

Spring Issue
March 2010



The College of New Jersey

*Welcome to the Spring 2010 issue of TCNJ's
Graduate Column Newsletter!*

In this issue, we are pleased to share information regarding: changes to the Counselor Education program; library tours; global programs; a glimpse into the MAT Secondary: Technology Education Program; reducing test stress; outstanding graduate students within various programs; and important dates and reminders for students!

On behalf of the Office of Graduate Studies, best wishes for an enjoyable Spring semester. We look forward to seeing you on campus!

Susan Hydro, Assistant Dean –Office of Graduate Studies

Counselor Education Has a New Look

The Department of Counselor Education is changing the Community Counseling program by updating their curriculum to meet the new 2009 CACREP-accreditation standards. Specifically, the current Community Counseling program will expand from 48 credits to 60 credits, resulting in a Master of Arts in Counselor Education that will meet the educational requirements for several types of licensure in New Jersey.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires accredited institutions to meet national content standards in their curriculum. In order to maintain CACREP accreditation, institutions are required to complete extensive self evaluations of their programs in order to meet the changing national standards needed for such acclaim.

TCNJ's Community Counseling programs have offered options in Human Services and Substance Abuse and Addiction. These programs are accredited through 2013. However, changes are coming that will bring a new look to these Counselor Education programs in the Spring of 2011.

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THE COLLEGE OF NEW JERSEY

Graduate Column

Counselor Education...cont.

The Community Counseling: Human Services program will expand to become a 60-credit program newly named *Marriage, Couples, and Family Counseling and Therapy*. Within this program, the same core counseling courses remain, however, the extended program and relevant electives will make it possible for students to counsel couples and families in different settings. With anticipation of these newly-accredited standards being approved, graduates from this 60-credit program will have met the educational requirements for licensure as both a Licensed Marriage and Family Therapist (LMFT) *AND* as a Licensed Professional (LPC) in New Jersey.

TCNJ's current Community Counseling: Substance Abuse and Addiction program will expand to 60 credits as well, with its the new title as *Clinical Mental Health Counseling*. This revamped program gives students the opportunity to become licensed in substance abuse counseling and/or for general practice in counseling. Elective courses in addiction counseling meet the educational requirements for licensure both as a Licensed Clinical Alcohol and Drug Counselor (LCADC) *AND* a Licensed Professional Counselor (LPC). If students are not interested in an addiction counseling specialization and would rather pursue general practice as a clinical mental health counselor, then students can take a variety of electives to supplement their core mental health counseling

“The Counselor Education department is securing the professional outlook for TCNJ counseling students with these revamped program standards...”

coursework, culminating in a degree that meets the educational requirements for the Licensed Professional Counselor (LPC) in NJ. The general practice avenue introduces students to different areas in the field of mental health, expands on differential diagnosis, and provides a glimpse into treatment in the mental health setting.

TCNJ will admit the first students under the new curriculum standards in the Spring of 2011. Students currently enrolled in the 48-credit Community Counseling Program are advised to graduate by 2013 in order to receive the previous accreditation status under which they were accepted. Current students have the alternative option to switch into one of the two newly expanded programs in the Fall of 2010 and complete the 60 credits to receive the educational coursework needed for licensure.

The Counselor Education department is securing the professional outlook for TCNJ counseling students with these revamped program standards, because starting in the fall of 2013,

any counselor applying for licensure is required to graduate from a CACREP-accredited counseling program. These new changes will allow TCNJ counseling students to be eligible for beginning-level licensure (Licensed Associate Counselor) at the completion of the 60-credit program (with a passing score on the National Counselor Exam, which is offered to TCNJ students on-site each spring).

The Chair of the program, Dr. Mark Woodford, commented on the advantages to the changes in the program, stating that in addition to the strong core content classes, there are a number of interesting and relevant electives that span a variety of topics, including, but not limited to ethical, legal and professional issues, differential diagnosis and treatment planning, counseling children and adolescents, and gender-specific coursework. For example, Dr. Woodford stated, “We have a national expert in Dr. Mark Kiselica who teaches one of our gender-specific courses, namely Counseling Boys and Men.” The mixture of these core classes and interest-specific electives meets the educational requirements of the national standards and licensure, preparing TCNJ students for a variety of professional settings within the counseling field.



Pump up the Volume!



Ever wonder where to find elementary textbooks to gather ideas for lesson plans? Have you been lost in the library searching for reference materials? Do you ever find yourself walking through history bookshelves when you are really looking for literature? The library may now have the solution with the new IPOD audio tour. Students can visit <http://www.tcnj.edu/~library/newsite25.html> to download audio tracks which can be used as a personal tour using an IPOD or MP3 player.

The IPOD audio tour can help students become more acclimated to the areas of the library and learn more about the many resources the library has to offer. No IPOD? No problem! Students can visit the Media Services Desk on Level 4 and borrow an IPOD already loaded with the audio tour.

Don't forget! The *Ask a Librarian* feature on the library homepage invites students to "chat" with a librarian using IM features and real-time conversation.

Reference and resource questions can be answered immediately in an online conversation with the librarian using the library homepage, AIM, and Yahoo! Students can IM tcnjlibrary2 (for AIM users) or tcnjlibrary3 (for Yahoo users) from their buddy list anytime between 8:30am and 5:00pm Monday through Friday. Students are encouraged to visit <http://www.tcnj.edu/~library/index.html> and view the *Ask a Librarian* box which provides a variety of ways to contact a librarian via phone, email, and IM chat.



Go Global!



The College of New Jersey's Graduate Global Program provides students with an opportunity to complete a desired program or summer coursework as an international experience. The global programs are offered at various sites and lead to certification or Masters Degrees in the areas of Elementary Education, Secondary Education, Teaching English as a Second Language, and Educational Leadership.

Certification programs can be completed in two summers with further coursework throughout the year, and a Masters degree can be completed with an additional summer. Graduate global sites include Spain, Thailand, South Africa, Egypt, Bolivia, and Taiwan with various courses and academic sessions between the different site locations.

In addition, TCNJ graduate students are able to study abroad and complete individual coursework during the summer sessions in three of the international sites. Summer sessions offered in June through August are available to graduate students 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 with the ability to take individual courses in Elementary, Secondary, and Special Education as well as ESL and Educational Administration.

Johannesburg provides the opportunity to take courses in Elementary and Secondary

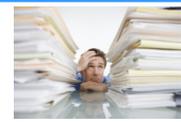
Education while experiencing the unique culture, talents, and crafts of African artists and musicians.

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://www.tcnj.edu/~graduate/global/>.



Take a Stress Recess!



National exams, comps, interviews, OH MY! This time of year produces a lot of stress as graduating students prepare for the culmination of their programs. In the spring semester, graduate students face comprehensive exams which allow students to exit their program in addition to certification and national exams, depending on the course of study. To top it all off, some students add resumes, cover letters, job searching, and interviewing to their plate as they hope to transition into a new career path after studying at TCNJ. Here are some DOs and DON'Ts to help reduce and relieve stress in the upcoming months!

DON'T!...

Pull an all-nighter.

Studies have indicated that regularly pulling an all-nighter can lead to a lower GPA.

Power down the caffeine.

Consuming large amounts of caffeine creates a jolt of energy with an inevitable crash later on. Caffeine stays in your system longer than expected and can cause for restless nights of sleep leaving you feeling drained instead of refreshed in the morning.

Study with fun friends. With the wrong mix of people, a study group can turn into a gossip session! Don't study with friends who are going to distract you from productive work. Pick a place that is conducive for studying with little to no distractions, such as the library.

Wait until the last minute. This often leads to using all of the other DON'Ts on this list! Cramming only allows you to remember the material for a short period of time, rather than studying to retain the knowledge for the future. If you run on adrenaline, schedule a deadline a week before the real deadline to allow yourself extra time in case you procrastinate.

Constantly remind yourself what is at stake. Remembering the importance of the outcome of the test can be motivating, but heavily fixating on what is at stake can create test anxiety. If you become over focused on the outcome of your test, switch gears. Be your biggest cheerleader and remind yourself how hard you have worked!

Source: <http://stress.about.com>

DO!...

Play games. Board games, computer games, and cards can be a nice break from studying with a fun hands-on activity.

Laugh. Watch a funny TV show or call up your funniest friend! Laughter can release tension, provide distraction from stress, and just make you feel good!

Listen to music. Classical music can increase concentration while studying, relaxing tunes can calm you when you are feeling stressed, and fun songs can give you that energy boost to feel motivated.

Draw, paint, or plant something.

Using your hands in an artistic way can help process emotions and bring a feeling of calmness while creating a new project.

Take a walk. Exercise can provide distractions from stressful situations. It can also be an outlet for frustration, as well as an energy booster to help you through your long days.

Create a spa in your home. Pamper yourself! Block off some time to yourself and soak in a hot tub with candles and aromatherapy to soothe you after a long day of studying.

Play with a pet. Pets can reduce blood pressure and they can be a good support when you need a buddy!

Eat a balanced diet. Eating balanced meals throughout the day can give you natural energy to face stress physically and mentally. Eating breakfast is the best way to start your day by combining fruits and protein.

Manage your time and stay organized. Mapping out your study plan and organizing your materials is a proactive strategy to help reduce anxiety and prevent cramming.

Think positively. Optimistic thinking can help create positive outcomes. Picture yourself succeeding!

Source: <http://stress.about.com>



MAT Secondary Technology Education



The College of New Jersey would like to welcome Dr. Susan Donohue as the interim coordinator of the Masters of Arts in Teaching Secondary: Technology Education program. Dr. Donohue is in her second semester as the interim program coordinator. She is originally from Virginia, where she earned her PhD as a systems engineer from the University of Virginia. Dr. Donohue focused the research of her doctorate program on the study of engineering education looking at gender issues, specifically recruitment and retention of females in underrated populations. Her second focus examined the probabilistic modeling of decisions made under conditions of incomplete knowledge.

Although Dr. Donohue is new to New Jersey, she is not new to instructing. After receiving an undergraduate degree in Political Science, Dr. Donohue's teaching experiences include Santa Fe High School in Florida, Northumberland County High School in Virginia, and part time as an English, History, and Government course instructor at an adult high school in Richmond.

In addition to serving as interim program coordinator, Dr. Donohue is an instructor and supervising teacher for her students during their semesters of student teaching. She helps prepare her students to apply what is learned in the graduate classroom to their onsite classroom, offering her support and experience as a resource for her Tech Ed students.

The MAT Secondary: Technology Education program is an opportunity for people who want to change careers and need an initial teaching certification in order to do so. Students who have a bachelor's degree and coursework in the design fields of engineering, architecture, or graphic design find the 14-month program a perfect fit to prepare them to teach in technology and pre-engineering programs in middle and high schools.

The cohort of students forms in June, and spends 14 months studying, constructing lesson plans, and applying methods during their final internship semesters. The internship spans over the fall and spring semesters and gives the students the opportunity to student teach, which allows them to develop their comfort level, apply the materials they constructed in their program, and discover their passion for teaching.

The 36-credit program includes an instructional planning assignment, or IPA, that prepares students with specific lesson plans which cover the span of 3-6 weeks in their internship study. Teachers, colleagues, and cohort members work together to develop feedback on the IPA before implementing it in the most independent part of their student teaching. "The structured approach of the program allows for a strong support system to ease the student's transition into their new teaching field," Dr. Donohue explains.

Dr. Donohue expresses such pride when speaking about her students at TCNJ stating "we have the most wonderful and best applicants," and she knows they are a significant piece to the success of the Technology Education program. The second successful piece is the talented faculty who "have been noticed as national leaders" in the field of Technology Education and have dedicated their knowledge and support to the professional development of TCNJ's students. With the leadership of the faculty, the MAT students are prepared for one of the greatest advantages to the program: a "near guarantee of employment" explains Dr. Donohue. Within this field, the demand for technology instructors in middle and high school exceeds the supply of teachers, and Dr. Donohue has seen the "preference to hire TCNJ students" from various New Jersey school districts.

In addition to the success of her students, the "family approach" taken at TCNJ has been Dr. Donohue's favorite part of her teaching here. The focus on the students and their development is inclusiveness that you can't find everywhere, and it is the reason educators who are so passionate about teaching and education are attracted to this school. "The students are the reason for the job!" said Dr. Donohue.

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She encourages these exceptional students to take advantage of the learning opportunities within this support structure to try new things as preparation for their career. “Don’t be afraid to try,” she stated “because this is the time to learn; we learn just as much from our failures as we do our successes.”

When asked if there was anything else Dr. Donohue would like to add, she simply responded in her genuinely supportive fashion, “If

you combine teaching and technology, you get the best of both worlds!” The College of New Jersey is happy to have such a passionate and encouraging instructor in Dr. Donohue and we wish her, and her students, the best of luck in the upcoming semesters.



Meet the Students



The College of New Jersey offers degree and certificate programs that challenge graduate students to learn, apply, and excel in the career field of their choice. With the help of a very friendly and supportive faculty, graduate students experience the high caliber courses that will prepare them for their field. All of The College’s students exhibit dedication within the various departments and in order to get a closer look at their experiences, the Office of Graduate Studies sought recommendations from program coordinators to highlight several outstanding students. These students were gracious enough to volunteer their time to allow an interview that highlights their work, achievements, and a glimpse of each of their programs.

The Office of Graduate Studies is honored to feature them in this Spring 2010 issue.



Meet Manny Caravano, a student in the Masters in Education program in conjunction with the Regional Training Center. Having recently completed the program this January, receiving his degree with a concentration in Classroom Climate and Management, Manny felt the challenging coursework and practical applications improved his teaching style and the experience

with RTC was beyond rewarding.

Currently a physical education teacher in the Bridgewater-Raritan School district, Manny considered working towards a Masters degree through RTC because of the encouragement of his mentor, Amy Stewart. Amy is a 42 year teaching veteran and her dedication to lifelong education motivated Manny. She led through her own example by attending workshops with Manny his first year as a teacher. Her commitment to learning and passion to seek out new ways to improve her own teaching inspired Manny, so he took his mentor’s advice in order to improve his own teaching and enrolled in the RTC program.

The support of his district has been a guiding source and Manny praises his colleagues as the best

teachers he has ever met. The recognition of the importance of physical, intellectual, and emotional development of students in the district motivated Manny's interest to enroll with RTC in order to provide each student with the best education possible.

In the program, Manny loved the experience of working alongside teachers from different districts and various grade levels, finding the opportunity to collaborate with other professionals as one of the greatest benefits of the RTC program. Manny found the greatest asset to the RTC program was the high quality of teachers it attracts because "each classmate pushes the next to perform and learn from their experiences." Moreover, the materials studied in the program were extremely relevant and applicable to Manny's teaching experience and the immediate application of the learned material became Manny's favorite part of the program. "I was able to apply the approach that all students must feel capable, part of the learning community in the classroom, and have the ability to contribute to that learning community." This concept, in addition to others gained through RTC, has drastically changed Manny's teaching style, and Manny knows it is a result of the Masters program. "I can now specifically find a way to reach each student who enters my classroom," says Manny. This approach has enabled Manny to find ways to motivate students to learn the materials and take pride in their own work and performance.

As a new alumnus to the RTC program, Manny advises incoming graduate students "to embrace the learning and reflective process that occurs in the program." Manny found in his own experience that the program provided him with the time to reflect and assess his teaching abilities, and "through this process, you will find your strengths and weaknesses and be able to ultimately change the teacher you are to better your students."

After this program, Manny is still reflecting on his own career, contemplating what the future holds. Currently, Manny loves teaching physical education and being a part of the unique experience in the gymnasium, feeling extremely fulfilled when he gets to see a student learn a new skill or improve their ability in class. In addition, he sees the importance of demonstrating the behaviors a teacher wants and expects from their students, so Manny likes to share the different ways he stays healthy. Every two years Manny runs a half marathon to explain the importance of determination, hard work, and goal setting.

It is evident Manny has made an impact on his students, mentors, and professional colleagues, and his passion for learning and teaching will be a lifelong strength. Manny found the support of his wife, Lauren, and the work ethic from his family ignited his desire to continue his education and improve his

teaching for the benefit of his students. His program coordinator, Dr. Alan Amtzis, describes Manny as having "a caring heart and great intellectual curiosity" and deserving of his honor as this year's RTC valedictorian! The Office of Graduate Studies and RTC wish Manny luck throughout his teaching career!



Introducing, Brianna Tucker, a student pursuing a Master's degree in Educational Leadership through TCNJ's partnership with the Regional Training Center. Brianna is currently working at Hackensack Middle School as a 7th grade Language Arts teacher and plans on completing her program in the spring of 2011.

While teaching 7th grade, Brianna was "waiting for the right time" to further her education. An alumnus of the RTC program, who is also a dear friend and colleague of Brianna's, recommended RTC as the perfect opportunity to pursue another degree, swearing by "the honest, practical approach." The encouragement of her colleague and the reputation of success within the

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program inspired Brianna to enroll.

The support and motivation provided by the RTC instructors has encouraged Brianna and her classmates to apply what they learn not only to their coursework, but especially in their own classrooms and instruction. Specifically, Brianna has gained insight into the benefits of teacher research, the foundation of brain-based learning, and differentiated instruction. She found the application of this knowledge as the greatest advantage to her experience with RTC. “I have learned a tremendous amount of knowledge and what we learn in RTC is realistic guidance for our classrooms.”

Before working as a middle school Language Arts teacher, Brianna was a backup singer for “the great genius of soul,” Ray Charles. She performed as a Raellette with his orchestra during a year-long tour in 2001, traveling the world to places such as Germany, France, and Japan. Brianna attributes the foundation of her work ethic to her touring experiences, which also helped her grow into a well-rounded person. The exposure played a huge role in molding her into the dedicated teacher she has become because she applies the biggest learned lesson from her time with Ray Charles... “Hard work pays off, never make excuses for your shortcomings, and no matter what you choose to do in life, work with passion and the work will reward you.” Brianna has applied this to her graduate experience by dedicating herself

to her coursework and classroom instruction to gain the most from the opportunities that have become available to her.

Described by the RTC program coordinator, Dr. Alan Amtzis, as a “thoughtful and motivating English teacher,” Brianna has applied her passion for learning as a student and teacher. She hopes to one day model her RTC instructors and work as an English professor, motivating the eager minds at the graduate level. Good luck to Brianna as she continues to pass on her motivation to her young students!



Meet Tom Nygren, a student working on his Master of Education in Teaching English as a Second Language. After Tom finishes this spring semester, he will have one more class in the summer before his August graduation.

A resident of Ewing since 1995, Tom has been familiar with TCNJ for a while. His interest in teaching English as a second language sparked his pursuit of a graduate program, and for him “it was natural to look to TCNJ.” The flexibility of the program and the course design allows Tom to take

classes while still working three to four days a week in Princeton. Tom is currently working in the field of technology and higher education for Ithaka, a non-profit organization. Holding the title as Project Director and Senior Business Analyst, Tom does strategic planning, report writing, and research for the database of online scholarly journals, JSTOR.

This semester, Tom is currently completing his practicum requirements, which is a semester of student teaching at Ewing High School. With this being a mid-career change for Tom, his student teaching has been a fresh start for him and he has been able to readily apply his course material to his new experience.

Originally growing up in Pakistan and familiarizing himself with that part of the world, Tom’s interest in cultures has grown since enrolling in the TESL program and working with his classmates. “I have really enjoyed meeting my fellow students. I have been amazed at how diverse they are, including many students with a variety of international backgrounds.” The combination of various backgrounds and previous professional experiences, especially experienced teachers, has been Tom’s favorite aspect of his classes because the diversity adds value to the class discussions.

Meet the Students ...cont.



Tom will be exhibiting his research project at the upcoming TESOL International Convention in Boston. His research includes using a research tool with JSTOR, “Data Research” to evaluate the Academic Word list, which is a specialized vocabulary list designed for teaching academic English. Data Research provides access to the entire body of academic literature in the JSTOR database. Tom is able to use over 5 million articles for his research, utilizing the “amazing resource for linguistic research.” His goal is to turn this presentation into a research article with the hopes of getting it published and continuing to research memory and how the brain learns.

In addition to his presentation, Tom’s program research paper, “Language Acquisition, Emergentism, and the Brain” is being published. After reading a book called *On Intelligence* by Jeff Hawkins, the inventor of the Palm Pilot, Tom became interested in Hawkins’ ideas of how the brain works. He connected this concept to other research he was reading about how people learn second languages. Tom worked with Dr. Wu on this project during a summer independent study and recently became aware that the Journal of Student Scholarship accepted the paper for publication next spring.

As a father of two and soon to be empty nester, Tom would love to teach at a university overseas in the upcoming years. In the meantime, Tom is focused on finishing the

program with the goal of teaching ESL at the college level. He encourages incoming graduate students to take advantage of the opportunities to get to know the professors and classmates because they add significance to the experience as a graduate student. The Office of Graduate Studies would like to congratulate Tom on all of his remarkable research in the TESL field!



Meet Sabrina Magliulo, a student in the Educational Specialist (Ed.S.) degree program for Marriage and Family Therapy. Sabrina will complete this 24-credit program for Masters level professionals in May, pursuing her licensure in the area of Marriage and Family Therapy. She is currently interning at the TCNJ clinic, gaining valuable experience working with families and co-facilitating a career exploration group for adolescent mothers.

Currently working as a Program Specialist for the Educational Opportunity Fund program at The College of New Jersey, Sabrina knew the Ed.S. program was a perfect match for her. After completing her Master’s of Education in Psychological Services, Sabrina worked for the School Based Youth Services Program in Camden, New Jersey. She served as the Family Counselor for the Family Intervention and Empowerment Program where she learned the value of working with families, becoming interested in pursuing a license in this field. Sabrina furthered her experiences by providing in home therapy to children and families in Hudson and Passaic counties.

Sabrina feels her heritage has been an influential aspect of her interest in her work as her “experiences as a Puerto Rican woman who was raised in Jersey City” has created an interest in serving low-income families from inner cities. “Many times people living in similar communities get inundated with so many negative messages about their potential and become overwhelmed with external circumstances that it can be easy to overlook their strengths.” Sabrina’s goal of family therapy is to assist such families through difficult transitions by helping them utilize support systems and the strengths within themselves and their communities. Additionally, she would like to work with

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Spanish-speaking families to provide bicultural and bilingual therapeutic services in areas that lack that resource.

Sabrina’s advice to incoming graduate students speaks from her personal experiences in the graduate program. “Take advantage of all the resources available, specifically the people you will come in contact with such as the professors and peers; the encounters teach you so much more than the textbook material alone.” The approach of Sabrina’s program supervisor, Charleen Alderfer, and her passion to work with families and couples motivates Sabrina to want to immerse herself further into this field. The learning opportunity with Charleen Alderfer allowed Sabrina to explore her own family of origin and reflect on how it affects her work as a therapist. This has directly applied to Sabrina’s field work as she is able to look at the larger system beyond the family and see the effects it has on individuals. These experiences of personal and societal reflection are Sabrina’s favorite experiences in her program.

As graduation nears, Sabrina will continue to gain clinical experience in order to obtain the required hours to sit for the licensure exam. Once she receives this credential as a Licensed Marriage and Family Therapist, Sabrina plans to have a part time practice in an urban area to help families that may not have access to quality services. In the future, Sabrina would like to learn more about the advocacy efforts of

LMFT’s in New Jersey schools.

In the meantime, Sabrina enjoys spending time with family and friends. She has a passion for traveling and learning about different cultures, and she is treating herself to a trip to Hawaii after her May graduation. Congratulations on your graduation, Sabrina!



DID YOU KNOW?

Career Services and the Tutoring Center have a new home! The academic centers have moved to Roscoe West Library Rooms 101 and 102. Drop in or make an appointment for academic assistance, resume reviews, and career counseling. Students are encouraged to visit the online Career Handbook, <http://www.tcnj.edu/~career/guidance/jobmanual.html>, to assist in building a resume, composing cover letters, sharpening interview skills, and other useful preparation information applicable to the job hunt.



Mark Your Calendar



The Graduation/ Program Completion Application Deadlines Have Passed

January 29th- Deadline to apply for May 2010 graduation (degree/completion posting and commencement)

February 23rd –Deadline to apply for August 2010 graduation (degree/completion posting)

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: 609-771-2647.

A \$35 late fee will apply!

Visit www.tcnj.edu/recreg/calendars for more details



Spring 2010

APRIL

6th: Fall registration window opens until April 16th

MAY

7th : Last day of Graduate class

14th: Commencement



Important Reminders



May and August Graduation Notes

Students planning on graduating in May or August of 2010 must have already applied by the designated deadlines. Students who have not yet applied are advised to immediately call Records and Registration and apply online, and students will be assessed a \$35 late fee. Students who are unsure of their eligibility should contact their program coordinator.

Students who, at the end of the Spring 2010 semester, will have 7 or fewer credits to complete their program over the summer may participate in the commencement ceremony on May 14th and will graduate in August. (Please note there is no August ceremony on campus.) Students with more than 7 credits to complete following the end of the spring semester may participate in the May 2011 ceremony.



FYI

There has been a change in the NJ-required School Leadership test number for principal certification. The prior test number was 1010 School Leaders Licensure Assessment and was a six hour test that is no longer offered by ETS. The current number is 1011 School Leaders Licensure Assessment, and it is a four hour test which is now required for NJ principal applicants.

The next test date is April 24th and students can register at www.ets.org/sls. The registration deadline is March 25th. Also on the website, you will find a test preparation section which gives sample questions and scoring for constructed responses.