

TCNJ



The Graduate Column

FALL ISSUE

OCTOBER 2012

Welcome to the Fall 2012 Issue of TCNJ's Graduate Column!

INSIDE THIS ISSUE:

New Education Building	2
Blended Learning	3
Campus Town Update	4
Spotlight: Dr. Jean Graham	6
New Faculty: Dr. Stuart Roe	7
Meet the Students	8
Important Dates	14

Articles Written By:

Alison Botto

Graduate Assistant



In this issue, we are pleased to introduce the new Education Building and several outstanding students; plus we share faculty highlights and information regarding the upcoming registration period, Campus Town Project, and Blended Learning! On behalf of the Office of Graduate Studies, best wishes for an enjoyable semester.

We look forward to seeing you on campus.

Susan Hydro

Director—Graduate & Intersession Programs

Now Open: School of Education Building



“Faculty and students love the open design, accessible sunlight, and lounge area.”
Dr. Mark Kiselica



The new School of Education building is now open! Though faculty and staff moved in shortly after the 2012 commencement, the building was not officially opened to the campus community until July. Students attended the inaugural classes in the new building at the beginning of this semester. Departments housing graduate programs which now call the building home include: Counselor Education; Educational Administration and Secondary Education; Elementary and Early Childhood Education; and Special Education, Learning, and Literacy. Other offices housed in the building include the School of Education Dean’s Office, the STEP Office, and faculty offices.

The building is 72,000 square feet and consists of three levels with 21 classrooms, faculty offices, a computer lab, and an auditorium. There is also a two-story multi-purpose room that can fit approximately 200 people. Meeting lounges are available throughout the building for students

and faculty to interact and work together. Some of the extra features of the building include a rooftop terrace, a lively café, and just outside the front entrance of the building—a three-sided aluminum sculpture. The sculpture, titled *Building Up*, is a commissioned public art installation created by artist Tom Nussbaum. Nussbaum incorporated patterns from historic quilts and significant symbols of education in New Jersey to tell the story of TCNJ students, faculty, and staff working together to build the structure of great education. As the School of Education incorporates and serves campus community members and visitors with physical or intellectual disabilities, Nussbaum included visual, tactile, and sound elements that make the sculpture meaningful and accessible to everyone. Classroom spaces are both state of the art and practice-based. In the Counselor Education suite, there are three group rooms with one-way mirrors looking out

to a separate observation room. These group rooms are equipped with a video camera, so that they can be utilized for role-play activities and facilitation. The streaming video from all three rooms can be watched live from the observation room or recorded for review and reflection at a later time.

Elementary Education and Early Childhood Education students now have access to two model classrooms. These special classrooms allow students to get a feel for teaching in the actual school environment and help them understand how a classroom can be used to enhance the teaching experience.

STEM (Science, Technology, Engineering, and Mathematics) students benefit from new labs and classrooms featuring state of the art instructional tools and spaces. In fact, a section of one of the STEM room’s ceiling has been left open, allowing students to see the internal structure and integrity of the building.

School of Education...Continued

Faculty and students are thrilled with the new building and find it inviting and comfortable. "They love the

open design, accessible sunlight, and lounge areas," explains Dr. Mark Kiselica, Interim Dean.

Dr. Kiselica would like to formally welcome counselors, teachers, and educational leaders to the new

Blended Learning Experience

Whenever I mention that I took a Blended Learning class this past summer, my classmates are unsure about what I mean. They usually reply, "I've never heard of that. What exactly does that mean?" With summer registration starting November 6th, I'm hoping this article will shed some light on Blended Learning and will encourage fellow students to enroll in one of the classes this coming summer.

Blended Learning classes are a mixture of face-to-face and online instruction. While regular summer graduate courses meet twice a week, blended learning classes meet only once a week. Also, regular courses meet for 3 hours and 45 minutes, while a blended learning class typically meets for only 3 hours. Additional work and homework is completed online, at the students' own pace and schedule. Thus minimizing the amount of time students spend commuting to and from the College. The once a week meeting time also

allows students to find a better balance between work and school.

During Summer 2012, thirteen Blended Learning classes were offered. Two of those classes were at the graduate level: EPSY 513 Psychology of Learning and EPSY 523 Advanced Child and Adolescent Growth and Development. As Blended Learning becomes more common (this summer was only its second year). The hope is that more graduate courses will be offered through this structure.

I took the Advanced Child and Adolescent Growth and Development Blended Learning course that was offered last summer. As a Counselor Education student, I was able to use this class as one of my electives. This class worked great with my schedule and allowed me to take an additional summer course in the same session as a traditional face-to-face

course. I loved how the class only met once a week and that I was given the rest of the week to complete the assignments on my own time. For my class, the online portion was a class discussion board and a "Virtual Child" simulation. During the actual in-person class, we went through the lecture and completed activities with classmates. It was sometimes difficult to remember to complete the online activities if I waited too long to start them, because I had not had class for a week and the homework was not on my mind. But overall, I was very pleased with my Blended Learning experience and hope I can take more next summer!

For more information (and soon a list of the Blended Learning courses), please feel free to visit <http://summer.pages.tcnj.edu/courses/blended-learning/>.

-Alison Botto, Graduate Assistant

Campus Town Update



**Construction
for Campus
Town will
begin this
year!**



Plans for Campus Town, a residential and retail space being developed for the campus and greater Ewing community are still underway. There was recently a presentation of updated information on September 19th in the auditorium of the School of Education building. This was the 3rd presentation PRC Group (Campus Town project developer) has had for the TCNJ community. In this meeting, pictures of new proposals were displayed and a more complete layout was shown. Faculty and students were present and were encouraged to ask questions.

Campus Town will be located between Pennington Road and Metzger Drive and be comprised of about 278,000 square feet. There will be nine buildings featuring: apartments; retail shops; fast food restaurants; and sit-down restaurants.

A tower will be located in the center and will be used to identify the area. Each building will have student apartments above and retail shops or restaurants on the street

level. There will also be a brand new fitness center and two story Barnes & Noble bookstore. Additionally, there is area available for a future bank and pub or micro-brewery. Currently, PRC is in talks with possible sushi, Italian, and sandwich shops. The PRC group is planning on April/March 2014 as the completion date of Campus Town, with demolition and construction beginning this year.

The apartments will be for undergraduate upper class and possibly graduate students. There will be four, two, and one bedroom apartments available. Each student will have his or her own bedroom with a double bed. For every two bedrooms, there will be a shared bathroom with two separate sinks. The apartment will also have a common living/dining room and a fully furnished kitchen. All rooms will be fully furnished so students will not have to bring furniture or a bed.

The fitness center will feature some new, updated equipment and be

11,500 square feet. This is 7,500 square feet larger than the current PEC (Physical Enhancement Center). It will feature men's and women's locker rooms and will be free to all TCNJ students. The new bookstore will be of traditional Barnes & Noble design and open to the students, the campus community, and the public. It will feature a coffee shop, wireless internet, online book pick-up, and TCNJ apparel. The bookstore will be about 14,200 square feet, which is nearly twice the size of the current bookstore. Plans are currently still in development.

New parking areas will be added for both residents of the apartments and visitors from the community. There is additional room available in PRC's plan for Campus Town if the parking areas need to be expanded.

For more information on Campus Town, feel free to visit www.facebook.com/campustownTCNJ or email campus-town@prcgroup.com with any questions.

Did You Know That? . . .

All TCNJ Graduate students may park in any faculty/staff lot after 4:00 pm.

Simply swipe in with your TCNJ I.D. Must have a valid Graduate Commuter decal.

Faculty lots are 3, 10, 10A, 11, 17, and 20. There are also designated F/S parking spots in lots 8 and 9

Graduate students have their own group study room in the library?

Room 413. Library group study policies may be found here: (<http://www.tcnj.edu/~library/info/policy-group.html>)

TCNJ Graduate students may use the Physical Enhancement Center, participate in T/W Fitness Center classes and swim in the Packer Hall swimming pool during open hours.

PEC: Simply show your student I.D. and try out the free weights, cardio and resistance training equipment in the Physical Enhancement Center as a different type of study break. Or sign up at the front desk with one of the PEC's free certified personal trainers. Receive up to 3 one-hour sessions where the trainer can help create a personalized exercise for you and show you how to use the equipment. Questions? Ask a desk attendant in person or over the phone (x2014) or e-mail them at pec@tcnj.edu.

T/W Fitness Center: Fitness classes are offered in the TW link workout room during the fall and spring. Classes have included yoga, Zumba, core strength, belly dancing, Pilates & ballet fusion, cardio kickboxing, dance cardio, and strength training sessions. The cost is only \$15 for unlimited classes for the fall semester (\$25 for the full year).

Swimming Pool: The open swim pool hours may be found here: (<http://www.tcnj.edu/~aquatics/>)

Graduate Students may make appointments with Student Health Services, Planned Parenthood and Counseling and Psychological Services (CAPS)

You don't need to have Student Health Insurance to be seen at Student Health Services! All offices are located in Eickhoff Hall 107. Student Health Services and CAPS are open Mondays, Tuesdays and Wednesdays: 8:30a.m. to 6:00p.m.; Thursdays and Fridays: 8:30a.m. to 4:30p.m. during the fall and spring semester.

Student Health Services: Call the office at 609-771-2483 or schedule your appointment online using a link on the main Student Health Services' web page. (<http://www.tcnj.edu/~sa/health/index.html>)

CAPS: To make a first appointment, visit the office in Eickhoff Hall 107. To fill out a Request for Services Form or to find out more information visit: (<http://www.tcnj.edu/~sa/counseling/index.html>)

Graduate students may utilize Career Services and the services they provide.

Career Services has drop-in Resume review hours: Monday 1:30-3:30; Tuesday 3:30-5:30; Thursday 1:30 - 3:30; Friday 10-12.

Educational Interview Days - <http://www.tcnj.edu/~career/eid/>

LionsLink can help you find internships and participate in Educational Interview Days.

Graduate Students may purchase a meal plan.

Block Plans provide off-campus students, faculty and staff the option to purchase a 'block' of either 25 or 50 meals at The Atrium at Eickhoff. Prices may be found here: <http://www.tcnjdining.com/plans.html>

Spotlight On: Dr. Jean Graham



“When I was in graduate school, there was no big push to publish before getting a doctorate. Now, it is very competitive...”

Dr. Jean Graham



The Graduate Column would like to congratulate Dr. Jean Graham on the publication of her article, “Vocal Women, Silent Women: Gender in the Noble Number” which was recently featured in an issue of ANQ (a quarterly journal of short articles, notes, and reviews). Dr. Graham’s primary inspiration for the article was the invitation for the special issue on devotional poetry. Also, having trained as a Milton scholar, she believed there was already a great focus on Shakespeare and Milton so she wanted to use lesser known figures from 17th century British literature. Her article focuses on sacred poems by Robert Herrick, a 17th century poet and clergyman, which deal with female figures from the Bible. Herrick is considered a minor poet and wrote secular poetry, especially love poems. His sacred poetry is often seen as lightweight and his poems are rarely anthologized.

Dr. Graham had not read all of Herrick’s poetry, so she began the process of familiarizing herself with his collective works and became excited to use a concept from the study of the Bible. Using a book she discovered while teaching Bible as Literature, she argues that while the Bible puts down women and often does not give them names, Herrick used female minor characters, such as Tabitha or Dorcas, and gave them a voice. This was very unusual for the 17th century. However, Herrick also undermines what the Bible does to empower women, such as removing their song or the title of “Disciple of Jesus.”

She recently finished an article on Thomas Traherne, another minor figure and one often seen as an uninteresting figure, and homoeroticism in devotional poetry. Other articles she is working on are on the poetry of John Donne and George Herbert and on the pro-

phetic writings of Eleanor Davies. After she completes these articles, she would like to return to what most excites her: female Biblical poetries.

Dr. Graham has been at TCNJ for nearly 20 years. She believes that her students would be surprised to know she does crafts, during her free time. Her hobbies include knitting and stamping. Of course, she also enjoys reading! Currently, Dr. Graham is taking a Modern Poetry online course with the University of Pennsylvania.

Dr. Graham’s advice to graduate students is to talk to other graduate students and faculty and find the best schools for their specialties. It is also important to start thinking of publication early. She explains, “When I was in graduate school, there was no big push to publish before getting a doctorate. Now, it is very competitive and students may not get

Dr. Graham Continued...

hired if they do not get published before they leave graduate school.”

Be on the lookout for Dr. Graham’s Spring 2014 graduate course

entitled, “Witchy Women and Sexy Jesus: Milton and the 17th Century!”

New Faculty: Dr. Stuart Roe



Introducing Dr. Stuart Roe! Dr. Roe is the newest faculty member to join the department of Counselor Education. Dr. Roe will also be coordinating the School Counseling Program this year. His current course load includes: Multicultural Counseling; Counseling At-Risk and Exceptional Children and Adolescents; and Organizational, Administration, and Supervision of School Counseling.

In the past, Dr. Roe has held positions as: a family literacy program coordinator; a middle school science teacher; and the Research Assistant and Outreach Coordinator of the Hubert H. Humphrey

Fellowship program. Most recently, he took on the role of school counselor in Williamsport, Pennsylvania for grades 9-12. Dr. Roe earned his B.A. in Biology at Lycoming College, his M.Ed. in School Counseling at Penn State, and his Ph.D. in Counselor Education and Supervision at Penn State.

Dr. Roe chose to join the TCNJ faculty because he heard of the great reputation our faculty and students have in the counseling field. In addition, the College was highly recommended by his advisor at Penn State. He also liked the idea of having the opportunity to become a program coordinator for School Counseling, while still living close to his family. Dr. Roe appreciates how passionate the students are about their studies and the support and warm welcome he has felt from everyone at TCNJ. He is looking forward to getting to know school

counselors in the area and making connections with local school districts. He would love to find a way to connect his work at the College with students in the primary and secondary schools.

During his free time, Dr. Roe enjoys biking in the area. He recently joined a local cycling club! He also enjoys other outdoor activities including hiking. Dr. Roe is currently in the process of publishing an article on social support for gay and lesbian teens. This article will be an expansion of his dissertation at Penn State. His number one piece of advice for graduate students would be to get involved in as many things as possible, in both the community and on campus. We wish Dr. Stuart Roe luck in his future at The College of New Jersey!

Meet Your Fellow Graduate Students



*"If I haven't been
to a country,
chances are I've
been to the one
right next to it..."*
Megan Bagdonas



Introducing Global Graduate student Megan Bagdonas! Megan received her BA in History and Film from the University of Santa Barbara and her MA in Journalism from the University of Southern California. She is currently in TCNJ's Graduate Global program to get her teaching certificate in Secondary Education.

Her main reason for choosing the international program was that she did not have to live in the United States and would be able to travel. She chose TCNJ because she would like to teach at international schools and the top international schools require American teaching certification. The program at TCNJ gives her the qualification she needs and provides a desired diploma from New Jersey.

The Graduate Global program became known to Megan at a "life-changing barbecue." While living in Dar es Salaam, Tanzania, she

attended a beach barbecue and met Tamara Peterson. Tamara was a teacher at the International School of Tanganyika and got Megan interested in possibly working at an international school. Several years later, Megan was unsure of what she was going to do with her life and contacted Tamara about getting a teaching certificate. It was then that Tamara mentioned TCNJ, thus leading Megan to the program.

Megan is currently living in Cochabamba, Bolivia and is doing her student teaching at the American International School of Bolivia. Her experience as a TCNJ student has been enjoyable because the program is very flexible. She can take classes during the summer in Bangkok, Johannesburg, or Mallorca and become a certified teacher after 14 months. Last summer, she studied in Bangkok and spent some time in Indonesia.

For her internship, Me-

gan is a teacher's assistant in secondary English and will switch to secondary History in January. When the full-time teacher goes on maternity leave next month, Megan will be taking over the class. So far, she has been observing the teacher, teaching several lessons in grammar, and slowly taking over the literature discussions.

As one might guess, Megan has done a significant amount of traveling. She has been to about 64 countries! "If I haven't been to a country, chances are I've been to the one right next to it," she exclaims. Her favorite countries are Mozambique and Tanzania and she enjoyed traveling to Ethiopia and the Caribbean. England is a place she can't forget to mention; her boyfriend lives there!

Megan is a self-proclaimed nerd. Her favorite activities are discussing history, reading history books, and writing. She loves the

Meet...Graduate Students: Megan Bagdonas Continued

craziness of life in whatever country in which she is living. As for what the future holds, Megan is planning on graduating this summer and re-

turning to Africa. She wants to be a secondary History teacher. "I would like to work in a country full of chaos and instability. I am think-

ing Sudan or Congo, or maybe even Iraq or Pakistan." We wish Megan the best of luck in her exciting teaching career!



Introducing Mark Accardi! Mark is a graduate student in the 5-year Special Education program, specializing in TVI (Teaching the Visually Impaired).

Mark was originally accepted to TCNJ as an undergraduate Open Options major. While at Accepted Students Day, he viewed a presentation on the Special Education 5-year program and decided then and there that this program was for him. He completed his undergrad degree in Special Education and English and is now in his fifth and final year to pursue the master's degree.

His favorite class has been

Assessment and Remedial Instruction for Students with High Incidence Disabilities. He felt as though this class provided him with a true-to-life teaching experience. Mark also has participated in two independent studies. With Dr. Pancsofar, he had the opportunity to study the use of drama to teach social skills to children with Autism. The other independent study, which he completed with Dr. Petroff and a fellow graduate student, focused on the locus of control in young adults with Autism. Mark found both of these experiences to be very rewarding.

Although Mark says he spends most of his free time hanging out with friends and commuting to TCNJ from Staten Island, he is also very involved with TCNJ's Musical Theatre (TMT), last year he served as the Board President. After graduation this May, Mark hopes to get a job working in an elementary school's inclusive classroom.

Later on in his career, he would like to obtain an administrators certificate.

Mark's favorite part of the program is the close professional relationships he feels he has, and most other students in the program have, with the professors. He believes it's this faculty/student connection that TCNJ is so well known for, that has helped him determine what he would like to do after his graduation. His advice to graduate students is to discover what you're passionate about and find professors and peers that will become your support system.

Starting this spring semester, Mark will be participating in the Global Student Teaching Program in South Africa. He will spend 7 weeks there working in an elementary school teaching students with special needs. We wish Mark great success while teaching in South Africa and in his future endeavors!

Meet Your Fellow Graduate Students



“It is important that we see our role as agents of change that constantly redefine what good teaching is, from the bottom up.”

Justin Freedman

Introducing Justin Freedman, another one of our fine Master’s students in Special Education! Justin is working toward completing his M.Ed. His initial NJ teaching certification is for teaching Social Studies and he is pursuing the M.Ed. To become certified in another area.

Justin completed his undergraduate degree at TCNJ as a History and Secondary Education major. He originally chose the College because of the personalized learning environment and the collaboration opportunities students have with the faculty. Justin has collaborated with many faculty members over the past five years, which he feels has truly enhanced his college experience. Also very active in the TCNJ community, Justin was President of the Secondary Education Teachers Association, a Bonner Community Scholar, and a residential mentor for students in the Career and Community Studies Pro-

gram (CCS). The CCS program is a college certificate program for students with special needs.

Justin chose the master’s in Special Education program because he would like to work with students who struggle to meet the demands of school. Also, he is hoping this additional certification will increase his marketability when looking for jobs. What he enjoys most about the program, is the relationships he has developed with his professors, especially Dr. Colette Gosselin, Dr. Nadya Pancsofar, and Dr. Shridevi Rao. “The advice they have offered is specially tailored to what I am passionate about in the world of education. These relationships make all the difference for me,” he explains.

An independent study with Dr. Shridevi Rao has been Justin’s favorite class thus far. In this study he reviewed teacher preparation textbooks

and analyzed their discussion of ADHD (Attention Deficit Hyperactivity Disorder). At the end of the summer, Justin wrote an analysis of the textbook discourse and suggested implications for teachers. This independent study experience allowed Justin to delve into some of his specific interests in education.

During his internship, advised by Dr. Kathy Rotter, Justin spent time at a school in New Jersey where he was able to work with 5th grade students in an in-class support setting. “In this type of setting, students receiving special education services learn alongside their peers in a general education setting with the help of two teachers,” he describes. Justin appreciated this model of teaching and enjoyed taking part in this experience.

Justin is a strong proponent for changing the word “disability.” He

Meet...Graduate Students: Justin Freedman Continued

feels that each child is an individual with strengths and struggles. When the word “disability” is used, it only focuses on the child’s struggles, not on his/her many other strengths and abilities. He hopes that in the future, this term is removed from special education programs.

Justin will graduate this De-

ember. With his degree, he hopes to teach special education in a middle school. Later in his career, he plans on applying to a doctoral program in the field of disability studies. His advice for future graduate students in the teaching field is to reflect on their beliefs about education. “Our job is not simply to reproduce schools and

classrooms based on how we have been told they should look. Instead, it is important that we see our role as agents of change that constantly redefine what good teaching is, from the bottom up,” he explains. We wish Justin the best of luck and congratulate him on his upcoming graduation!

Meet...Graduate Students continued on next page



Meet Your Fellow Graduate Students



Emily Wright



Margaret Diakos

Introducing Emily Wright and Margaret Diakos! The saying “birds of a feather flock together,” definitely rings true with these two bright young ladies. Not only are they both in the 5-year Special Education program, specializing in Teaching for the Visually Impaired (TVI), they’re also roommates!

Originally from Long Island, Emily completed her undergrad degree in Psychology from TCNJ this past May. She chose the 5-year program because she was excited to continue her education at TCNJ and would be able to start taking graduate courses during her senior year of undergrad.

Margaret also was a TCNJ undergrad and graduated with a degree in Psychology and Special Education. She originally became interested in the 5-year program because she had worked at a volunteer camp with special education students in high school and also participated in a program during her senior year of college for 16-20 year olds who were blind and had intel-

lectual disabilities.

Emily and Margaret both agree that the best part of their graduate experience is being part of a close-knit cohort. There are approximately forty students in their program and many of them have been in the same classes since freshman year of college. They both said that their favorite class is Braille, even though it’s very difficult. They enjoy it because it is a different experience and will help them as they work with a visually impaired student population.

They both can say that obtaining their master’s degree in just five years is a great benefit. They’re already planning on graduating in May 2013! When Emily graduates, she will be dual-certified in Elementary Education and Special Education. With her degree, Emily would like to work with young children in the special education setting, preferably in Kindergarten or first grade.

When Margaret graduates, she would like to help high school students

with severe disabilities by aiding them through the transition stage and making sure they are ready for the real world.

In her free time, Margaret enjoys traveling and Spanish dancing. This spring she will be participating in the Global Student Teaching Program, which allows her to teach in Paris, France for seven weeks at the International School of Paris. Her advice for graduate students is to experience as much they can. “Explore your interests and experience something new. Don’t be afraid to step outside the box,” she explains.

Emily enjoys volunteering at Capital Health Hospital. She works in the Pediatric and Pediatric ER wing. As for hobbies, she likes to play the drums (she was a Music major her first semester of undergrad) and read. Her advice to future graduate students is not to stress. “Everyone does well and we’re all in the same boat,” she explains.

We wish Emily and Margaret success in their program and as future Special Education teachers!

NJ Bonner VISTA Fellows Program – Open to TCNJ Graduate Students

VISTA fellowships are full-time (35-40 hours/week) for one year. As site service times vary, it's best for the applicant to have a flexible schedule. VISTA fellows receive a modest living allowance, health care benefits, child care benefits, a relocation allowance if they move more than 50 miles to serve at their site and training. After their year of service, they have a choice between an additional \$1500 cash stipend or a \$5,550 education award that can be applied to either the repayment of federal student loans or future education.

The following positions are open and have anticipated service dates of Nov 27, 2012 through Nov 29, 2013:

1. Let's Get Healthy Program Coordinator, Kingsbury Twin Towers, Trenton, NJ:
<https://my.americorps.gov/mp/listing/viewListing.do?id=40902&fromSearch=true>
2. Camden Community Networking Coordinator, Rutgers-Camden, Camden, NJ:
<https://my.americorps.gov/mp/listing/viewListing.do?id=45055&fromSearch=true>
3. Cities of Service Mentoring Coordinator, TCNJ's Bonner Center, Ewing, NJ:
<https://my.americorps.gov/mp/listing/viewListing.do?id=40977&fromSearch=true>
4. Cities of Service Project Coordinator, TCNJ's Bonner Center, Ewing, NJ:
<https://my.americorps.gov/mp/listing/viewListing.do?id=46909&fromSearch=true>

Candidates must apply online through www.americorps.gov.

The following positions are anticipated to open for summer 2013 in the Trenton/Ewing area:

July:

Let's Get Healthy Advisory Board Coordinator, Kingsbury Twin Towers, Trenton, NJ
Trenton Community Networking Coordinator, TCNJ's Bonner Center, Ewing, NJ

August:

Asset Based Community Development Coordinator, TCNJ's Bonner Center, Ewing, NJ
Communications and Volunteer Management Coordinators (5 positions in Trenton, NJ)

1. Isles, Inc
2. Trenton Area Soup Kitchen
3. PEI Kids
4. Rescue Mission of Trenton
5. Mercer Alliance to End Homelessness

November:

Let's Get Healthy Program Coordinator, Kingsbury Twin Towers, Trenton, NJ
Cities of Service Coordinators, 2 positions at TCNJ's Bonner Center, Ewing, NJ

1. Mentoring
2. Projects

The Bonner Center also has two full-time AmeriCorps State positions in Education and Juvenile Justice.

If you have questions, or want to find out if you might be a good fit for the program, please contact Jessica Chung in the Bonner Center at chungj@tcnj.edu.

Mark Your Calendar!

Deadlines for Applying for Graduation:

December 2012 Graduation:
Friday, September 21

May 2013 Graduation:
Friday, February 15

August 2013 Graduation:
Friday, March 1

If you have not yet applied for
December graduation, contact
Records & Registration at
609-771-2141.

A \$35 late fee will apply.



Fall 2012/Spring 2013

Spring & Summer Registration Begins:
Tuesday, November 6

Fall Break:

Monday, October 29 & Tuesday, October 30

Thanksgiving Break:

Wednesday, November 21 - Friday, November 23

Last Day of Fall Classes:

Tuesday, December 18

First Day of Spring Classes:

Tuesday, January 22

Add/Drop Week for Spring Classes:

Tuesday, January 22 - Wednesday, January 30

