 (Education/Counseling students) and Loser Hall 201 (Nursing/English students)

-Cupcakes and Conversation for students and faculty, with raffle prizes for students (including Kindles, tickets to Marlee Matlin, and other fun gifts!)

Thursday, April 5th, 4-5pm, location Brower Student Center 210

-Eat Smart, Be Well: Presentation by the College's registered dietician, Aliz Holzmman, R.D, on stress, diet, and brain foods.

A special thank you to all of our graduate students!

We hope to see you at these special events!

In this issue, we are pleased to share: an invitation to Graduate Student Appreciation Week; an overview of global programs; information regarding the new Gender Studies Certificate Program; accomplishments from TCNJ's very own graduate professors; interviews with several outstanding graduate students; a reminder on how to check your academic progress; and important upcoming calendar dates/reminders for students!

On behalf of the Office of Graduate Studies, best wishes for an enjoyable spring.

We look forward to seeing you on campus!

Susan Hydro, Assistant Dean –Office of Graduate Studies

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Articles written by:
Kyle L Campisi
Graduate Assistant

New Offerings in Mallorca, Spain: Substance Abuse & Addiction Counseling Courses



There will be three substance abuse and addiction counseling courses offered through the graduate global program in Mallorca, Spain this coming summer (2012). The courses were piloted for the first time in summer 2011, and proved to be a successful and gratifying experience for all students that participated. Kiera McKee, a student in the Master of Arts in School Counseling program who is also pursuing Substance Abuse Certification, described her experience in Mallorca as, "...an incredible way to get a semester's worth of knowledge and an experience I'll never forget. Going to Spain was one of the best decisions I have ever made. I would go back in a heartbeat." The options being offered in Mallorca this summer include three 3-credit courses, allowing students to complete up to 9-credits in one summer. Counseling students can use these credits as elective requirements and/or toward partial fulfillment of a Substance Awareness Coordinator certification. This is a wonderful opportunity for students to take advantage of the graduate learning experience, meet students from all over the world, and study on a scenic Spanish island in the Mediterranean. The 2012 summer course schedule is as follows:

COUN 551-M1: Substance Abuse and Addiction: Individual, Family, & Society

June 27 – July 6 (excluding June 30 and July 1) 8:30 a.m. – 1:30 p.m.

COUN 552-M2: Substance Abuse Education & Prevention

July 9 – 18 (excluding July 14 and 15) 8:30 a.m. – 1:30 p.m.

COUN 553-M3: Treating Substance Abuse & Co-Occurring Disorders

July 19 – 30 (excluding July 21, 22, and 28) 8:30 a.m. – 12:30 p.m.

For general questions regarding the program, please e-mail Dr. Mark Woodford at woodford@tcnj.edu, Cassandra Gibson at gibsonc@tcnj.edu or visit <http://offsitegrad.pages.tcnj.edu>. For questions about general travel and housing arrangements, students can contact Dr. Stuart Carroll at szcarrol@tcnj.edu.

Additional graduate global coursework is offered in the areas of Elementary Education, Secondary Education, Teaching English as a Second Language, and Educational Leadership.

TCNJ graduate students are able to study abroad and complete coursework during summer sessions at three of the international sites. Summer sessions are offered June through August in Mallorca, Spain; Johannesburg, South Africa; and Bangkok, Thailand.

Students visiting Mallorca in the summer encounter the beautiful mountains and beaches of the island off the east coast of Spain and have the ability to take courses in Substance Abuse & Addiction Counseling, Elementary, Secondary, and Special Education as well as TESL and Educational Leadership.

Johannesburg provides the opportunity to take courses in Elementary and Secondary Education while experiencing the unique culture, talents, and crafts of African artists and musicians.

Bangkok attracts Elementary, Secondary, and Educational Leadership students interested in catching a glimpse of the elegant styles and architecture of Thailand. Each global site offers an exceptional learning experience that benefits all different graduate students with various academic goals. Students are encouraged to learn more about the unique locations available to them by visiting the Graduate Global website, <http://offsitegrad.pages.tcnj.edu>.

Global Highlights from Summer/Fall 2011



Mallorca Counselor Education class of 2011:

Top Row from Left:

Alex Emr, Pam McElroy, Mark Woodford (professor), Jessica Campbell, Ashley LaRose, Rachel DePaul, Jaclyn Coppola

Bottom Row from Left:

Kate Manser, Lisa Witkowski, Sinead Mallon, Kim Santo-Domingo, Kiera McKee

Photo credits to Kiera McKee, Rachel DePaul & TruLan Vu



TL Vu



KMcK2011

Above: Truc-Lan Vu, a student in the MAT Elementary Education, spends some time with cheetahs in South Africa.

Above/Right: Counselor Education students and professors take a break from class to visit a vineyard in Mallorca, Spain.

Right: Views at sunset in Mallorca, Spain



KMcK2011

SPOTLIGHT ON: NEW GRADUATE CERTIFICATE PROGRAM IN GENDER STUDIES



The Graduate Certificate in Gender Studies offers an advanced program of study grounded in contemporary issues and current scholarship. The program can be completed on its own or combined with a Master of Arts in English.

The program is designed to serve both students preparing for further graduate study and working professionals. The Graduate Certificate in Gender Studies will strengthen career potential in a labor market increasingly oriented toward managing issues of gender and diversity. It is especially useful for teachers, who will gain strategies for navigating the gendered terrain of the classroom and addressing issues of bullying. Stephen Wisniewski, Ed.D and Principal of Paradise Knoll School states that, "The skills educators learn in the Gender Studies Certificate Program will prove invaluable in the classroom. The ability to articulate ideas, read critically, and use gender as an analytical tool prepares teachers to successfully create more egalitarian and effective classrooms. Understanding how gender shapes our institutional systems allows teachers to help reduce instances of gender violence and bullying in school settings."

Five courses (15 credits) are required to complete the certificate program. The courses will be offered in the evenings to accommodate working students and all are taught by full-time faculty. Students must choose two of the three following courses:

Gender, Culture and Society

Gender Equity in the Classroom

Feminist Theories

The other three courses may be selected from a variety of graduate offerings. Examples of elective courses include Masculinity in American Literature, Introduction to Gender, Gender Pedagogy in the Classroom, to name a few. Matriculation application requirements include: completion of the online graduate application; \$75 application fee (waived for previous TCNJ students); two letters of recommendation; official transcripts from all undergraduate and graduate institutions; a resume/CV; and an essay. The final matriculation application deadline for Fall 2012 is August 1st. Further program information may be obtained by contacting the program coordinator, Dr. Ann Marie Nicolosi at nicolosi@tcnj.edu or visiting the Women and Gender Studies Department website at <http://wgs.pages.tcnj.edu/>.



BURIED LIVES: INCARCERATED IN EARLY AMERICA

Co-Edited by Dr. Michele Tarter



Dr. Michele Tarter, an associate professor in both the English graduate and undergraduate programs, has co-edited her second book entitled, Buried Lives: Incarcerated in Early America. The book was published by University of Georgia Press on March 1st, 2012. The inspiration for the book came out of Dr. Tarter's own volunteer memoir writing program at Edna Mahan Correctional Facility for Women in Hunterdon County, NJ. Running for over a decade, Dr. Tarter's program brings volunteer undergraduate and graduate students from TCNJ to Edna Mahan to help conduct memoir writing workshops with the female inmates. Dr. Tarter explains that the program is "to help these women write and break the silence, while finding healing and a renewed sense of self from their experiences and the writing process. It was electrifying for me as I realized there was so much that these women 'lifers' had to say about

gender, domestic violence, relationships, and life. Their stories are important and they should be heard." One conversation Dr. Tarter had during the program centered around her scholarly work in early American studies and what prisoners were doing in early America. Shockingly, Dr. Tarter admits she "had no idea! Those two worlds never intersected for me. I never thought about it, never explored it...but neither had anyone else, and that was the key."

From that inspiring conversation, Dr. Tarter decided to put out a call for papers at a national conference of early Americanists. She wrote up a panel description entitled "Incarceration Nation: Voices from the Early American Gaol (jail)." The original panel was so successful that Dr. Tarter decided to put together a 3-day conference devoted to this topic at The McNeil Center for Early American Studies of The University of Pennsylvania. She hoped that the conference would answer questions such as, "What were the roots of incarceration in this country? What happened to prisoners in early America? Were there any patterns or signs that America's correctional policies were headed in the direction they are today? How do we understand the current crisis based on the past?" The conference was extremely popular and attended by an interesting and vibrant mix of people such as, academics, historians, early American literature scholars, people who work in corrections, people who are interested in popular culture and politics, and those whose lives and

families have suffered from the experience of having a loved one in jail.

Because of the success of both the panel and weekend conference, Dr. Tarter decided to write a query letter and book prospectus. She sent these materials to nine academic presses on September 9th, 2009 (09/09/09), trusting that this would be a lucky day. Dr. Tarter and her colleague and co-editor, Richard Bell of the University of Maryland, were contacted by the senior editor at the University of Georgia Press immediately, and they decided to publish with them because this is one of the leading presses for early American studies. The book is truly an interdisciplinary project, as it is comprised of essays by established senior and rising junior scholars well known in their respective fields. "I think this is going to be a book that goes in libraries across the country. It will be used in college courses that study incarceration from many disciplines, including history, early American literature, criminology, sociology and psychology." Buried Lives discusses the experiences of all types of prisoners in their carceral settings such as almshouses, workhouses, floating prisons, plantations, and jails. Much of the information in this book was unburied and discovered through archival research.

The cover of the book is a picture of an abandoned cell from Eastern State Penitentiary. Dr. Tarter and her colleagues began their 2009 conference with a (*continued on pg. 6*)



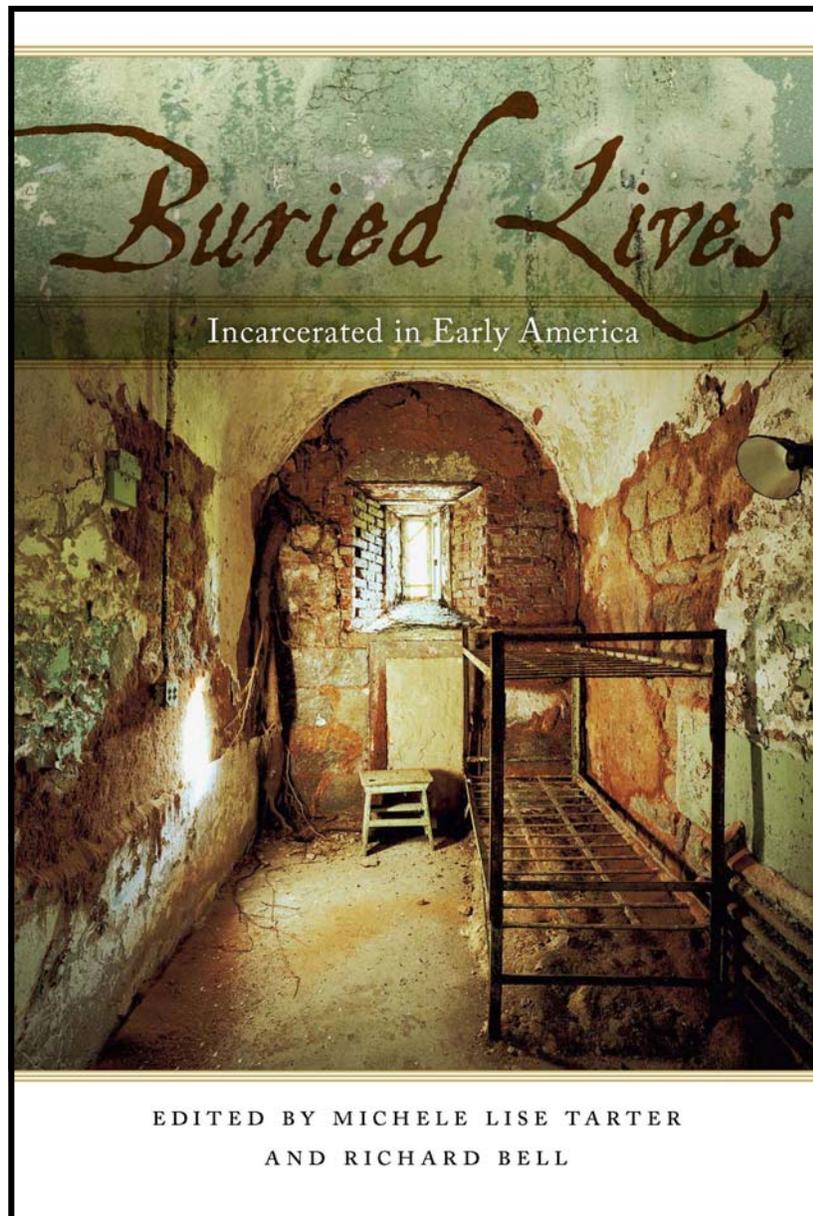
Buried Lives, contd. from page 5

tour of Eastern State Penitentiary to experience first hand the experience of incarceration. They learned that prisoners in this facility were not allowed to speak, but each had their own cell which contained a bible, some work to do each day, and a skylight referred to as the "Eye of God." The Quakers who founded this experimental prison of solitary confinement in 1829 believed that if a prisoner was left alone with those things, he/she would find repentance and redemption. However, the Quakers did not anticipate that these prisoners often went insane because of their isolation and enforced silence. The book's cover captures the experience and location of the suffering prisoners.

When Dr. Tarter realized in January of 2010 that Buried Lives was going to officially be published, she was simultaneously experiencing many personal family crises that required much of her time and immediate attention. She thought, "This book project is too much. When am I going to have the time to write it?" After giving it careful thought, and feeling the passion she had for this project, Dr. Tarter realized that the time for her writing would have to be 4 to 6 AM every day, even on Saturdays and Sundays, mostly because her toddler son wakes up at 6:00 AM. "I started almost immediately, but it was so hard... the first few weeks were brutal. And then, almost suddenly, I started to look forward to my early morning time. It was amazing once I got into the rhythm because the world is asleep at 4am. It is dark,

still, quiet. I would make my cup of tea, light a candle, and then get to work. I call the book my '4 to 6.'" Now that Buried Lives is officially published and on the market, Dr. Tarter admits that she is itching to start a new project and reclaim her morning time. "Once the book ended, I stopped taking that time for myself. I can't believe I'm saying this, but I miss it! I miss that feeling

of productivity and inspiration." Dr. Tarter advises graduate students to always make time for themselves, their passions and their projects. "Ask yourself, 'when is my time?' You need to create the time; I invite you all to find your time." We wish Dr. Tarter much success with Buried Lives and all of her future projects!



FACULTY HIGHLIGHT: CASSANDRA GIBSON



We are pleased to introduce Cassandra (Sandy) Gibson, a new full-time assistant professor in the Counselor Education department.

A previous adjunct professor for the department, Professor Gibson was brought onto the team full time in Fall of 2011. In the fall semester she taught Practicum Seminar, Treating Substance Abuse and Co-occurring Disorders, Group Counseling and an undergraduate FSP course about controversial drug policies. This semester she is teaching Internship Seminar, Measurement and Evaluation and Group Counseling, as well as being the supervisor for a Counselor Education independent study project. She also teaches one of the substance abuse courses available in Mallorca, Spain over the summer. Professor Gibson enjoys all of her classes, but her favorite topics to teach are those that deal with issues of substance abuse or research. "It thrills me to no end! I love the hopefulness that students are going to leave my class and say, 'wow, this is interesting! I can use this in my professional career.'"

Professor Gibson is also heavily involved with the community. She has a grant from the Princeton Area Community Foundation (www.pacf.org) to do a needs

and girls in Mercer County. The purpose is to evaluate all of the current services for women and girls in the Mercer County area and discover which of these services could benefit the most from additional funding. Professor Gibson also recruited undergraduate and graduate students to work over the summer to collect data about the services available for women and girls in Mercer County. Professor Gibson's independent study students are currently conducting focus groups and implementing an online survey to girls, older and younger women, and community service providers.

Professor Gibson is also working on a program evaluation for Prevention Education Incorporated (PEI) Kids, which is a program dedicated to promoting and maintaining a safe environment for all children. She received a grant to provide a strengthening families program for adolescent involved in the juvenile justice system. "The youth range from 11 to 17 years of age and are involved in the juvenile justice system for the first time. This program will be all about prevention and intervention, as we want to enforce the importance of not making the youths' involvement in the justice system a lifelong pattern." She also volunteers her time as a teacher for the Center for Prison Outreach and Education (CPOE), which provides college courses to inmates at Trenton State Penitentiary. Sandy describes her experience working with this program as truly eye opening. "Many of the inmates I will teach are sentenced to life in prison, but are extremely motivated to learn and perform in the education program. They are so intelligent! There is so much research that shows if these men and women get educated in prison, it reduces

criminal recidivism. We, as teachers, want them to be educated, feel employable and not resort back to that life of crime." To further add to her impressive resume, Professor Gibson also works as an academic Bonner Scholar and is on the Domestic Violence subcommittee of Trenton's Prevention Policy Board.

Although Professor Gibson has worked at Rutgers, Cabrini and Temple University, TCNJ has been her most rewarding professional experience thus far. "I have never worked with a nicer more collegial and supportive faculty. I cannot say enough nice things about everyone at the college; the students are amazing and my colleagues are impressive beyond words. I have had both students and faculty join many of these projects, which strengthens them. To know that everyone wants you to succeed makes me want to work harder. The teacher-scholar model at TCNJ is the best I've ever seen, and I have never been happier professionally than I am here."

Professor Gibson also juggles the responsibility of being a mom to her three children, ages 10, 8 and 6. She is a rower for the Swan Creek Rowing Club in Lambertville and supports the TCNJ Rowing Team wholeheartedly. She also loves to go hiking with her family at the Ringing Rocks in Bucks County. Professor Gibson advises the graduate population to recognize how much the faculty is invested in student success. "Feel comfortable approaching your professors, they want you to! Please take advantage of the sincere desire that the faculty wants students to succeed. Everyone genuinely cares." We welcome Professor Gibson and wish her all the best in her current and future endeavors!

DR. MARK WOODFORD SET TO PUBLISH FIRST BOOK



Dr. Mark Woodford, Associate Professor and Chair of the Department of Counselor Education, is set to publish his first book in May. The book is entitled, Men, Addiction and Intimacy: Strengthening Recovery by Fostering the Emotional Development of Boys and Men.

Dr. Woodford is a graduate of the College of William & Mary (B.A., M.Ed.) and the University of Virginia (Ph.D.) and is licensed as a professional counselor in New Jersey. He specializes in counseling services for adolescents, adults and their families who are struggling with substance abuse and addiction-related issues, and has worked in school- and community-based prevention programs, home-based family counseling programs, and in a residential treatment facility.

The genesis of the book came from a collaborative set of ideas between Dr. Woodford and Dr. Mark Kiselica, currently interim Dean of

the School of Education, professor and former Chairperson of TCNJ's Department of Counselor Education.

Dr. Kiselica, a national authority in the field of Counseling Boys and Men and editor for a series of books on the subject, approached Dr. Woodford who he knew to be an expert on the subject of Substance Abuse and Addiction Counseling, to write the book on addiction for the series. Dr. Woodford began writing in earnest in 2010, making the proposal a year or so before that. Dr. Woodford explained that, "once I got moving, it was a fast process. I took a sabbatical in the fall 2010 which gave me the space to do my research and writing." Originally, the book proposal contained information pertaining to the highest risk demographic for addiction (eighteen to twenty-five year old males).

However, the final book expands the addiction demographic from early adolescence to late adulthood and across the lifespan of males. Dr. Woodford explains, "When I started to do research, I realized that a key challenge to working with men is dealing with emotional awareness, expression and intimacy. Allowing the men to become aware of and express these three major components of their personal development would be a key to strengthening their recovery...that's when the book took

Dr. Woodford was impacted by the brain science involved in studying substance abuse. "I noticed a connection between attachment styles, the way males are socialized, and the parts of the brain that were affected by substances." One of the most interesting components of the book is the focus on ten case studies, which describe various incidences of substance abuse across the life-span. "The case studies are a compilation of the characteristics from people I've worked with, those who have been in treatment, and those who I've researched," states Dr. Woodford. We wish Dr. Woodford the best of luck in the publication of Men, Addiction and Intimacy: Strengthening Recovery by Fostering the Emotional Development of Boys and Men as well as all his future scholarly endeavors!

Meet Your Fellow Graduate Students



The College of New Jersey offers many different and interesting degree and certificate programs for which students can apply.

In order to learn more about the exemplary graduate students in these programs, the Office of Graduate

Studies sought recommendations from program coordinators for outstanding students to interview.

Each student graciously volunteered time to provide a peek into the life of a TCNJ graduate student.

The Office of Graduate Studies is honored to highlight these four students in our Spring 2012 issue.



Jennifer Skiba: Master of Arts in Reading K-12

Introducing Jennifer Skiba! Jen is currently a student in the Master of Education in Reading K-12 with Reading Specialist Certificate. A seasoned veteran of TCNJ's programs, Jen also completed the Master of Arts in Teaching Special Education through the 5-year undergraduate to graduate program. She chose to continue her studies at TCNJ and entered the reading program because she felt the program placed great emphasis on how to learn and teach different reading strategies to special needs students. Jen's favorite class in the program has been RDLG672-Advanced Methods of Teaching Reading. This class provided her with extensive information about reading as well as articles that focused on the neurological aspects of the act. She has also been to a variety of schools to work with and tutor students in reading "It was a great experience because the students were both general education and special education students, so I worked with a variety of children on many different reading levels. This allowed me to use many different reading strategies that

I had learned, but never before put to use."

Jen's favorite part of the program is being able to work in the schools with a variety of people who range from students that went straight to graduate school, first year teachers, and teachers who have taught for many years. This has allowed Jen to hear about all types of experiences as well as learn various teaching strategies along the way. "The program has given me the motivation, technology, tools, and confidence to be able to teach students with special needs how to read." She also appreciates how accessible information and the professors are at TCNJ. Everyone is so friendly and willing to help in any way they can.

Jen's hobbies include swimming, participating in a variety of outdoor activities, collecting both old and new children's books, travelling, and spending time with family and friends. With her May 2012 graduation date just around the corner, Jen is most looking forward to getting into her

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"I worked with a variety of children on many different reading levels. This allowed me to use strategies that I had learned, but never before put to use." -Jen Skiba



own classroom and applying what she learned here at TCNJ. When speaking to current and future graduate students, Jen highlights that student teaching is such an important experience. She says, "I know it seems so overwhelming and scary with all of the information that is thrown at you in class and on handouts, but it all makes sense and comes together when you student teach!" We wish Jen the best of luck in the future and congratulate her on her upcoming graduation!

Meet Jackie Volker, a student in the Master of Arts in Counselor Education: Marriage, Couples and Family Counseling and Therapy program (MCFCT). Jackie originally started the School Counseling program in spring of 2010, but decided to switch over to the new 60 credit MCFCT once the program got off the ground. Upon completion of the program, Jackie would like to work with an adolescent population affected by eating disorders and would eventually like to earn licensure. Her ultimate goal is to work in a hospital setting where she can take part in collaborative team treatments for eating disorders, working along with dieticians, counselors, therapists, psychiatrists and physicians.

Jackie has had a fabulous experience thus far with the program and particularly, with the faculty. She feels as though the faculty provide a great support system of teachers and supervisors, and that they all bring a lot of their own experience and knowledge to their teaching. "I can e-mail anyone and they answer me within minutes!

Jackie Volker: Marriage, Couples and Family Counseling and Therapy

They're so prompt, supportive and helpful. And if they can't help you, they point you in the direction of someone who can."

Jackie is focusing on marriage and family therapy courses this semester, as she has already finished her core counseling requirements. Jackie's favorite course thus far has been her ethics class, taught by George Scott. "He is so charismatic and engaging, and the discussions are really interesting. We had a movie project where we chose a scene from a movie that portrayed an unethical client/counselor relationship. I chose the movie, "Don't Say A Word." You realize that the ethical code is extremely important. Some things are very specific but for most you need to read between the lines." She also enjoyed COUN 601: Theory and Development of Family Systems. One project had Jackie do a genogram of her entire family and then present her findings to the class. "It was fun to discover things about my own family that I never thought about before. I had to ask my parents and grandparents aspects about their lives, little details, family secrets, etc. All things I should have probably known about years ago! That was pretty cool." Jackie will also be presenting a paper on issues pertaining to fatherhood and the effects on young boys at this April's ACA-NJ conference. Starting this May Jackie will begin at GenPsych in Bridgewater, NJ where she will work

in the eating disorders outpatient unit, as well as with other mental health patients.

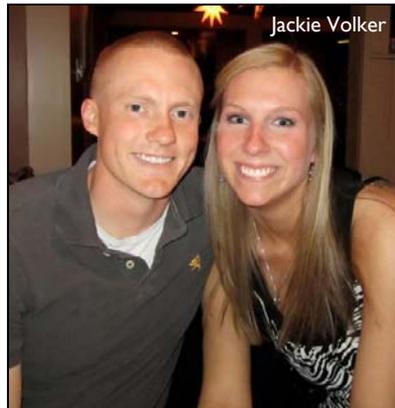
TCNJ was the perfect fit for Jackie because of the small, intimate class size and feel, as well as the CACREP accreditation and standards for the counseling program. Jackie has not limited her involvement at TCNJ to solely her graduate program, as she is also a graduate assistant for the MED in Educational Leadership Instruction (in partnership with the Regional Training Center) and a mentor for Chi Sigma Iota, the Counseling Honor Society. She is most looking forward to being able to practice all she has learned at TCNJ and start the next chapter of her life after her graduation in May 2013. "I'm very excited to begin planning a future, starting a career, getting my own place and making time for myself again." Jackie enjoys reading, writing and doing recreational running in her spare time. "I have a trail behind my house and my boyfriend is very active as well, so we do things together." Although Jackie does not consider herself the best baker, she does state that, "When my cooking fails, I buy muffins." She attributes her ability to make it through times of student stress to Stop & Shop's chocolate chip muffins.

Jackie recommends that any student who is pondering the idea of graduate school should research all program requirements are before making any decisions. (continued on pg. 11)

Meet Fellow...Students, contd. from page 10



“When I first entered the program,” states Jackie, “I didn’t realize how many hours were needed and the differences between what you could do with forty-eight credits versus sixty. I would encourage them to look up licensure requirements so that they make sure they are signing up for exactly what they want. Don’t be afraid to plan!” We wish Jackie the best of luck in the rest of her program!



Tiffany Rhea: Master of Education in Educational Leadership– Principal Certification



Meet Tiffany Rhea! Tiffany is a current student in the Master of Education in Educational Leadership: Principal program. She graduated from TCNJ in 2004 with her Bachelor of Science in Health and Exercise Science (HES), as well as her K-12 teaching certification in HES. Tiffany has always known she wanted to stay in the realm of education; she was just not sure in what capacity. However, she believes that the MEd in Educational Leadership: Principal program will give her options, as she will come out with advanced knowledge about education and have the ability to go into a supervisory role.

Tiffany was slightly apprehensive about returning to school at the outset. She quickly found, however, that she very much enjoyed being a

student again, especially after six years as a classroom teacher. Tiffany describes how she really started to enjoy herself and become empowered by her coursework. “The more courses I took, the more I felt that I was being given the tools to address the “ant holes” and underlying problems in education, which would eventually lead to fixing the larger problems. It was a very empowering experience overall.”

Advanced School Curriculum with Dr. Brenda Leake was Tiffany’s favorite class because it taught her how to reflect on her own philosophy and strengthen the beliefs she had but was not previously confident in expressing. Tiffany describes how she had a hard time “...drawing connections in a rational way that could be well thought out. After this class, I was able to do that, as well as strengthen my decision making, give evidence (not just state my opinion), and bring a cultural and physical discourse to what I say. I enjoy now being able to speak in an educated manner about the things I have learned through this coursework.”

There was a three-hundred hour educational leadership practicum that Tiffany needed to complete for the program. Tiffany was able to complete this requirement at Holy Cross High School in Delran, NJ, where she is currently employed. She reviewed and created strategic plans for curriculum, finance, and technology. Among other projects, she also looked at and rewrote the policies and codes for athletics, performed enrollment projections, and reviewed discipline codes. Her favorite part of the job was the curriculum aspect because it directly related to student achievement.

Tiffany loves that TCNJ has small class sizes because the professors are available and accessible if students need guidance. She also believes that there is a good balance between the high expectation of coursework and an understanding of the demands graduate students experience in their personal and professional lives. The reputation earned by the caliber of TCNJ’s students and faculty is also a positive aspect of Tiffany’s experience. “I was always told as an undergraduate

(continued on pg. 12)



that when I went on interviews and they saw that I was a TCNJ graduate, that they would hold me to a higher standard. I find that to be absolutely true. As a graduate from TCNJ, you know you are prepared to go into any field that you've studied. Not only are you prepared, but you have an advantage simply because of TCNJ's reputation."

After graduation, Tiffany is most looking forward to being able to apply the knowledge that she has learned, whether she remains in the classroom or seeks a leadership position. She is excited to have had the opportunity to further her education and better herself through her experience here at TCNJ.

Tiffany enjoys going to the beach, attending athletic events, or relaxing with her family when she is not in the classroom. She recommends to current and future graduate students that if, "...they are apprehensive about being able to balance their current professional life with their desire for education, it is not as hard as it may seem. You will be able to find that balance. If you're having a hard time finding it, I would recommend starting out as a part-time student. Once you're there, you will be supported by many people that are experiencing the same situation and struggles, and they will help you get through the initial overwhelming feelings." We wish Tiffany the best of luck in all of her current and future endeavors!



Alex Manning: MSN- Family Nurse Practitioner

We are pleased to introduce Alex Manning, a graduate student in TCNJ's MSN Family Nurse Practitioner program. Alex's main motivation for applying to the program was to advance in his profession. After graduation, Alex, a licensed nurse, will be eligible to sit for an exam which will give him certification as a nurse practitioner. Nurse practitioners practice a hybrid of nursing and medicine. The foundation of their undergraduate education is in nursing practice, which focuses on the patient as an individual needing a specific and personalized care plan. Building upon this foundation, nurse practitioners are taught other principles of medicine such as advanced assessment, diagnostics, advanced pharmacology, and evidence-based practice. "Nurse practitioners are known to provide exceptional patient care, individually tailored to suit a specific patient's needs," states Alex. "I chose to become a nurse practitioner because I want to be able to provide this kind of superior care to each one of my patients."

Although the program has been challenging, Alex feels that he has been provided with an exceptional education here at TCNJ. In addition to classes in primary care, Alex does work that explores evidence-based practice and how nurse practitioners can bring change to outdated policies and procedures. His favorite classes to date have been those that focus

on Primary Care. Alex explains that, "These courses teach the foundations of what I need to know to be a competent nurse practitioner. This knowledge is absolutely essential for me to create a well-rounded and effective practice."

Alex has been taking part in various clinical experiences which must be completed throughout the semester. Over the course of the program, students complete around 700 hours worth of clinical experience at different sites. These experiences provide numerous opportunities for hands-on learning; the type of learning environment in which Alex thrives. Alex explains that, "Lectures are great for acquiring the knowledge one might need, but until I can apply it in a clinical environment, it doesn't always stick. For instance, during our assessment course we are taught many different techniques that can be performed during a physical assessment. During class I spend time practicing techniques with fellow students. However, if my partner is generally healthy, I won't necessarily find symptoms for which I have been trained to look. But, for example, during clinical hours when I have a patient come in with ear pain and I get a chance to examine them, I suddenly realize what my professor meant when he/she described what an ear infection looks like. I've had similar experiences the first time I recognized strep throat or diagnosed an unusual rash.

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Meet Fellow...Students, contd. from page 12

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These are the moments where the teachings from class come to life. There is nothing better than realizing how much you really have learned.”

TCNJ community, culture and experiences have been a staple of Alex’s life for the past seven to eight years. Alex earned his undergraduate degree from TCNJ in 2007 and has been living in the surrounding area ever since. He is a volunteer EMT for Pennington Road EMS and enjoys photography, art, museums and cooking. When Alex doesn’t feel like cooking before having to go to class, he will go to the Rat and order one of their famous buffalo chicken wraps (with grilled chicken and extra cheese). Alex is most looking forward to working and being able to apply all he has learned to his future career as a nurse practitioner. For anyone thinking about obtaining an advanced degree, Alex advises that, “It is never too soon to start! And for those already in a program, work hard and it will all pay off.” We wish Alex the best of luck with his future endeavors!

Mark Your Calendar! Visit www.tcnj.edu/recreg/calendars for more details

May or August Graduation Notes:

The deadline to apply for May 2012 Graduation was in January and the deadline for August 2012 graduation was in February. If you have not applied, please contact Records and Registration. The graduation application fee is \$100. Students who apply after the application deadline will be charged a late fee of \$35. If you have any questions regarding your ability to graduate in May or August of 2012, please contact your program coordinator/advisor.

Students who, at the end of the spring 2012 semester, will have 7 or fewer credits to complete their program over the summer may participate in the commencement ceremony on May 11th and will graduate in August. (Please note there is no August ceremony). Students with more than 7 credits to complete following the end of the spring semester may participate in the May 2013 ceremony.

Commencement ceremonies are only held in the month of May.

Electronic Billing and Email:

Students are reminded that all billing is completed electronically by using PAWS. Remember to check for E-mail notifications that are sent to your TCNJ e-mail account for any outstanding financial obligations as paper bills will NOT be sent. Students are expected to check their e-mail two times per week.



Pay billing electronically by using your PAWS account.

Check for E-mail notifications!



TCNJ

Mark Your Calendar!

**Visit www.tcnj.edu/recreg/calenders
for more details**

Commencement:

Friday May 11th, 2012

For more information, contact
commence@tcnj.edu or see
www.tcnj.edu/~commence.

Graduation Notice:

If you are planning to graduate in May or
August, but have not yet applied to do so,
please contact Records and Registration at:

609-771-2141

A \$35 late fee will apply.

Spring/Summer/Fall 2012

**Monday, April 2nd to Friday April 6th:
Graduate and Professional Student
Appreciation Week**

**Tuesday, April 3rd to Friday, April 13th:
Fall Registration Window
(Registration is still open for summer)**

**Friday, May 4th:
Last day of Graduate Classes**

**Monday, May 7th:
'Maymester' Classes Begin**

**Friday, May 11th:
Commencement**

**Tuesday, May 29th:
5 Week Session 'A' Classes Begin**

**Monday, July 2nd:
5 Week Session 'B' Classes Begin**



**GRADUATION IS FAST APPROACHING....
Don't forget to apply!**