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## Experiential Education Leadership Team Members

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<td><strong>Saliba Sarsar</strong></td>
<td>Associate Vice President for Academic Program Initiatives</td>
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<td><strong>Kelly Ward</strong></td>
<td>Faculty Director of Ex Ed, Associate Professor of Social Work</td>
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<td><strong>Wendy Harriott</strong></td>
<td>Assistant Faculty Director of Ex Ed, Associate Professor, Educational Leadership and Special Education</td>
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<td><strong>Joy Jackson</strong></td>
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<td><strong>Robyn Asaro</strong></td>
<td>Assistant Director of Study Abroad</td>
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<td><strong>Kathleen Kennedy</strong></td>
<td>Director of Cooperative Education</td>
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<td><strong>Marilyn Ward</strong></td>
<td>Coordinator of Service Learning and Community Programs</td>
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**Writer/Editor - Nina Jones**

**Art Design by Nicole Jones**
A Message from President Gaffney

Contemplating one’s future is a theoretical idea and so, too, can be preparing for it. A vibrant experiential education program can bring real life factors into a job and career search and better prepare a student for success in the workforce.

I support the Ex Ed program and believe it has been a bonus for many, many Monmouth University graduates.

Paul G. Gaffney II - President

A Statement from Provost Thomas Pearson and A Letter from Dr. Saliba Sarsar

Monmouth University takes great pride in Experiential Education and in celebrating its 10th Anniversary. As a curricular component of General Education and a graduation requirement for all students, it has given distinction to our mission and to our university.

The infrastructure we have created, consisting of a partnership between faculty and administration, has served us well. For each of the five Ex Ed categories - class projects, internships, co-ops, service learning opportunities, and study abroad - several assessment tools are used for data collection and dissemination. Internship and co-op assessment (primarily student papers, daily journals, and supervisor evaluations/letters) is handled by Career Advisors and Planners and other faculty who register students for Ex Ed. Online student self-evaluations are now available, as is an Ex Ed database that tracks the number of students completing the requirement in each of the five areas. A supervisor evaluation form allows supervisors to evaluate student performance. An Ex Ed subcommittee also reviews the entire program on a regular basis.

Experiential Education enables students to integrate classroom learning with real world experiences and, in turn, bring real world learning into the classroom. Our faculty members are exploring new modes of scholarship to supplement their traditional approach. The student experiences reinforce the University’s positive image in local communities and beyond, and are valuable to students after graduation. They are often the real training ground for future careers. The external reviews over the years have been positive and have helped us to strengthen our Experiential Education program.

Our heartfelt thanks are extended to all those who have contributed to its success. Let’s continue moving our Experiential Education program forward toward greater distinction.

Dr. Thomas Pearson - Provost/ Vice President for Academic Affairs

Experiential Education’s 10th Anniversary

…Congratulations!

It is most impressive for Monmouth University to reach this landmark and to be among a handful of higher education institutions to make Experiential Education - through Ex Ed courses, internships, co-ops, service learning opportunities, and study abroad - a graduation requirement.

This accomplishment would not have been possible without the entire Monmouth University community working together. Faculty members advise students in their search for joining academics to real-life field experience. Administrators and staff work diligently to direct and organize these tasks while our students perform with distinction.

The experience has been most beneficial, enabling our students to advance their knowledge and to practice and polish their skills, while allowing our faculty to mentor students in their preparation for further study and/or careers, as well as to explore a broader understanding of scholarship. At the same time, administrators and staff serve faculty and students in pursuit of viable community and work connections, quality performance, and assessment of learning.

Let us continue to maximize our efforts to ensure that Experiential Education remains a distinctive feature of a Monmouth education.

Dr. Saliba Sarsar - Associate Vice President for Academic Program Initiatives
History of Experiential Education at Monmouth University

Over the years the teaching and learning environments at colleges and universities have transformed from standard classroom instruction to non-traditional experiential experiences, providing students the opportunity to test their knowledge and grow in their field of study. The importance behind the creation of Experiential Education (Ex Ed) came from a decade of leadership programs at the University with generous funding from the State of New Jersey and the W. K. Kellogg Foundation. Anchored in those leadership programs was the formation of Experiential Education and in 1996, the Faculty Council of Monmouth University created Ex Ed, a program of distinction that exposed students to work outside of the classroom to promote civic responsibility, and to encourage them to think critically about how the real world integrated with their classroom studies.

This requirement could be satisfied by a service learning project, an internship or co-op, a classroom project, and/or study abroad. The successful collaboration of administrators, faculty, and staff created a network of resources for students. These resources, primarily housed in the Life Career and Advising Center (LCAC), now provide many opportunities for students to choose from in terms of service learning projects, internships, and co-ops. The program as detailed below has developed over the last decade and continues to grow to meet the changing needs of the students who enter Monmouth University.

The Experiential Education program is intricately woven within the university. The Associate Vice President for Academic Program Initiatives, Dr. Saliba Sarsar, is the Administrator responsible for the program.

Through his consistent leadership the program has continued to develop while changes in curriculum, staff, and faculty occurred.

In each academic department there is an appointed Career Advisor and Planner (CAP). The CAP is responsible for assisting students in deciding what experiential education program would best fit their learning needs and career goals. CAPs can then refer students to the appropriate faculty member for supervision in an internship or to the appropriate staff member if the student wishes to complete experiential education as a service learning project, a co-op, or study abroad. Students are also able to access all those resources and information online through the Ex Ed web site at http://www.monmouth.edu/academics/lcac/exed/.

In many departments such as Communication, Social Work, Art and Design, and the School of Education, the faculty have opted to develop and integrate experiential education into the curriculum for the major. Currently, Monmouth has over 180 classes that have been approved as Experiential Education. These classes include service learning projects, internships, and co-ops throughout the United States. In many cases Monmouth University students are working in nationally known programs including museums, state and national parks, and major television networks. Locally, Education majors are completing their student teaching requirements in over 50 school districts. Students from many disciplines are completing service learning projects in local non-profit agencies that are working to provide services like housing and health care to the surrounding community whose members are disenfranchised and do not have access to these basic necessities.

Within the LCAC, the Service Learning program is dedicated to offering students unpaid experiences in working in the public or community arena to promote civic responsibility and promote social change. The Service Learning program at Monmouth University is spearheaded by Marilyn Ward, the Coordinator of Service Learning and Community Programs. Service learning experiences include non-profit agencies, schools, and civic and governmental agencies. The Service Learning and Community Programs office establishes mutually beneficial partnerships between the university and the community.

Working in close connection with the Service Learning Program is the Cooperative Education Program which is headed by Kathleen Kennedy. The Cooperative Education program has been an academic offering at Monmouth University since 1987 and was the foundation of the experiential program when it began in 1997. The program enables students to obtain hands-on academically relevant paid work experience in business, industry, and governmental agencies. Students have worked nationally, locally, and internationally.

Coordinating the efforts of academic departments and University staff is the Experiential Education Team. The team consists of multiple groups all coordinated by the Faculty Director of Experiential Education, Dr. Kelly Ward, and the Assistant Faculty Director of Experiential Education, Dr. Wendy Harriott. The team consisting of faculty and staff meet to approve new courses that are developed. The committee includes: Dean of Advising and Academic Support Services, Dr. Joy Jackson; Associate Dean for Support Services and Articulation, Jean Judge; the LCAC staff, the Office of Study Abroad, and the Faculty Director and Assistant Director.

Dr. Kelly Ward - Faculty Director of Experiential Education
Experiential Education at Monmouth University

Experiential Education is a General Education requirement for all undergraduate students at Monmouth University. Students must register for and complete a course with an external component. There are several types of Ex Ed courses:

**Class Projects:** An assignment in a course that requires students to complete a project outside the classroom in conjunction with a business, governmental, or non-profit agency.

**Cooperative Education:** Work in an academically/career relevant position under the direction of a faculty member (sponsor). These positions are usually paid.

**Internships:** Placements that help develop career/academically relevant skills in a business, governmental, or non-profit agency setting under the direction of a faculty member either individually or in a class.

**Service Learning:** Academic learning that takes place in a community setting.

**Study Abroad:** A semester or summer program in London, Sydney, Madrid, or Florence, or an international experience approved by the university.

**More About Experiential Education**

One of Monmouth University’s programs of distinction is the Experiential Education component of our curriculum. Monmouth University is proud to be among the few institutions of higher education in the United States to have experiential education as a requirement.

Experiential Education, also known as Ex Ed, is a unique program that helps students to link classroom academics with real world experiences.

Important things to know about Experiential Education include:

- All undergraduate students must complete the Experiential Education requirement before graduating.
- The Experiential Education requirement may be completed in many ways, including through a cooperative learning placement, an internship, a service learning project, an experiential education course, or study abroad for a semester.
- Each academic department on campus has a faculty member known as a Career Advisor and Planner (CAP) to help students with their Experiential Education requirement.
- Other offices that can assist students include Cooperative Education, Service Learning and Community Programs (both in the Life and Career Advising Center), and Study Abroad.

**Things You Must Know and Do:**

1. Visit the Ex Ed web site at: http://www.monmouth.edu/academics/lcac/exed/

2. Print out opportunities you are interested in.

3. Register for the course during the semester you participate in the field component.

4. For a co-op, internship, or service learning placement, secure and work with a faculty sponsor. (Your CAP or the LCAC can help you find a sponsor.)

5. Have your field component approved by your Department Chair and Dean of the School. (Your CAP or the LCAC can help you find a placement.)

6. Complete the appropriate forms, obtain all signatures, and submit the forms to the Registrar in order to be registered for a co-op, service learning, or internship that is not part of an internship course.

7. Complete the required field hours, and all the academic work including learning objectives and final paper.

8. Complete an Ex Ed course in order to graduate.
Career Advisors and Planners

The following is a list of faculty members known as CAPs who are available to assist students with their Experiential Education requirement:

**Accounting**
Nancy Uddin
Bey Hall, nuddin@monmouth.edu, Ext. 5537

**Art and Design**
Tom Baker
600 Building, tbaker@monmouth.edu, Ext. 3627
Pat Cresson
600 Building, pgresson@monmouth.edu, Ext. 3626

**Biology**
Michael Palladino
Edison Science Hall, mpalladi@monmouth.edu, Ext. 5543

**Chemistry/Med. Tech/Physics**
William Schreiber
Edison Science Hall, wschreib@monmouth.edu, Ext. 4443

**Computer Science**
Richard Scherl
Howard Hall, rscherl@monmouth.edu, Ext. 4457

**Communication**
Aaron Furgason
Plangere Center, afurgaso@monmouth.edu, Ext. 5254
John Morano
Plangere Center, jmorano@monmouth.edu, Ext. 4424

**Criminal Justice**
Charity Hendricks
McAllan Hall, chendric@monmouth.edu, Ext. 5650

**Economics/Finance**
Robert Scott III
Bey Hall, rscott@monmouth.edu, Ext. 5532

**Education - Curriculum & Instruction**
Sheila Baldwin
McAllan Hall, sbaldwin@monmouth.edu, Ext. 5542

**Education - Educational Leadership & Instruction**
Sylvia Martin
McAllan Hall, smartin@monmouth.edu, Ext. 5761

**English**
Oty Agbajah-Laoye
Wilson Annex, olaoye@monmouth.edu, Ext. 3662

**Foreign Language Studies**
Priscilla Gac-Artigas
McAllan Hall, pga@monmouth.edu, Ext. 3406

**History/Anthropology**
Richard Veit
Howard Hall, rveit@monmouth.edu, Ext. 5699

**Management / Marketing**
Ray Nersesian
Bey Hall, rnersesi@monmouth.edu, Ext. 3654

**Mathematics**
Betty Liu
Howard Hall, bliu@monmouth.edu, Ext. 4455

**Music / Theatre Arts**
Ron Frangipane
Woods Theatre, rfrangip@monmouth.edu, Ext. 3633

**Nursing/ Health Studies**
Laura Jannone
McAllan Hall, ljannone@monmouth.edu, Ext. 5457

**Political Science**
Kevin Dooley
Bey Hall, kdooley@monmouth.edu, Ext. 4471

**Psychology**
Doris Hiatt
Edison Science Hall, dhiatt@monmouth.edu, Ext. 3679
Gary Lewandowski
Edison Science Hall, glewo@monmouth.edu, Ext. 5476

**Social Work**
Rosemary Barbera
McAllan Hall, rbarbera@monmouth.edu, Ext. 3606

**Software Engineering**
James McDonald
Howard Hall, jmcdonald@monmouth.edu, Ext. 4468
Social Work CAP: Dr. Rosemary Barbera
Experiential Education offers students the wonderful opportunity of leaving the comfort of campus to venture into the real world to face real situations.
Community service learning with non-profits offers students the chance to walk in the shoes of others and to begin to understand some of the societal forces at work that perpetuate inequality and injustice in our society.

Art & Design CAP: Professor Patricia Cresson
During the time I have spent as a CAP I have seen unbelievable growth and confidence in participating students. Many have blossomed and although well educated and trained at Monmouth University, they gained needed professional confidence on their internship which they would not have gotten before Monmouth started requiring internships in their curriculum. Last summer I had students placed at state agencies in Trenton, motion graphics firms in New York City, VH-1, Sylvan Learning Corporate headquarters, California design companies, etc.
In so many cases the firms raved about their Monmouth interns and how well they stacked up to the NYC art school competition.
It has been wonderful sponsoring and guiding students in their internships.

History & Anthropology CAP: Dr. Richard Veit
Experiential Education is of great benefit to the students in the History and Anthropology Department. Many students think there are few jobs in History or Anthropology outside of the classroom. Experiential Education lets students see that this is not the case.
Students have completed internships at museums, state and county parks, preservation firms, law offices, and government agencies. These experiences and the contacts they make often lead directly to jobs. Moreover, our student interns get to make a difference at the places where they work.
Whether they are helping collect information about Vietnam veterans, or assisting a state senator answering inquiries, internships provide students with unparalleled real-life experience.
**Nursing & Health Studies CAP: Dr. Laura Jannone**

When I first came to teach here at Monmouth, before I was asked to be a CAP, I was approached by a student I had in HE 160: Substance Use & Abuse. She told me my class inspired her to want to work with teens with drug and alcohol problems. She wanted to work in a high school with a substance abuse coordinator and asked if I would be her sponsor.

She was a Psychology major with a minor in Health Studies. She had a great experience and her supervisor wrote glowing reports about her. Since then, I have had five to six students work in various health related fields - the majority of them working as substance abuse coordinators, and two of them working as dietician aides in the hospital.

We are excited in the Health Studies area that we will now have senior seminar that will include the students’ Experiential Education piece. Some students have approached us about working as EMT's, as well as other positions in the hospital and other health care settings.

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**Criminal Justice CAP: Dr. Charity Hendricks**

The story of one Criminal Justice major came to mind when I was asked to participate in Ex Ed’s 10th anniversary.

Monika Pitera had the opportunity to fulfill her internship requirement by working independently under her faculty sponsor. She was able to conduct electronic war-gaming missions with live personnel to utilize maps and converted electronic messages to perform crime-mapping of terrorist organizations; and to assist and deploy units in current issues such as freedom and the development of a functioning and stable government, on the beaches of Hawaii!

Monika is a Sergeant in the United States Army Reserves and her current title is Military Intelligence Analyst. She was in Hawaii for mandatory active training for several weeks and was able to combine her military obligation and her familiarity in the realm of terrorism and government with what she learned in her studies at Monmouth University.

In doing so, she was able to look at her experience through two different perspectives, one as a Criminal Justice student and the other as a soldier adding to the positive influence on both her education and her career.

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**Psychology CAP: Dr. Gary Lewandowski**

The best part about Ex Ed is that when done properly, it gives students the opportunity to test drive their potential career.

I have seen students realize their career choice was not what they thought it would be, and others realize it was everything they thought it would be and more; both are positive outcomes.

It is just as valuable to learn what you do not want to do, as it is to learn what you want to do. Ex Ed allows students to make that decision for themselves, based on their experiences.
A Life-Changing Experience

By: Social Work major, Molly Greenberg

During my Intro to Social Work class, I was immediately shown what social work had to offer. In addition, I was required to complete a 30-hour internship for Human Behavior and the Social Environment. I fulfilled my internship by helping with the Saturday Morning Bowling program at the Association of Retarded Citizens.

It was a life-changing experience for me. As much as I enjoyed working with other people, what I really wanted to do was be an advocate for others. I wanted to develop programs and policies and work with communities to help people realize their strengths.

Since my first semester at Monmouth and that internship, I have been able to figure out goals for myself, changing them slightly as I learn more about the possibilities in the field of social work.

Currently, I am doing my 100-hour internship with the Citizens’ Campaign, Common Cause, an organization that promotes citizen participation in government. Through this internship I have discovered that for me it is more important to help people learn to advocate for themselves and with people than to advocate for them.

Ex Ed did more than just link the classroom experiences with the real world for me – it altered my world and helped me figure out what I want to do in order to contribute to society.

Serving Our Country Through Ex Ed

By: Lauren Landrigan ’04

For my Experiential Education experience, I worked with the Software Engineering Center (SEC) at Fort Monmouth. My project involved upgrading nine field simulation software programs from a Windows NT platform to Windows XP. Since Microsoft was ending support of Windows NT, this upgrade was needed to ensure the software would continue to run on newer computer hardware in the future.

As an undergraduate student, I also worked as a summer co-op student at Fort Monmouth. My Ex Ed experience exposed me to other projects being developed at SEC outside of my directorate.

Experiential Education taught me about preparing a project schedule, developing documents for software products, updating software developed by an outside group, and debugging issues with third party components.

I use these skills every day as a computer scientist at Fort Monmouth where I develop maneuver control and planning applications, and represent my directorate on the Requirements Management committee.

What I’ve Learned From Ex Ed

By: Christine Costa ’00

There are many experiences that I have carried throughout my life from Monmouth University. Among them were my internships that I completed through the undergraduate Social Work Program at Monmouth.

The one that stands out the most in my life was my internship at the Youth Detention Center in Freehold, NJ. While I learned a lot, including how to work with other people in a professional manner, I also learned what it was like to be a part of something bigger than myself. The confidence that I gained throughout it has stuck with me to this day.

My internships also gave me invaluable experience that I was able to put on a résumé. While some of my other friends were making up catchy ways of saying, “ring up purchases in a timely manner,” I was able to add things like “performed bio- psychosocial assessments on an as needed basis.” These experiences all led to my first job and, of course, the job I have now as a social worker in a long term care facility. I have Monmouth University to thank for all of that.
Ex Ed: An Invaluable Tool
BY: Chemistry major, Alexander Gorka

First and foremost, Experiential Education has provided me with, as the name suggests, real-life experience into the mechanism of biochemical research.

Lectures and their laboratory components are often isolated from the workings of industrial or research applications due to time constraints, mandatory curricula, and pure logistics.

Without the opportunity to engage in real situations, a student might find himself or herself extremely unprepared for future endeavors (say in a company or in a graduate program).

Working with my faculty mentor on his research project has also cemented my decision to attend graduate school and pursue a career in academic research. Had I not enrolled in this experiential education program, I would be completely unaware of what to expect after graduating.

I strongly promote taking advantage of the experiential education that Monmouth University has to offer. It will prove an invaluable tool in formulating future plans and in gaining insight into the real-life version of any field of study.

The hands-on experience I received was more valuable than anything I had learned in seminar alone.

A Real-Life Experience
BY: Lawrence Perruzza ’03

Early in my college career I realized the importance of gaining “real-world” knowledge and experience. Learning a particular discipline through textbooks and lectures is important. However, until you are applying these concepts and utilizing the knowledge you gained through your studies, you cannot fully appreciate or understand the real-world applications of your chosen field. Fortunately, Monmouth University provided a program designed to link classroom academics with real-world experience. That program was Experiential Education.

I decided that I wanted to devote my Experiential Education experience to the field of Molecular Biology. During my freshman year, I met with Dr. Michael Palladino and expressed my interest in research in the field of Molecular Biology.

Over the next three and a half years, I was heavily involved with one particular research project that was dedicated to identifying the source of fecal contamination in the Manasquan River estuary. I know this does not sound like glamorous work, and believe me, some aspects of this project were not up for discussion at the dinner table. However, I gained valuable experience, which prepared me for life after graduation. After leaving Monmouth University, I accepted a position with Roche Molecular Systems, Inc.

The experience I gained through the Experiential Education program was pivotal in obtaining this position and preparing me for my continued success after graduation. I strongly believe that the Experiential Education program has been a crucial aspect of my success, during both my academic and professional careers. Experiential Education was not just another “requirement” for graduation, it was an extraordinary opportunity for me to fine-tune and expand on the concepts that I learned in the classroom.
Ex Ed Begins Road to Success
By: Alanna Joy Raines ‘07

I certainly attribute my acceptance into numerous, prestigious, high-quality graduate programs in Clinical/Counseling Psychology to my Experiential Education experience. Interning at a local center for youth service and drug and alcohol prevention, I was given the opportunity to work closely with a professional in the counseling field and be involved in various drug prevention and intervention programs.

At the organization, I held a position usually reserved for Master’s level students, in which my duties included co-facilitating group counseling sessions and leading educational activities. I was given the ability to help lead these interactions and exercise the knowledge that I had learned in the classroom at Monmouth University. Most importantly, my presence in the sessions allowed me to see how beneficial and necessary these types of interventions are, as well as help encourage adolescents to become agents for positive change.

What proved to be so indispensable about my Experiential Education internship was the rare chance (especially from an undergraduate position) to gain authentic work experience in Psychology and to acutely learn what is expected of a professional in the clinical field, and to be mentored by a veteran in the area of psychological service.

Monmouth University’s Experiential Education Program is much more than a requirement for degree completion, it is a requisite for students to truly know which career they wish to pursue (or not to pursue). The opportunities that were afforded me in graduate study stemmed from my Experiential Education internship, and have allowed me to further my education in Psychology.

Ex Ed Helps Me Find a Job I Love
By: Biology major, Austin Sweerus

Experiential Education is a great way for students to find a career in what they enjoy doing and a career that they look forward to each and every day. Finding a rewarding career requires more than just a general interest, you have to imagine yourself working in that particular field for a long time. Experiential Education makes it possible to experience a potential career first hand, not just imagine one.

I have had three or four majors since I entered college in 2002 (yes I will be a double senior), but there has always been one subject that interested me immensely. I’ve always been interested in any subject that deals with marine ecosystems, yet there was a thought in my early college years that finding a career in marine science was almost impossible. Finally, with the help of many of Monmouth’s great professors and advisors, I decided to pursue a career in this field anyway. Experiential Education offered me a way to experience first hand what it would be like to get up every day for a career in marine science.

I currently maintain two very large aquariums highlighting coral reef ecosystems for the Florida-based company, Reef Aquaria Design, Inc. These aquariums employ natural biological filtration along with state-of-the-art water filtration and life support equipment.

After installing such aquariums, Reef Aquaria Design contracts local maintenance technicians, such as myself, to maintain them on a daily basis. Since I have been maintaining such aquariums for several years, Experiential Education offered me a great way to incorporate what I love to do, and what I see myself doing for many years, with my college career. The only thing I can say to students about to embark on their field placements is to do what you love to do. You only have one life to live, so why waste it waking up every day for a job you hate. When you do decide, Experiential Education will guide you and allow you to invest your time in the path you have chosen to take.

“Experiential Education offered me a way to experience first hand what it would be like to get up every day for a career in marine science.”
An Opportunity to Help the Less Fortunate
By: Psychology major, Natalie Nardone

My Ex Ed experience was with a local resource and referral agency, the Long Branch Concordance (LBC). The LBC works within the Long Branch community to provide services to those in need. They have drop-in hours where clients come in and make their needs and requests known. The LBC services them with basic needs, such as food, shelter, and clothing by referring them to agencies within Long Branch. The LBC provides a safe haven for individuals to come, express their needs, and receive help. The LBC has impacted my life because of the interactions I have watched within their organization.

My first day at the LBC, I met a dynamic staff truly dedicated to working within the Long Branch community. They have staff members who are bilingual, servicing a population that does not speak English or may be ashamed to ask for help elsewhere. The biggest lesson learned from this internship is how to apply the methods and techniques I’ve learned in class to an organization that deals with real world situations. I have been helping the LBC create a method to track their clients, improve their effectiveness, and apply my own personal knowledge as well as the knowledge I have gained from class.

The most exciting part of this experience has been creating something I know will show the incredible work the LBC does with their clients. My experiences within their office and with their staff, leave me with no doubt that they are effectively giving clients the resources they need to fulfill their basic needs, care for their families, and feel a sense of trust within their community. I would give students the advice to look for an internship that follows their specific interests. I was interested in research, and such internships allow you to find as a psychology major.

A key component to my success was making professors in the Psychology Department aware of my interests, and constantly keeping myself aware of any opportunity that arose. When you dedicate your time to an internship, you want to be sure it is something you are passionate about, and foresee as a career in your future.

My internship has taught me things I could never learn in a classroom: the responsibility of making important decisions, the relationships found within a group of individuals working together, how to think on the spot, and actively defend my knowledge and point of view. It has also shown me the pure dedication of those within the LBC, and inspired me to take the same selfless approach to my own career.

Facing Sin Fronteras
By: Michelle Cohen ’06

When I received the e-mail about the trip to Chile and the opportunity to help children, I was immediately interested. However, like so many times before, I put it in the back of my mind and convinced myself that I would never be able to make it. My background and culture do not permit me to have relationships with people that are of different ethnicities and cultures. I come from a culturally isolated community that has been the driving force in my life until I discovered social work at Monmouth University.

I found myself opening that e-mail every day for a week until I decided to go see Professor Rosemary Barbera. All of a sudden, I was sitting in meetings discussing the government, culture, and economy of Chile. Although I was terrified because I did not know a word of Spanish, I have never been away from home without my family, and I have never lived with a family from a different country.

Having the opportunity to observe and become a small part of the community in Chile was probably where I learned the most. I was always taught to be cautious of different people and to be aware of who I became close to. In Chile, I got the opposite perspective from viewing life and people through their eyes. I learned so much about how to treat people and to be accepting of different cultures before judging and rejecting. I realize now that my past does not have to define who I am today, or who I want to be in the future.

Becoming a Better Artist With Ex Ed
By: Art and Graphic Design major, Nicole Jones

In my Ex Ed experience I have learned a lot about how to think graphically, which was something that I was not sure that I could do, and I am learning a lot more about the art world. This summer I completed two internships: one for my B.A in Graphic Design and the second for my B.A in Art.

My first internship was with a world renowned Graphic Designer, Michael Quon. I was lucky to be his assistant because we both ended up learning a lot from each other. He is known for his simplistic and minimalist designs and logos; he has done logos for companies such as FTD and the radio station CD 101.9. From this experience, I learned how to think graphically, how to think simplistically, and how to communicate through type and image.

With my other internship, I worked at SICA – the Shore Institute of the Contemporary Arts. In this internship I learned how a gallery works on all levels. From observing the gallery manager, I learned that running a gallery is more than just putting on shows and booking artists. You have to track down artists, work out negotiations, provide them with everything they need for their shows, and sometimes even clean up after the shows!

Through both of my internships I have learned how to become a better artist. I can think in a variety of different perspectives now, which is important in the art world. This is an experience that will only help me become a better designer and artist in the future.
Experiences in Education: Interview with Kim Hyde ‘05
By Dr. Sheila Baldwin

One of the requirements for ED 317 during Summer Session I, 2003, was to participate in the Partners in Learning Program with 4th and 6th grade students at Hope Academy Charter School in Asbury Park. The project in which students were involved was an oral history of the community. The culminating product was a collection of the students’ writings and artwork, Asbury Park, Then and Now.

What do you think was the intended purpose of the program? Does that fit what you got out of the program?
I think the intended purpose of the program was to expose our Monmouth University class to diverse cultures, a diverse socioeconomic population and also to expose us to the field that we were entering, being teachers. I feel that I got that and more out of the program. It was a great learning experience.

Was there anything about how the program was conducted that made the purpose realizable or more likely to occur? The way that we were assigned to the students made it more realizable. That day was awkward and a little frightening to me. There was no way to plan for that feeling, you just received these two total strangers, who were only 10 or 11 who knew as little about you as you about them. I think that this was where you had to truly step up to the plate.

Did you approach this program differently than other field experiences in which you were involved? How was it different?
If I recall, this was the first or one of my first field experiences. This was also different because I was not the student teacher or the person observing. I was the person who was expecting something out of these students. I approached these students in a humble way, after all I wanted to learn from them as well as teach them.

Can you describe a significant experience you had during the PAL program? How did you feel as a result?
I think that it was one of the most, if not the most memorable experience at Monmouth University. The gentleman who ran the store Mr. Fashion still runs through my mind when I think of or go to Asbury Park. This man had more knowledge of not only the town, but of life and of all of the obstacles that can be overcome to become a success. Both the children and I were totally taken by his stories of all his years in the town. I felt that this was the type of man the children needed to hear. Many of these children faced obstacles every day, and they needed a story with a happy ending to give them hope.

Can you talk about a low point or a high point during the PAL program?
I personally did not experience a low point during the PAL program, although I was aware that some of the other students did. As far as my high point, it was the day that the boys and I did connect: It was the day that we made a short booklet telling about ourselves. When we read them to each other we realized that although on the outside we appeared very different, we were somehow alike on the inside.

How PAL Helped Me Realize My Goal
By: English and Secondary Education major, Nina Jones

Before I became an Education major at Monmouth University, I was a B.A in English. However, it was hard for me to make my decision about exactly what career I should take in the future. I had looked up information about various different careers that you can pursue with a B.A. in English, but somehow the idea of sitting behind a desk did not interest me.

It was not until my sophomore year of college that I realized I wanted to become a teacher. I had worked with the Office of Service Learning for two years by that time and during the Spring and Fall semester it was often my task, as well as that of the other students I worked with, to oversee the PAL program that Dr. Sheila Baldwin ran every semester.

My job was simple, to make sure that the Monmouth students and the Long Branch Middle School students had all the provisions that they would need for the day. At first I did not think much of watching the pre-service teachers interact with the students, but after a while I realized that I wanted to be a part of what they were doing, and that I wanted to help children, and interact with the children like the Monmouth students did.

Sometimes there would be times when Monmouth students were absent and the Long Branch Middle School child that was assigned to that student would just get put into another group or sit off to the side and do their homework. It was during those moments that I really wanted to sit down and help the child myself, but I realized that there would only be one way for me to help children in those situations and that was to become a teacher.

At the beginning of my Junior year I added on the Education component to the English/Secondary Education major. Making this decision has increased the amount of time that it will take for me to graduate, but I think that it is worth it. Before experiencing the PAL program, my goal was to simply finish and graduate college, now my goal is to finish and become a teacher.

How has your experience with the PAL program affected you personally and professionally?
Personally, it made me take a closer look at the people around me, and where I wanted to have a teaching career. I knew that I wanted to be in a place where I would make a difference to the children. I did not want to work in a district where I would spend my days making parents feel good about their children, instead I wanted to be in a district where I spent my days making students feel good about themselves.

What do you consider valuable about the PAL experience? What is your opinion of the program?
I think that the value of this program is enormous. All people who are considering going into a career of teaching must expose themselves to various situations. A teacher must go out into the world knowing that all children are not the same. They do not all wake up to clean clothes, breakfast on the table, a mother to drive them to school, or many of the other things that most of us connect to home. But, regardless of these situations, all children have the ability to learn and deserve the opportunity to be treated as valuable beings. I think that those that have the opportunity to be involved in the PAL program will be better prepared as they start their careers.
**My Ex Ed Experience**  
**By: Rosaly Rivera ‘07**

My Experiential Education requirement was covered in my Strategic Management course. Upon taking this course, I realized the importance of Experiential Education as a graduation requirement. I learned through hands-on experience, fascinating class discussions, and informative lectures.

The class was held on Wednesdays and Fridays and Wednesdays were case study days. With a case study, we had to read a case out of the book, and give a guideline to follow through with the case. The cases were real-life cases taken from such well-known companies as Wal-Mart. We had to analyze the business structure, how it worked, and what we could do to make it work for ‘the client’.

Even though I was shy, my teacher really got me involved and thinking like a real business manager or advisor. He would ask questions about our cases: Would you invest in this company? Why or Why not? How can we help the company or our client? What changes can you recommend to the client?

We had to make recommendations and plan out real strategies that could work in the real world. He would comment and guide us all the way through. It was a very complex process and I did not expect it to be like that. I expected homework out of a book but this was like real work that I could see myself actually doing one day.

This Ex Ed experience allowed me to really understand every aspect of the business world. I learned that for a business to be truly successful, every department needs to work together. Ex Ed certainly gave me the hands-on experience necessary to forge ahead and succeed in the real world. Without this Ex Ed requirement, I would have felt a void in my education; a void that could only be filled by my Experiential Education requirement. With this experience I now know what to expect from not only the business world, but the real world.

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**Ex Ed Prepared Me for Any Classroom**  
**By: Tyrone M. Smith ‘07**

As an Education major at Monmouth University I was very privileged to have access to some of the best educational training available in the country.

All of my professors were highly qualified and had years of educational experience to back up their teaching. Had it not been for my training in the School of Education as an undergraduate, I would not have been adequately prepared for my student teaching experience.

Student teaching was the best experiential education I could have gotten as a teacher candidate. During the experience I had to turn the educational theory that I learned in college into practice inside the classroom. The journey was difficult during the first two weeks because I was put in charge of a classroom for the first time in my life. After getting much needed advice from my university supervisor, supervising teacher, and university professors, I was able to take the reins of my classroom and finish student teaching successfully.

After finishing up my student teaching I felt that I was finally ready to enter any classroom with confidence. I am currently enrolled in graduate school at Monmouth University. In order to keep an edge on my teacher training I substitute in the Ocean Township school district during the day and I attend classes at night. I am pursuing a Master’s degree in Education with a concentration in E.S.L.
Cooperative Education at Monmouth

Monmouth University’s Cooperative Education Program became a part of the University’s academic offerings in 1987. The program enabled students to obtain hands-on, academically relevant paid work experience in business, industry, and government agencies.

In 1997, when the Experiential Education requirement was approved, co-op education immediately became a means to satisfy this requirement. Students have worked and learned in an array of settings locally, nationally, and even internationally. Placements have included pharmaceutical companies, entertainment and hospitality giants, health care industries, government agencies, and art and design studios. After graduation, students have come back to Monmouth to recruit and hire new co-ops for their own companies.

Kathy Kennedy - Director of Cooperative Education

Every student who attends Monmouth University has to fulfill an Ex Ed requirement, but the way that they go about fulfilling it is unique to each student.

Some students may decide to take a co-op, some may choose to do service learning as an Ex Ed requirement, but for many students they choose to complete an internship instead.

Internships are courses in the major where students work in field placements and complete related class assignments.

Students must meet individual department criteria for registering for internships and possibly find a faculty member to sponsor their internship.

Usually in order to satisfy the requirement the student completes some kind of assignment that will reflect what is learned in the field experience or field environment.

Some majors have more field hours than others to complete, but according to most Monmouth University students, they enjoy their internships because these provide them with experience they just cannot receive in the classroom.

Centering on Success: The Story of Tricia Rumola ‘00

By: Bill Kolbenschlag

In many ways, a career can be a lot like a ladder. Your internship or co-op is usually the first step, and you work your way up from there. For most people, it takes years to climb to the top, but Monmouth graduate Tricia Rumola proved that hard work can carry you there in a hurry.

Tricia graduated with a B.A. in Political Science and is already Executive Director of Red Bank RiverCenter, an organization dedicated to promoting business and activities in downtown Red Bank. Tricia is the acting liaison between the business community and the local government of Red Bank.

Tricia is finally settled into a job she enjoys, but it took her a lot of smart decisions and networking to get there. While a Junior at Monmouth in 1999, she started taking on different internships.

“At first I liked politics but I wasn’t sure it was for me,” she explained. “I was really at a point where I didn’t know exactly what I wanted to be doing so I did a few different internships until I found something I liked.”

During her experiences, Tricia learned about business improvement districts and eventually she landed an internship at Red Bank RiverCenter. After graduating Monmouth in 2000, Tricia was given a job as Program Manager at RiverCenter. Eventually she was promoted to the position of Director of Programming and Policy, she then volunteered to fill in as Executive Director, which eventually led to her current position.

The main factor behind finding an ideal position was taking part in various internships. Tricia also suggests students not worry so much about the workload or lack of pay at an internship. “At first I wanted to get paid because I was working so hard, but then I later found out that it all works out in the end. I got a great job out of it, and that was payment enough.”
**CO-OPS & INTERNSHIPS**

**Historical Preservationist Intern/ Super Hero**
**By: History and Anthropology major, Diana Ioanid**

This spring I interned at Allaire Village, Inc., a New Jersey historical site and living history museum. Along with the cataloging and digitizing of rare 19th century artifacts, I was fortunate enough to actively assist in advertising, marketing, and personally interviewing people involved in planned exhibits.

New Jersey Living History museums are non-profit organizations, so along with a passion for New Jersey history, they intend to actively promote preservation awareness and further education within the community. This usually involves period re-enactments.

Sometimes, I have to explain over and over again to visitors that I am not Amish and that I am re-enacting a 19th century villager in an industrial town. They do not quite believe me, but take my picture anyway.

I had a tremendously enriching experience at Allaire Village: climbing inside of 19th century ovens, discovering 19th century toys that have been long since forgotten, and being so closely involved in making history a reality for so many of the visitors to Allaire Village.

Currently, I am applying for the assistant director’s position at Allaire Village; a position that would allow me to work and train future interns and volunteers. Even if I do not secure that position, I know that the skills I have received throughout my Ex Ed experience will give me the competitive edge and confidence that I need to be successful anywhere I decide to go.

**How My Internship Opened Doors for Me**
**By: History and Anthropology major, Normajean Garriton**

I have actually participated in two internships, the second one I took on because of the amazing experience I had with Ex Ed the first time. Both experiences have guided me through the difficult process of making key decisions in my academic career. As a tour ambassador, I stress to incoming students that Ex Ed is one of the keys to becoming successful in a career after graduation and to making invaluable contacts.

I received my first internship at the Monmouth County Superior Court, by meeting Theresa Romano on one of my tours; she had informed me that she had just been appointed as Ombudsman and she needed an intern. The position of Ombudsman was a new state-mandated position that deals with community outreach, customer service, and employee and customer complaints.

The experience I gained in the office was tremendous. I completed the filing system, assisted Ms. Romano in investigating complaints and giving court tours, and helped to establish the office. I stayed on for a second semester and then for a paid internship through the county for the summer. After working for a year, a part-time position opened when Ms. Romano went on maternity leave.

I interviewed for the position having gained a year of experience by her side and I am now a part-time employee of the Superior Court with a venue of opportunity open to me when I graduate. It was an amazing experience that taught me how to professionally interview, how to operate an office and manage my time, and how to interact with clients. I cannot stress enough how this experience has changed my life and in applying for other internships and jobs I feel qualified and prepared having spent time in a professional field.

Most importantly, it has landed me in the criminal justice field two years before I graduate and has opened countless doors for my future.

I feel qualified and prepared having spent time in a professional field.
Service Learning at Monmouth University

Service Learning is a form of Experiential Education that offers students unpaid career-related field experiences in non-profit agencies, schools, civic and governmental organizations.

Service learning is similar to cooperative education and internships but it is focused on public or community service with an emphasis on civic responsibility and social change. Students may work on service projects under the supervision of a faculty member or register for courses with a service component. Placements are varied and address such issues as housing, health care, education, and youth development.

Through Service Learning students have the opportunity to apply concepts, techniques, and methods learned in the classroom to real world problems and projects related to their chosen professions and careers.

Marilyn Ward - Coordinator of Service Learning & Community Programs

Interning through Service Learning: Understanding and Helping the World Around Us

By: Jana Montefusco '02

I had completed several internships while accomplishing my Bachelor’s and Master’s degrees at Monmouth University. While working towards my Master’s, I interned at Hoboken University Hospital, formerly known as St. Mary’s Hospital.

I had previously held a job for two and a half years at a non-profit agency, and the knowledge and experience I gained were incredible. I worked with several different populations: pediatrics, adolescents, adults, geriatrics, legal residents, and illegal residents. Working with so many different populations gave me insight and broke down several stereotypes I had heard while working in the field. I better understood how the overall system worked by learning the guidelines of Medicare, Medicaid, and private insurance companies.

I saw several young ladies between the ages of 15-18 who were pregnant with either their first or second child. I really began to understand what we were talking about in class: Nature vs. Nurture. In this area, this was the norm. Schools had set up support groups for these women, some even held a pre-school class. Several of these young women had questions: Would their child be covered under Medicaid? Would the baby’s father be required to pay child support? Thankfully, I was able to apply different theories throughout my internship on a case-by-case basis.

I learned how to determine if a patient was suicidal or not. I learned how to help the homeless obtain a safe residence. I had to meet with pregnant teenagers who had delivered their first child and make sure the newborn had a safe environment to go to, that they knew how to obtain Medicaid for the baby in case the baby was not covered under private insurance. I spoke with the new mom and contacted her school to see what assistance the school could provide for her, such as: home schooling, support groups, etc.

I assisted young adults who were addicted to drugs and helped them enroll at Substance Abuse Treatment Centers. I assisted illegal immigrants who were diabetic and needed medication. I assisted legal residents who did not have insurance, and found medication programs offered through pharmaceutical companies that provided the medication at an extremely discounted rate or free of charge depending on the drug.

I made several important contacts at transport agencies, at the Medicaid office, and Social Security Office. This proved to be most helpful. I met with geriatric patients who could no longer go home alone and needed either rehabilitation or long term care. I set up safe discharges and explained what the patient and family could expect. I had previously worked at a sub-acute rehab center and was familiar with these particular guidelines. I truly enjoyed this internship, it gave me such insight and information regarding how to help someone in need.

I currently work at Hamilton Park, which is a sub-acute/Long-Term Care (LTC) Facility in the Jersey City area. I use the skills and knowledge I obtained from my internship on a daily basis, whether it is to obtain Institutional Medicaid for my residents or speak with APS (American Psychological Services) regarding a patient who left our facility against medical advice.

The internship helped me to better understand what the residents, as well as the families, have gone through before they enter the facility. By understanding where they are coming from I can sympathize as well as empathize with them.

“The knowledge and experience I gained from working for a non-profit was incredible...I really began to understand what we were talking about in class.”
Study Abroad: A History at Monmouth

Monmouth University decided to formalize study abroad by creating an affiliation with Regent’s College in London, England to commence with the Fall 2001 semester. A new office was created to address the myriad responsibilities necessary to get students from here to there.

The first group was recruited within only one semester lead time, and we sent 25 Monmouth pioneers to study at the beautiful Regent’s campus only a few days before we were hit with the tragedies and the new world of 9/11. In 2002, we added a summer program in Madrid, Spain, with a focus on the Spanish language. In Fall 2003, we began an affiliation with Macquarie University in Sydney, Australia, and our newest summer program launched in June 2007 at Lorenzo de’ Medici in Florence, Italy.

By the end of the Fall 2007 semester we will have sent over 425 Monmouth students to study abroad through one of our four ‘official’ programs. This does not count the many students who go abroad through our faculty-led programs that typically travel for short durations in places such as Athens, Prague, and Berlin and Latin American countries such as Chile and Costa Rica.

Monmouth is attracting students with a strong desire for cultural awareness, to gain an international perspective and to travel the globe. There are more and more indications from employers that the value of a study abroad experience definitely factors into hiring and career advancement decisions.

It is something that distinguishes a job candidate from the rest of the pack holding the same bachelor’s degree. It says something about students...that they have more depth and intellectual curiosity, that they aren’t held back by fears of living outside their comfort zone.

When students return they are often amazed by the amount of self-confidence they have gained having actually accomplished time living and learning abroad. It’s empowering, it’s unforgettable, and most students cannot say enough wonderful things about it. These are all the intangible pluses of a study abroad experience. Let’s hope this amazing trajectory for international experiences continues to prosper at Monmouth University!

~ Robyn Asaro - Assistant Director of Study Abroad

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Studying Abroad in London: A Life-Changing Experience

By: Business Marketing major, Lindsay Plesniarski

When I first noticed the study abroad program Monmouth had to offer, I did not consider it at first. I am very close to my parents and the thought of being without them for 1/3 of a year scared me. However, when I started meeting tons of new people, many of whom were older than me, I was told stories about how studying abroad changes the lives of others. Just about every single one said that it was the best experience that they had had in their lives.

I remember the day when I finally decided to study abroad in London. At first, my mom was a little jealous because she had always wanted to travel to Europe with me; we were always traveling buddies. But after consideration, both of my parents were accepting of the idea.

The amount of things that London has to offer cannot even be covered in four months. Once I realized that I had nothing to worry about, I had an unlimited amount of fun and I did not think about how much I would miss my family and friends as much as I thought I would.

I cannot imagine going through college without this amazing experience that I have taken advantage of. Studying abroad has matured me and made me realize who I am as an individual.

Studying abroad has made me appreciate the world so much more than I had before.
**STUDY ABROAD**

Ex Ed News 10th Anniversary Edition

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**Studying Abroad Leaves Lasting Memories**

**By: Lauren Korcz (’07)**

Studying abroad was an experience of a lifetime, and one that other life experiences may equal, but probably never top. I was lucky enough to live with a family during my stay in Madrid, Spain, which I have to say I was a little nervous about at first, but it turned out to be the best thing I could have had the opportunity to do. The classes were fun, the professors were extremely helpful, and the school overall was wonderful. The culture itself was warm and welcoming, and I learned more there in five weeks than I could have ever learned sitting in a classroom for a whole semester.

You can see Salvador Dali’s artwork in a textbook, or you can visit the place he once lived and see his paintings right before your eyes. I learned so much more than I realized at the time, especially the language. I had no choice but to use my Spanish in class, at home, in stores - wherever I went, and I could not have asked for a better way to learn it. You can visit London, Australia, or Spain on vacation, but you won’t get the experience you get from studying abroad. You are not just visiting, you are learning the language, the culture, and everyday life in that country first-hand. You can stay at a fancy hotel, but if you study abroad you can live with a family and learn things those who stay in hotels never will.

You will be busy, and you will want to be. You will be speaking Spanish when you are home for two weeks. You will come back a different person for the better, and the memories you will have from studying abroad will be ones you will cherish for the rest of your life.

Lauren Korcz – Study Abroad Spain

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**Studying Abroad: Madrid Spain**

**By: Teresa Mancini (’07)**

Without a doubt, my Study Abroad experience is something that I will never forget. Thanks to a scholarship from Sigma Delta Pi, a national Spanish language honor society, I was able to take two classes at the Estudio Sampere School located in a pleasant area in Madrid. I went from meeting and befriending new people from my school, to meeting students from countries all around the world including Korea, Russia, Sweden, France, and Germany. Spain’s capital is full of breathtaking architecture, countless museums, and new sites to be seen in every corner; in other words, there is never a dull moment. We were constantly on the go, and only occasionally stopped to take a siesta (mid-afternoon nap). Our weekly excursions to historic sites and towns surrounding Madrid and our long weekend trip to Portugal were additional pluses to the Summer in Madrid program.

Leaving one’s comfort zone in America and traveling to a foreign country is a wonderful way to grow as a student, friend, and a person. You can find out a lot about yourself and suddenly have the ability to succeed under pressure or in any circumstance, upon your return. Through Study Abroad you learn to adapt to new cultures, languages, surroundings, and ways of life. Even though you are far from home, something new challenges you every day and it is your choice to face the obstacle or run from it.

I am thankful that I had this experience and I encourage every student to study abroad. As I continue with my education, I will look back to this summer in Madrid, and remember what I learned.

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**New Friends and New Horizons**

**By: William Dwight (’07)**

During my time at Monmouth, I have seen pictures, read stories and emails, and heard people talking about studying abroad. Whether it was Australia, London, or Spain, the idea had never crossed my mind to even consider until my Spanish professor mentioned it to me one day.

She told me that my Spanish was really good and I should consider traveling to Spain in the summer. The more I thought about it, the more I wanted to go. Day after day and week after week I was in the financial aid office trying to find any possible scholarship or grant I could get to help pay for this trip, and I am glad I did.

Before I knew it, I was on a plane with 16 strangers heading to a continent I have never been to. Within a few hours I was becoming friends with everyone on the trip, all of whom I had never met before.

The whole trip went by like a blur. We were in Madrid airport getting ready to come home with a thousand new memories. We could not believe it. It did not actually hit us until about three hours into the flight, then I realized how much I wanted to run up to the front of the plane and get them to turn around.

On that plane ride home I did a lot of thinking. I looked back on things that happened during the trip and myself in general and I realized this trip completely changed me for the better. I could speak almost fluent Spanish, I made 16 new friends, I had a new understanding of European culture, and I all around just felt really good about myself.

A year ago, I spent my summer working, going to the beach, seeing concerts, hanging out with friends, going to the beach in Palma de Mallorca, Barcelona, and Portugal. One year later I can’t believe the summer I just had and I can’t believe why I came home. Oh yeah, to sleep in my own bed.