



The Graduate Column



OCTOBER 2010

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Articles written by
Kyle L. Campisi
Graduate Assistant

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

In this issue, we are pleased to share: an overview of the new Eickhoff dining hall; information regarding the upcoming registration period; interviews with several outstanding graduate students; introduction to a faculty member; and important upcoming calendar dates and reminders for students!

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

Susan Hydro, Assistant Dean –Office of Graduate Studies

Eickhoff Hall: Campus Dining Evolved

Did you know that TCNJ now has nine new and delicious restaurants that can be found in one modernized, state of the art location? That's right; we're talking about the newly renovated Eickhoff dining hall. Campus dining is definitely not like it used to be as this Eickhoff transformation has left students, faculty and visitors alike hungry for the aesthetic architecture and taste bud satisfaction they're sure to receive on each and every visit.

The College of New Jersey is ranked highly in so many aspects of the college experience (i.e. the beauty of our campus, the expansiveness of the library, the rigorous and appealing academics, the caliber of our sports teams and

overall student satisfaction). However, in the past, Dining Services was always consid-



The Omelet Bar. A taste of the Eickhoff renovations.

ered to be simply "average." John Higgins, the General Manager of Dining Services, and his team believed that it was time to raise that bar. The decision to renovate came at a perfect time, as the money to revamp Eickhoff came from TCNJ's contract going to bid. Therefore, a large portion of the cost

was paid for by Sodexo. To ensure that the TCNJ population was going to get exactly what they wanted out of the renovations, TCNJ students we asked to visit other schools to evaluate their dining experiences and provided feedback on what they liked, did not like, and wanted to see come out of the renovations.

Eickhoff dining hall is now a state of the art facility with a bigger fan base than ever. Before the transformation, Eickhoff served about 5,500 swipes a day. Now there are over 7,000 swipes on average daily. The dining hall is filled with light and vibrant colors,

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Eickhoff Hall: Campus Dining Evolved...contd. from page 1



The new layout of Eickhoff Dining Hall

“The food is fresh, well-prepared and of variety as you can see everything being made to order in front of you.”

as well as multiple seating styles ranging from cozy booths to long tables for groups. Although the visual look and layout is certainly pleasing, the most important aspect of the renovation is the variety and quality of the food. In each restaurant, the food is produced and prepared as you wait and directly in front of you. The food is fresh and locally grown as dining services buys from New Jersey farmers when in season.

The names of the various restaurants within Eickhoff are completely unique to the college and were chosen with the TCNJ history and campus layout in mind. For example, the 31 North Deli was named after the most travelled route to the campus. Bamboo Gardens, the sushi restaurant, was named in honor of the stalks of bamboo growing on Metzger Drive. Roscoe's Tacos and More applies to TCNJ's furry, loveable but competitive mascot. The Veggie Loop is labeled for the popular running route on campus, while Quimby's Kitchen is named after a former college administrator who scolded students for walking on the grass behind Green Hall. A full list of restaurant names and their stories can be found at: <http://www.tcnjdining.com/eickhoff/index.html>.

Students can whip up their own fresh salad from the selection of vegetables and toppings from Green Farm

Salads, pick up home-style rotisserie chicken and comfort foods from Quimby's Kitchen, a juicy burger from C-Street Grill, or grab a quesadilla, burrito or a plate of nachos from Roscoe's Tacos & More. There is brick oven pizza at Ceva Pizza and Pasta, specialty and made-to-order sandwiches from 31 North Deli, and delectable desserts straight out of the oven at Bliss Bakery. One of the new additions to the Eickhoff dining experience is the 91.3 Wokery, named after TCNJ's very own radio station. The Wokery is designed in the style of a Mongolian Grill in which the students can choose their own vegetables and protein and watch as their food cooks on the large round stone grill. Rice, steamed vegetables, dumplings and spring rolls are also available to add to the meal.

For students with special dietary needs, have no fear, as Eickhoff is surely a safe place for you to eat. Mr. Higgins' first recommendation for these students is always to see TCNJ's dietitian Jeanne Molloy first. By seeing her or contacting her at sdhrd@tcnj.edu, both students with or without allergies and restrictions can receive a sense of comfort about what they are eating. The service is of no extra cost to TCNJ students and Dining Services has always received a lot of positive feedback about the experience. The new “My

Zone” provides a hand washing station as well as a separate microwave and toaster for the gluten/allergy free products available within the section. Suggestions for new foods are always encouraged and all a student has to do is ask.

So why should graduate students and faculty make Eickhoff their one stop shop when they're in the mood for food? John Higgins affirms that it is a community building location. “It is a place for everyone, undergraduates, graduates, commuters, faculty, staff and visitors to meet and gather. It has the most options, there is meaningful interaction between our staff and the students, and the space is much more exciting. The monthly activities we plan are to support all the students. Bottom line is the food is fresh, well-prepared and of variety as you can see everything being made to order in front of you.” For more information on the Eickhoff transformation or how to purchase a block meal plan please visit Eickhoff Hall room 192, check out the Dining Services website at www.tcnjdining.com or e-mail John Higgins at sdhgm@tcnj.edu. If you do not desire a block meal plan, cash, credit and Get It are also accepted as payment.





YOUR SPRING 2011 REGISTRATION APPOINTMENT INFORMATION IS AVAILABLE IN PAWS

November 8-12, 2010

It is hard to believe that registration for the Spring 2011 semester is just around the corner. With the roll-out of exciting enhancements to the registration process, the Office of Records and Registration is looking forward to the upcoming registration cycle. In keeping with our commitment to prepare Graduate Students for Registration, we have compiled some important information that will help you prepare for the upcoming registration window beginning November 8th.



View Your Enrollment Appointment in PAWS: The initial Spring 2011 registration period is now one week!! The new cycle gives students more preparation time. Registration will begin on November 8 and run through November 12. Access PAWS to find out the exact date and time you can register. Once eligible, students may remain eligible throughout the registration period. However, students who do not register by December 15 will be subject to a late registration fine!



Search for Classes and Fill Your Shopping Cart: The Spring and Summer Schedule of Classes is now available on PAWS. Prepare for registration week by adding courses to your Enrollment Shopping Cart prior to your enrollment appointment.



Check for Requisite Issues: Now you can see if you have met enrollment requirements prior to your enrollment time. The new Validate feature (available in your Shopping Cart) alerts you to any requisite issues that may prevent you from enrolling in a class.



Resolve Requisite Issues before Registration: If the Validate feature identifies a potential requisite issue, and you are confident that the requisite was met, contact your advisor for assistance.



Check for Holds: Holds will prevent you from registering for your classes. Check your account early and frequently for Holds. If there is a hold on your account, resolve the matter prior to your Enrollment Appointment.



Visit the PAWS Tutorial: For step-by-step instructions on viewing your Enrollment Appointment, searching for classes, using your Enrollment Shopping Cart, checking for requisite issues, or viewing Holds, visit the Student Tutorial Page at <http://www.tcnj.edu/~it/paws/students.html>.



Remember, planning ahead is the key to a successful registration process. If you have any questions or need additional information, please feel free to contact Records and Registration at 609-771-2141 or <http://www.tcnj.edu/~it/paws/contact.html>, or visit the Registration Information page at: <http://www.tcnj.edu/~recreg/register/SpringRegistration2011.htm>

Meet the Faculty



Dr. Gloria Albright

She loves to hear students say, “you know, what I really like about this course is that I get to sit down and think about me.”



Dr. Gloria Albright, Department of Educational Administration and Secondary Education

Dr. Albright wears many different hats as an educator. She is a social studies teacher at Trenton Central High School West Campus, an adjunct professor for TCNJ’s Educational Administration and Secondary Education departments, and an instructor for TCNJ’s partner in teacher professional development and teacher research, the Regional Training Center (RTC). She has taught AP US History, Multicultural Issues, Psychology, Anthropology, Introduction to Sociology, Educational Issues and the Senior Seminar at the high school level, while teaching the graduate level courses: *Curriculum in Secondary Schools* at TCNJ and *Exploration of Classroom Inquiry* for the TCNJ/RTC combined Master’s Program.

Dr. Albright is originally from Columbus, Georgia, but has travelled all across the country to complete her degrees. She earned her Master of Arts in History at American University in Washington, D.C., then went on to fulfill her Doctorate of Education at Western Michigan University in Kalamazoo. Disheartened by the “9 month winter-like weather,” Dr. Albright eventually moved to New Jersey where she began to supervise some of TCNJ’s secondary education student teachers. During that time, one of her fellow professors asked if she were interested in teaching a class about social problems in educational

leadership for Secondary Education. Since she was already teaching a class about educational issues at Trenton Central High School, she believed it was a good compliment. Dr. Albright stated, “I wanted to get back to higher education, because most of my career has been at that level. I truly enjoy teaching high school students, but higher education completes the circle for me. Going from the high school senior to the professional side of curriculum keeps me alive.” Because of Dr. Albright’s insistence in working with both secondary and graduate level students, she feels able to enrich the learning experience for each age group.

Teaching an RTC course in TCNJ’s joint master’s program has also been an extremely enjoyable experience for Dr. Albright, as she believes the program is rather extraordinary. RTC has the feel of an intimate program, where the students enjoy the flexibility it provides: the curriculum is designed to make students become self-reflective as they engage in the initial stages of their research. She is most looking forward to the RTC student portfolios this upcoming semester. In the portfolios, the RTC students demonstrate who they are as professionals. In the past, students have created poster displays, performed a practice lesson, prepared a PowerPoint presentation or

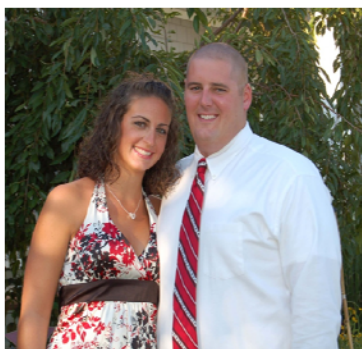
made a home video. The sky’s the limit for these students to showcase their talents and professional work during this project. Dr. Albright loves how projects like these in the RTC program engage the students in the reflection of their practice. She believes that the program takes the mystery out of the action of self-reflection and evaluation. She loves to hear students say, “you know, what I really like about this course is that I get to sit down and think about me. I get to reflect on myself and my practice and what I’m doing for my own students.”

When she’s not busy in the high school or working with her graduate students, Dr. Albright loves to do some leisure reading. She states, “I used to be a tennis player! But...since my bones are getting a little older, I now spend more time reading.” She particularly enjoys the author Lee Childs and his Jack Reacher novels. She also has three grown children, two sons and a daughter, and no pets. With her experience in raising children and being a teacher and role-model for numerous others, Dr. Albright recommends focus and discipline as necessary traits for the TCNJ graduate student. Her advice to graduate students is to have a clear sense of what you want to achieve, as it will guide you in your decision making and help you successfully navigate your way to the end of the program. Welcome, Dr. Albright! We wish you well throughout the upcoming semesters!

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 peak into the life of a TCNJ graduate student. The Office of Graduate Studies is honored to highlight these three students in our Fall 2010 issue of the Graduate Column.



Jessica Kerley Gaeckle Master of Arts in Teaching: Urban Education

Meet Jessica Kerley Gaeckle! Graduating this December, Jessica will be the first graduate of the integrated Bachelor's and Master of Arts in Teaching program for Urban Education. The integrated Bachelor's and Master of Arts in Teaching program in Urban Education is designed for students who have completed high school and who have not yet earned a bachelor's degree. It is a five-year program that culminates in a masters degree and both K-5 or P-5 and ESL certifications. Jessica originally began her undergraduate education at TCNJ in 2006 as a traditional,

four year, elementary education and Math, Science Technology (MST) major. She learned of the Urban Education program in the fall of her junior year and began to follow the course sequence. Jessica states that, "I graduated from the undergraduate portion of the program this past December when it became an approved program. Basically, I was on track with my courses and was waiting for the systems to catch up!"

Having attended an inner city public high school, Jessica had a desire to teach in an urban population. When asked why she decided to switch majors in the middle of her junior year, Jessica replied that the content of the program and the "urban" title were appealing. The idea of staying an extra year at TCNJ to complete her master's degree was especially appealing and she had always wanted to work with an inner city population. Jessica's immense curiosity about the program allowed her to finally take the leap and switch.

Jessica's favorite experience within the program was studying abroad in Mallorca, Spain for the summer. In a foreign country, taking two classes, and living on her own without a cell

phone or immediate connections to any of her family and friends, the first couple days abroad were extremely overwhelming for Jessica. "This was extremely frightening to me as a child of generation Y. I knew I would be meeting new people from all over the world, whose first language was not English. I was scared out of my mind." Despite her initial fear, Jessica ended up meeting an incredible group of people at the first orientation prior to beginning classes and had an absolutely amazing time. She took the opportunity to practice her Spanish, form bonds with her teachers and fellow classmates, and discover a new perspective on the job market. "While most people in my classes were American-born, they were currently teaching and living overseas. This reminded me that however bad the job market may seem here at home, there are plenty of jobs for teachers all around the world. If I were at a different spot in my life, or had chosen a different path, even at my age, I absolutely might have looked to teaching abroad."

It seems that Jessica made the right choice because there are several things

"This reminded me that however bad the job market may seem here at home, there are plenty of jobs for teachers around the world."

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Meet Fellow...Students, contd. from page 5

“TCNJ’s program required only one year to earn the Master’s degree...so it seemed like the perfect compliment.”

-Marybeth Kowalski

her program that she truly enjoys. She first mentioned the closeness of the program in terms of connecting with the professors, staff, and fellow students. Everyone Jessica encountered was incredibly helpful, knowledgeable, and willing to take the journey through this new program with her. Her professors, especially, have a dear place in her heart as, “they were some of the best mentors I never would have thought to ask for because I couldn’t have known such great people were available. They go above and beyond a classroom level- they are my life mentors.” She also appreciated the flexibility of the program as she was able to earn her Math, Science, Technology (MST) endorsements and certifications along with her elementary and ESL certification...and study abroad!

When asked how she felt about being the very first person to graduate from the program, Jessica admits that she did not realize the positive impact about what she was doing at first. “I really did not realize the importance of what I was doing until everyone else became excited about it. I guess it is a big deal to be the first student to graduate the program! I still don’t think it’s hit me however.” In the future, Jessica is looking forward to running her own classroom and finally being able to put into practice everything she has learned at TCNJ. She advises current and future graduate students to truly enjoy their time here because it goes so fast and there is so much to experience.



**Marybeth Kowalski
Masters of Arts in Teaching:
Special Education
5 year program**

Introducing Marybeth Kowalski! Currently in her fifth and final year, Marybeth will graduate in spring 2011 with a Masters of Arts in Teaching through the Special Education department’s five year program. This program also leads to special and elementary education certification, but is only for graduates of TCNJ’s undergraduate portion of the program. (Students who attended other schools for their undergraduate degrees can apply for a different version of the MAT Special Education dual certification program. For her undergraduate degree, Marybeth was a Special Education and Spanish double major.

Marybeth’s freshman year and fall semester sophomore year was spent at St. Joseph’s University in Philadelphia but she had always wanted to attend TCNJ. The summer between her freshman and sophomore years of college, Marybeth worked on TCNJ’s campus for the Commission for the Blind and Visually Impaired’s (CBVI) Work Skills Prep Program. For one month, Marybeth worked with high school students who were blind and visually impaired, with sec-

ondary disabilities. She met a lot of friendly and enthusiastic students and many great professors in the Special Education department. She had also found out about TCNJ’s five year Special Education Masters program which sounded especially appealing. “I heard advice from so many teachers stating that they had wished they worked for their masters right after graduation,” Marybeth said. “They all told me how hard it was to go back and take over two years to get those masters degrees. TCNJ’s program required only one year to earn the Master’s degree, as part of the graduate work is completed throughout the undergraduate career, so it seemed like the perfect option. It was definitely worth it.” These interactions, as well as her time in the CBVI program, made Marybeth want to transfer to TCNJ. “As soon as I got accepted I jumped right in, got involved in the Career and Community Studies program (CCS) and other programs revolving around Special Education.”

The CCS program was an important supplement to Marybeth’s Special Education degree and a fantastic way to improve and practice her skills working with a special needs population. The CCS program is a four-year program for college students with intellectual disabilities. It is based in the School of Education so for the most part the students are on campus, although they do receive the opportunity to work internships both on and off campus. The goal of the program is to have the students learn and develop ideas regarding their career choice, gain unique educational opportunities and help

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Meet Fellow....Students, contd. from page 6

them determine their own personal strengths and weaknesses while gaining important life experiences. Marybeth's role in the CCS program is one of a "Job Coach." She makes sure that the employer is supporting the TCNJ CCS students in the best way that they can, supports individual students while on the job, and helps them with the job tasks and other situations and obstacles that may come up on a daily basis. Marybeth affirmed, "It was a great way for me to gain experience working with students. I'm personally most interested in working with transition-age students (generally 16 to 24 years of age). CCS provides the perfect population."

Marybeth truly enjoyed her coursework, especially a course taught by Dr. Jerry Petroff, which dealt with teaching students with severe disabilities. Students with severe/significant disabilities were defined as students that would need the most support in most of the activities in their lives. This could include disabilities such as Down Syndrome, Autism Spectrum Disorders, and Fragile X. Marybeth and the rest of her classmates learned the various accommodations that are possible, as well as the best methods for student support. As a student in the Blind and Visually Impaired Special Education track, Marybeth has also taken classes that revolve around learning Braille and the foundations for visual impairment. Last year she even went to Pittsburgh with Dr. Petroff to present research at the largest national special education conference in the country, TASH.

Marybeth would love to find a job as a transition counselor in a public high school after graduation. She wants to work with the school district and its students with special needs to help them plan for successful futures after high school. "I don't know how much I envision myself standing in front of a classroom and teaching," Marybeth ponders. "I see myself continuing job coaching, talk-

ing individually with the students to figure out what their goals are and what they want out of life."

In her free time, Marybeth works for the Special Olympics as a soccer, cross country skiing, and track coach in the West Windsor Plainsboro District. She enjoys running and also watching television shows such as "Modern Family." Although Marybeth is definitely busy, she wouldn't change one minute of her packed schedule. Her advice to the graduate community would be to just get as involved as you can. "I made my schedule really busy, at least with Special Education activities such as the CCS and CBVI programs and Special Olympics, so I would have as many opportunities as possible to work with this special population," says Marybeth. "All these experiences will make me a better educator. I don't believe there is such a thing as too much experience. The more the better!"

Elise Kaye TESL Certification Program

Presenting Elise Kaye! Elise is currently



in TCNJ's Teaching English as a Second Language (TESL) certificate program. She started her collegiate education as a mu-

sic major at Brooklyn College in New York City and then went on for a two year masters degree in music therapy from New York University. Elise considered herself very fortunate because she acquired and maintained a job working as a Certified Music Therapist for the Nassau Center for the Developmentally Disabled, a private school in New York, before she even graduated. Elise had studied flute, violin, piano, guitar and voice; all of which she utilized in her music therapy program with her clients. In addition the school fortunately provided a great number of other instruments such as the autoharp, rhythm instruments, xylophones, and bells to be used with the students. Most of her clients were autistic and childhood schizophrenic and ranged from five to twenty-one years of age. Because her clients were very low functioning, she often targeted a great number of different skills such as fine and gross motor coordination, listening skills, turn-taking, self-help skills, cognitive ability, socialization and self-esteem. It was such a creative environment for Elise as she had the opportunity to teach these students how to express themselves and learn through music.

Although Elise has not been a part of the music therapy profession for many years, she still maintains her creativity and desire to work with students of all ages. Therefore she had decided to become a member of the TCNJ graduate community to acquire her TESL certificate; hoping to follow this with the acquisition of a master's degree as well. When asked why she chose TCNJ and this program, Elise stated, "My daughter went here very recently and earned a Masters in Education. She thought the program here was excellent and provided a lovely environment for learning. I personally knew TCNJ had a fantastic reputation, which was an asset." In terms of the program itself, TCNJ's program is accredited so Elise has high hopes for getting a job quickly after graduation. She also believes that being an ESL teacher will be a complete and

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Meet Fellow....Students, contd. from page 7

“My teacher came into class one day and started speaking only in Chinese. You had to see the look on everyone’s face!”

“Dig deep and if for some reason your original academic pursuits are not getting you work, then think again. See what other skills you have and go for it!”

rewarding experience. Elise has a dear friend in the field who loves being an ESL teacher. “The stories I’ve heard about the interactions with her students have always been fascinating,” remarks Elise. Most importantly, Elise wants to take part in a profession that enriches children’s lives.

Elise is both nervous and excited about her studies. She is not only brand new to the program but in the process of making a career change after many years. “It’s scary!” says Elise. “I haven’t been in school for a long, long time, so as an older person you start wondering if you can focus again. Regardless, I always like a challenge, I want to believe in myself, and I’m definitely devoted to working hard to achieve my goal.” Even though Elise is still sifting through the new information, she definitely loves the material presented in her classes. She had a particularly memorable experience in one of her classes that changed her whole perspective on learning and teaching ESL students. “My teacher came into class one day and started speaking only in Chinese. You had to see the look on everyone’s face! Initially she kept repeating Chinese phrases while doing hand gestures, and then began to use plaques with Chinese letters. After about twenty minutes we began to catch on to some of the patterns she was presenting. This was definitely an exercise to expose us to what an ESL student must feel like

coming from a foreign country, knowing little or no English, and being bombarded with another language. We were all very unnerved; it gave us a whole new perspective on what those students must go through.”

Elise is very impressed with her professors as they have a willingness to go above and beyond what is required. They are knowledgeable in the course content plus they bring experience and interesting activities, such as the one mentioned above, to the learning environment. Elise has also seen her professors use a lot of multimedia to make the class more interesting. “It’s not just a lecture; they have PowerPoint or videos, which definitely make the material more engaging.” As for the coursework itself, the idea that there are so many different languages and each one is individually unique is an intriguing concept. Elise enjoys learning about the various languages represented in the ESL community, which possess different nuances and language structures from those of the English language. Knowing these language differences will hopefully enable the ESL teacher to anticipate potential problems students might have when learning English as compared with their native language. For example, some languages, such as English and Spanish, require one to read from left to right, while other languages like Arabic and Hebrew involve right to left reading. “It is important for the teacher to know how to anticipate the problems students may have so that he or she can make the classroom a more effective and less stressful environment,” says Elise.

Elise has many personal interests including animals, music and Broadway shows, however, she loves to travel around the country in search of natural beauty the most. “My husband, daughter and I have gone to so many national parks throughout the U.S. and Canada. You just feel so at peace with the world when you have natural wildlife, snow capped mountains, lakes and waterfalls surrounding you. We have so many pictures and it is an amazing experience every single time, it is definitely my favorite type of travel.”

After graduation, Elise is hoping to be able to get a job quickly with her new skills and the hopeful forgiveness of the economy. Elise states, “I hope I’ve chosen a field that is in demand and will be able to be gainfully employed as soon as possible. I’m very excited at the thought of being in a classroom setting, and yet I imagine it will be very different from the music therapy environment I was familiar with in the past. Getting that composure in front of the classroom and reaching the kids, to be able to see the progress they are making on a daily basis, I imagine it will be very rewarding.” Elise advises the graduate community to, “trust that you can achieve what you set out to do, no matter what your age- as it’s never too late to rethink your future and reinvent yourself. Dig deep and if for some reason your original academic pursuits are not getting you work, then think again. See what other skills you have and go for it!”

Eickhoff Transformation Crossword Puzzle

Word Bank

- Green Farm Salads
- Bamboo Gardens
- Quimbys Kitchen
- Ceva Pizza and Pasta
- Veggie Loop
- 91.3 Wokery
- Roscoes Tacos
- C-Street Grill
- 31 North Deli

Clues

Across:

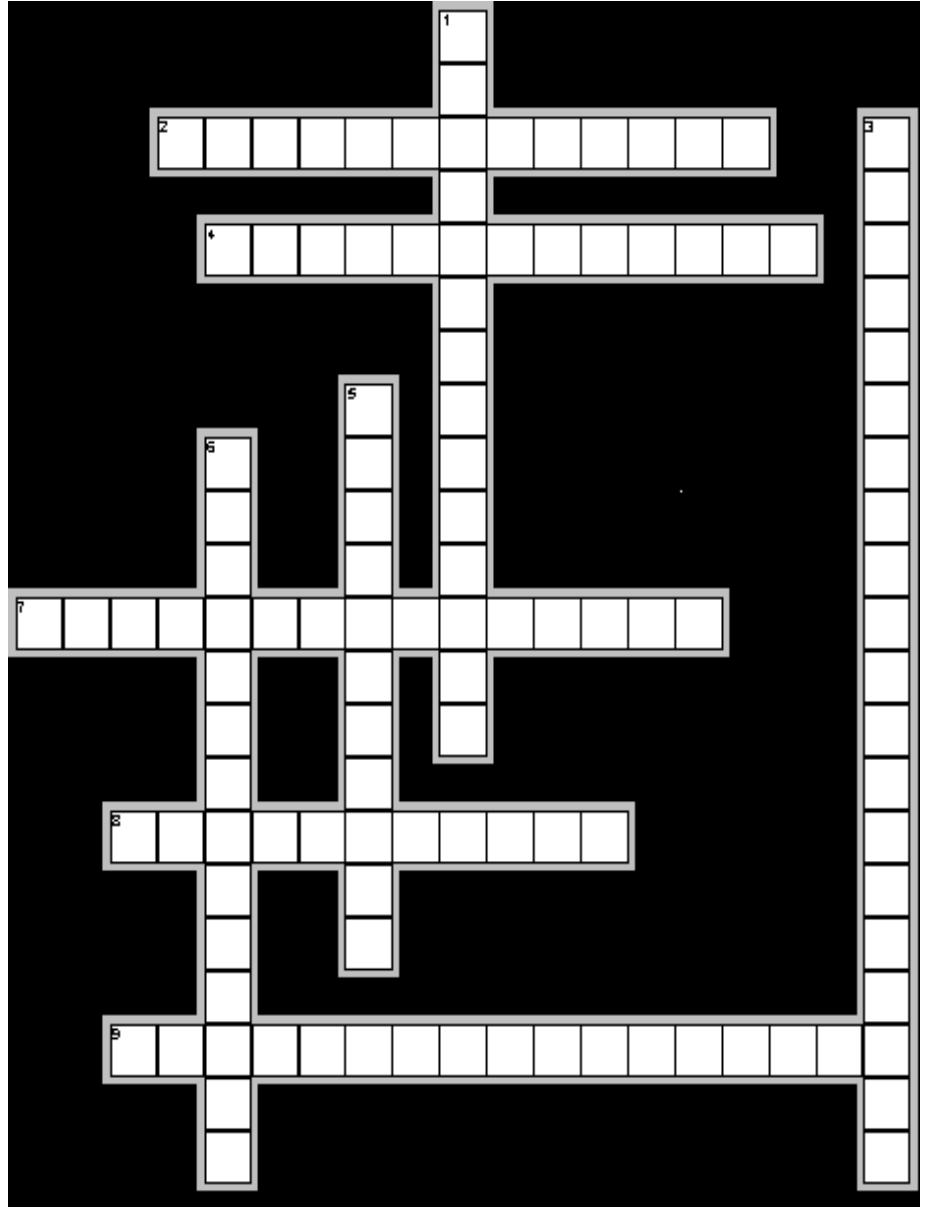
2. TCNJ's furry friend and competitive mascot.
4. Most traveled route to the campus of TCNJ.
7. Named after a former college administrator who scolded students for walking on the grass behind Green Hall.
8. Popular running route on campus.
9. The first brick house in Ewing Township, located behind the townhouses.

Down:

1. A campus road that students, staff and faculty use to get around.
3. One of the two beautiful lakes found on TCNJ's suburban campus.
5. TCNJ's very own radio station.
6. Grow on Metzger Drive.

****Hint****

Don't forget to include spaces, hyphen, and decimal point when you fill in the puzzle!





Mark Your Calendar!

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

Graduation/Program Completion

Application Deadlines

September 24: Deadline to apply for December 2010 graduation without a late fee (degree/completion posting)

February 11: Deadline to apply for May 2011 graduation without a late fee (degree/completion posting and commencement)

February 25: Deadline to apply for August 2011 graduation without a late fee (degree/completion posting)

Graduation Notice

If you are planning to graduate in December, but have not yet applied to do so, please contact Records and Registration at: 609-771-2141.

*A \$35 late fee will apply.

Fall 2010/Spring 2011

November 8th-12th: Spring and summer registration window (If you are a non-matriculated student applying for Spring matriculation, wait for admission decision and then register in January if accepted for matriculation.)

November 24th-26th: Thanksgiving Break

December 21st: Last day of fall Graduate Classes

January 18th: First day of Spring classes

January 18th-26th: Add/Drop Week

!! Important Reminders !!

December Graduation Notes:

Students planning to Graduate December 2010 who have not yet filed an application for graduation and/or certificate completion must do so **immediately**. In addition to the \$100 graduation application fee, the \$35 late fee will apply as well.

May Graduation Notes:

Students planning to Graduate May 2011 **MUST** apply for graduation and/or certificate completion by February 11, 2011. Contact your program coordinator with any questions regarding your ability to graduate in May 2011.

The commencement ceremony takes place once each year in 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 account for any outstanding financial obligations because 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!