



MPA Program Newsletter

Volume 2, Issue 1

January, 2013

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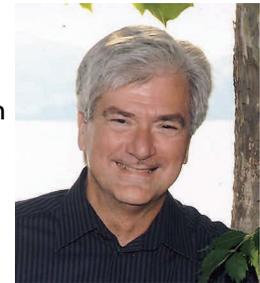
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Master of Public Administration

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 Click on Graduate School/
 MPA

Welcome from the Director!

There are some exciting changes for the MPA program beginning in August 2013. Currently, the courses within the Healthcare Administration and Public Human Resources Management concentrations are provided through the Sorrell College of Business. Organizational and program changes within the Sorrell College affect these offerings. Both of these concentrations are important parts of our MPA program, and their continuation is vital to our students. The Troy University Graduate Advisory Council approved the creation of four courses for each of these concentrations; these courses will be delivered through the MPA program rather than through the Sorrell College of Business. These changes will take affect with the 2013-2014 Graduate Catalog in August 2013 (Term 1/ Fall Semester). Students currently in the Healthcare Administration and Public Human Resources Management concentrations who plan to graduate within the next year should continue to complete the concentrations through the current way (be sure to consult with your faculty advisor and your student services counselor for registration assistance).



Dr. Sam Shelton

The four courses in the Healthcare Administration concentration will be Introduction to Public Health, Public Health Services Administration and Policy, Legal and Social Issues in Public Health Administration, and Public Health Preparedness and Emergency Response. The four courses in the Public Human Resources Management concentration will be Advanced Public Human Resources Management, Workforce Planning and Staffing, Training and Development, and Issues in Managing the Public Workforce.

NASPAA, our program's accrediting association, has voted to change its name. Because of the expanding international membership of the association, the membership voted to change the name from the National Association of Schools of Public Affairs and Administration to the Network of Schools of Public Policy, Affairs, and Administration. It will retain its familiar "NASPAA" acronym.

Dr. Sam Shelton

Important Dates:

Feb. 15:
 Deadline to drop classes or withdraw from the university for Term 3

Feb 1:
 Last day to file an intent to graduate in T4

Feb. 18:
 Term 4 Registration Starts

Mar. 18:
 Term 4 classes begin



By Dr. Dave Shetterly

Navigating the Capstone: What to Expect? How to Prepare?

I remember vividly my own experience with taking a comprehensive examination of the core curriculum and later a field qualifying examination as part of my doctoral program. It was daunting. I reported to a computer lab on a Saturday morning and after getting logged in spent about 4 hours answering essay questions and then came back on Sunday morning for another dose of the same medicine. The medicine didn't taste very well to put it mildly. But in the end, with proper preparation, I did successfully navigate my way through the comprehensive exam process.

My own graduate school experience with comprehensive examinations is one of the reasons why I think the Capstone course, with focus on case analysis, is a better approach for MPA students. Yes, it can still be an intimidating experience. As one of my graduate school instructor's liked to say "there is comfort in ambiguity." And the capstone requires you to move from your ambiguity comfort zone to demonstrating in very precise ways your ability to apply the knowledge you have gained from the core curriculum to solving administrative problems and issues in a public sector context. That can of course be scary. In addition, the Capstone has some special requirements since it is the course used as the final outcome assessment tool for the MPA program. So given the daunting nature and importance of the Capstone what can you expect in the capstone and how can you prepare?

What to Expect in the Capstone

First and foremost the Capstone is about applying knowledge learned. This requires a deep understanding of core course concepts, skill in case analysis and ability to apply concepts based on the unique facts of real world cases. Relating knowledge gained will not carry the day. One expression I like to use is to "drill down." By that I mean moving from a superficial or generalized approach in discussing concepts, to using concepts in a very specific and focused manner that serves to solve or at least lessen the scope of an administrative problem. So application is the mantra. You will hear the word "apply" over and over in the Capstone course.

Second, the structure of the course will involve review of concepts from the core courses and case analysis. The review of the core courses is intended to refresh your thinking about the content of each course and serve as preparation for the case analysis elements of the course. You can expect the course structure to have some combination of core course review and case analysis activities. Thirdly, the capstone concludes with a proctored case analysis. The proctored case analysis is taken over a six hour period and requires the student to analyze an assigned case using the case analysis process. This final case analysis carries a weight of 50 percent of the final grade and is critical to overall success in the course.

In summary, you can expect to be involved with a review of your core courses, practice with applying concepts using the case analysis process, and a final proctored case analysis. Preparation is critical given the weight of the final proctored case analysis and the overall importance of the capstone course.

How to Prepare for the Capstone

Have the Right Mindset: The key here is to take the Capstone very seriously. I recall from my own days as a doctoral student asking my faculty advisor how seriously I should take the comprehensive exams that were part of my program. He answered with one simple word that captured my attention immediately. He said you should take it "very" seriously. I gracefully exited his office feeling somewhat humbled but kept the idea of "very" seriously front and center in my own preparation. Taking it seriously starts with your first core course in the curriculum as each core course builds the foundation needed for success in the Capstone. Good preparation starts early and continues through the entire curriculum. If you haven't started to prepare – start now.

Know the Case Analysis Process: Being adept with using case analysis is critical to success in the capstone. The case analysis process used in the Capstone is very similar to the steps involved in policy analysis and the rational model of decision making with steps related to identifying problems, formulating alternatives, evaluating alternatives, and implementation of a recommended alternative.

(Continues on page 3)

Navigating the Capstone (Continued)

There are many courses in the core curriculum that have a course learning objective related to case analysis methodology such as PA 6610, PA 6620, PA 6646, PA 6650, and PA 6674. This provides a number of opportunities to use case analysis as you move through the curriculum. Capitalizing on these opportunities will aid your preparation for the Capstone.

Organize Your Thinking About Core Course Content: Core courses are taught by different instructors and you will be exposed in each to a number of core course concepts. Sometimes the exposure to so many ideas can be bewildering. So the challenge becomes how to make sense of the content of each core course and how to organize the content in a manner that is meaningful to you. One approach to organizing knowledge is conceptual mapping. You can learn more about this technique by going to the MPA eQuad and reviewing the PowerPoint slides and archive for the Preparing for the Capstone presentation. The key is that if you take the time to organize your thinking about the core courses as you take them it will make the core course review part of the Capstone much easier and also put you in a better position for choosing concepts that are appropriate for the cases you are assigned.

Resources: Lastly there are a number of resources that are available to help you prepare for the Capstone course.

Textbooks: Please be sure to retain your core course textbooks. Your textbooks are an essential resource for completing the various capstone requirements.

Case Analysis: Content is being developed for the eQuad that will provide information related to the Capstone to include case analysis. The content, when available, will be accessed by clicking on the Program Info/Forms tab.

eQuad Archive on Preparing for the Capstone: View the archive at the Blackboard eQuad for suggestions on preparing for the Capstone course. In Blackboard, click on eQuad/eSpeakers Series/Preparing for the Capstone Course.

With the right mindset, skill in case analysis, organizing knowledge gained from core courses, and familiarity with the available resources, you will be positioned for success in the Capstone. Along with my MPA colleagues I look forward to helping you successfully navigate your academic journey to the Capstone course and beyond. If you have any questions please email dshetterly@troy.edu.

Faculty Updates

Dunn, T.P. & Meine, M.F. (2012). On the invasive influence of politics, business, and economics on an innovative education initiative: A longitudinal case study. *International Journal of Business and Social Science*, 3(20), 32-36.

Meine, M.F., Dunn, T.P. & Abbey, R. (2012). Emerging ethical, academic and practical considerations for online teaching: Does the search for quality and integrity come at the expense of academic freedom. *Online Education*, 1(1). 56-62.

Meine, M.F. & Dunn, T.P. (2012). Policing the police: Using ethics education and training to combat 'Official Deviance'. *Journal of US-China Public Administration*, 9(9), 1069-1075.

"The Dark Side of the Vietnam Conflict: Organizational Evil or Just Good People Doing Evil Things?" Manfred F. Meine and Thomas P. Dunn, presented at the Mid-South Sociological Association, Mobile, AL, November 9, 2012.

"On the Invasive Influence of Politics and Business/Economics on an Innovative Education Initiative: A Longitudinal Case Study." Thomas P. Dunn and Manfred F. Meine, presented at the International Organization of Social Sciences and Behavioral Research Conference, Biloxi, MS, October 18-19, 2012.

Faculty Profile



Dr. Ellen Rosell

Dr. Ellen Rosell served as Director of TROY's MPA Program from 2003-2010. She focused on three goals for the MPA program: accreditation by the National Association of Schools of Public Affairs and Administration (NASPAA), offering the entire MPA program via online courses, and internationalizing the MPA student body. The highlight of her administrative efforts was the MPA program receiving NASPAA accreditation in 2009, TROY's first graduate program to receive national professional accreditation. NASPAA accreditation symbolizes excellence in the education and training of those individuals who seek careers in the public and nonprofit sectors.

Dr. Rosell also focused on developing and implementing the MPA program's online course offerings to bring academic opportunities to students regardless of location, particularly to military students located throughout the world. She began her academic career teaching MPA courses for Troy State University at military bases in Japan, Turkey, England, Germany, Netherlands, Spain, and Greece and in Arkansas, Arizona, Hawaii, and New Mexico and learned the value of educational offerings that maximize the convenience for those in the workforce, remote locations, or nontraditional settings. Today the majority of MPA students takes all the courses in the MPA curriculum online.

During 2006-2007, the TROY MPA program began participating in an arrangement whereby students from specific Chinese universities complete one year of their MPA graduate program at their university and transfer two courses into the TROY MPA program, complete the remaining ten courses of the TROY MPA program at the TROY campus and receive their TROY MPA degree, and then return to their university in China to complete their thesis. In the spring of 2013, the TROY MPA program has eight Chinese students in addition to students from Egypt and Korea. MPA alumni include a graduate from Azerbaijan, India, Japan, Kenya, Morocco, Nigeria, and Turkey in addition to seven Chinese alumni. The TROY MPA program's first international alumnus, Nobu Yamachui, who studied with Dr. Rosell at Camp Zama, Japan, now works as an interpreter at the US Embassy in Tokyo. During the summer of 2011, Dr. Rosell served as the leader for the China Trip for TROY staff and students sponsored by TROY's Confucius Institute and met with Lin Zhang, MPA alumna in Beijing. Dr. Rosell appreciates that TROY's extraordinary educational opportunities have not only taken her around the world, but also brought MPA students from around the world into her Alabama classroom.



Dr. Ellen Rosell and Lin Zhang

Pi Alpha Alpha (PAA) Inductions, Fall 2012

PAA is the National Honor Society for Public Affairs and Administration. The purpose of PAA is to encourage and recognize outstanding scholarship and accomplishment in public affairs and administration and to foster integrity, professionalism and creative performance in government and public service activities. Students in Troy's MPA Program may be inducted provided they have maintained a GPA of at least 3.7; have completed at least 75% (27 hours) of their coursework, and have the recommendation of the faculty. Congratulations to the following students who were nominated and accepted induction into PAA in Fall 2012:

Joseph P. Baron
Ashley Bischof
Natalie Ann Couch
Scott W. Heathcoat
Dustin LaDan Hill
Andrew Hokenson

Jacqueline Holley
Holly Nicole Jarnagin
Jennifer L. McCart
Jameka K. Patrick
Daniel Adam Pyle
Sarah Louise Randolph

David James Russell
Keturah Spence
Michelle Colbert Steib
Meghan E. Wander

A Student's Approach to the MPA Program

By LCDR David Russell, NBG-2 N01 Chief of Staff, MPA Student

I have taken the time to capture what I believe are three important steps a student must take while pursuing a Masters in Public Administration. The key to all of these steps is to remember, above all, that you are in pursuit of "Mastering" all subject matters, and in the end, when successful, you will receive a "Masters" degree. The following steps are highly recommended throughout your pursuit to master public administration:

I. CLASS LOADING

The number of classes you take per term should be determined and based on the amount of time you truly have available to devote to the subject matter. Each class requires many hours of study per week to achieve an appropriate level of comprehension and understanding in the subject material. In other words, do not "just get through" the class or program, do not maximize your class load per term, thus, jeopardizing your ability to really allow yourself time to read the material, study, and master each subject. Always remember at each step of the way that you are in pursuit of your Masters. Remember the reason why you are pursuing the degree in the first place. That reason should not be derived from a quest for yet another piece of paper on the wall; the reason should be derived in a personal quest to be a master in the subject material of Public Administration. Remember, our citizens expect no less. Bottom line - if you are taking two classes and find yourself not giving it your all in one or both classes, stop, reassess, and proceed with the class loading that allows you the ability to master each class. You have that ability, thus ensure you allow yourself the time. You must remain patient and focused on your knowledge and comprehension level and not just focused on finishing the program. Do not sell yourself short at this level; provide yourself the time necessary to genuinely master each class.

II. ACTIVE INTERACTION WITH PROFESSORS

As an older student, active interaction may come easy. As a younger student, you may need to be reminded or made aware of a few things in regard to active student/professor interaction. When a student is older and or seasoned, he or she realizes that each professor is a professor because they genuinely love teaching others, and they all want you to succeed. Each and every professor I worked with throughout the program ensured that all of my questions were answered and, more importantly, ensured that I was on track to master the subject matter material. My active interaction with the professors during each class was reciprocated through active professor interaction. Each and every MPA professor had the ability to explain the subject matter in the context of the "real world" and not just the text alone, which promotes a "real learning" environment. Each professor had a genuine desire to ensure I succeeded each step of the way. All students should think of each class in terms of the professor and realize that there is nothing worse for any professor, especially in the online environment, than to minimally interact with a student throughout the term. Discussion boards (DB), Blackboard IM, email, and phone conversations are all means for active participation provided by each professor. The effective use of these means (daily or weekly) will greatly enhance the learning environment for both the student and the professor. Let the professor know you are an active player (Starter) on his or her MPA TEAM! Open your communication lines up with each and every professor and the quality of your learning experience will significantly increase. Each and every MPA professor has a substantial amount of experience and knowledge; and each of them will be standing by to actively interact with you.

Moreover, each and every professor in the program is available to assist you long after the class is over. Remember, we are all part of the MPA program or TEAM! Many times I have journeyed outside the lifelines of a class and continued to "pick" previous professors brains on material in other classes. Each and every professor is on your TEAM, whether you are currently in their class or not. To me, that says it all on how good this MPA program is!

Finally, utilize your assigned program advisor. For example, Dr. Pam Dunning is my advisor, and I have asked her each step of the way questions such as what class should I take next? Which class should I or could I take with another? Which concentration area would best fit my long-term goals? What do you think about my current class way-ahead? Bottom line, my advisor played an active role and is, in many ways, responsible in advising me to academic achievement and success.

(Continues on pg. 6)

A Student's Approach to the MPA Program (Continued)

III. UTILIZE YOUR WORK ENVIRONMENT, EXPERIENCE, OR JUST PLAIN YOU

When writing papers, conducting a case analysis, or just completing homework, put yourself and your own experiences into your work; take a first person approach to all of your work, in other words, own your work. Remember, you are the public administrator and it is your problem, program, or case that requires resolution. One interesting thing about the MPA program is that all professors provide "real" case study events; so keep it "real"; put yourself behind the desk of that supervisor in that case study and solve the problem. By taking a first person approach in your learning experience, you will yield dividends and have more fun in the process than just plainly completing assigned homework. Remember, your employees expect that you, "The Master of Public Administration" with a degree in hand, can assess and lead in solving complex problems; so start solving problems now as you earn this education!

In closing, I would like to provide a heartfelt thank you to all of my professors; Mr. Joel Alvarey, Dr. Pam Dunning, Dr. Tammy Esteves, Dr. Kirsten Loutzenhiser, Dr. Dayna McDaniel, Dr. Manfred Meine, Mr. Harold Moeller, and Dr. Leora Waldner. Their guidance, education, motivation, and positive interaction each step of the way made my MPA journey a total success!

Faculty Updates (Continued)

Dr. Pamela Gibson made two conference presentations in October. Research entitled, "Moral Theory and Practice-Relevant Models: Assessing and Enriching Ethics Education" was presented at the annual meeting of the Southeastern Conference for Public Administration (SECoPA) in Coral Springs, Florida and "Faculty as Victim: Virtual Assaults in Distance Learning" was provided with Criminal Justice Professor Joy Hadwiger at the Academic Forum Conference held in Santa Fe, New Mexico.

Waldner, L., McDaniel, D., Esteves, T., and Anderson, T. (2012). The eQuad: A next-generation eAdvising tool to build community and retain students. *The Mentor*. <http://dus.psu.edu/mentor/2012/10/equad-eadvising-tool-build-community-retain-students/>

Dr. Tammy Esteves, MPA faculty, was the featured speaker for the December 12 & 13 International Relations Forum at Joint Base Lewis-McChord. Her presentation topic was "The Emerging Field of Crisis Informatics: Dealing with Crises in a Networked World."

New Course in Public Management!

In Term 4, 2013, we will be offering "PA 6625: Specialized Study in Public Administration." This particular course will focus on performance measurement and management in public and non-profit organizations. While performance measurement is discussed in public budgeting, program evaluation and strategic planning, this course will provide students with a more in-depth look at how performance measures are constructed and how to implement a performance measurement/management system. The course has been approved by the Troy University Graduate Advisory Council as a new public management concentration offering starting with the 2013-2014 Graduate Catalog in August 2013 (Term 1/Fall Semester), titled "Performance Measurement and Management for Public and Non-Profit Organizations" with a course number to be determined.

Student News

Jennifer McCart was recently selected as a recipient of the 2013 Council of College and Military Educators (CCME) Military Spouse Scholarship. Jennifer also accepted her first government position as a Family Readiness Officer for the United States Marine Corps. She is currently working with VMM-365, a Marine Medium Tiltrotor Squadron out of Marine Corps Air Station New River, in Jacksonville, NC.

Congratulations to the following Troy Presidential Management Fellowship Nominees: Idoyu (Paul) Ajawi, Ladonna Bowen, Chanda Caldwell, Tanesha Espy, Edward Hwang, Joel Keough, Lola Olajide, Orell Pearson, Taqua Thrasher, and Alice Workman. We wish you good luck in the next round of the process. Those that are selected for the PMF award will begin training for a high-level federal executive career at a variety of agencies, in capacities such as personnel management, policy analysis, and more.

Alumni News

Major Dov Kawamoto (2012) was recently featured in a video by the Toyota Corporation in support for Hiring Our Hero's.

Colonel Jeff Waechter (2012) was appointed to the Executive Council for the Hampton Roads Chapter of the American Society for Public Administration.

Olivia Garrison (2012) has been hired by the American Red Cross for a one year appointment in Disaster Services following an internship with United Way of CSRA (Central Savannah River Area) and a summer placement with AmeriCorps VISTA.

Sean Webeck (2010) was accepted at Indiana University, pursuing a PhD in Public Policy from the Department of Political Science and the School of Public and Environmental Affairs.

Tosha Wilson-Davis (2009) reports that she has been extremely busy with adjunct teaching at Georgia Military College-Online Campus. She will hit the 3 year mark on January 4th and was promoted to Team Faculty Leader. After 3 years as a Federal Government civilian employee she was promoted to a GS-11 and received a Notable Achievement Award in July 2012.

The American Business Women's Association (ABWA) named Tamiko Leverette (2008), President of Non-profit Dreams, one of the Top Ten Business Women of the Year. The Top Ten Business Women of ABWA is a national program that honors 10 outstanding members for achieving excellence in career, education and community involvement.

Jim Krzenski (2004) has been an adjunct professor for Barry University for the past four years. He happily reports that he is making good use of the knowledge gained by completing the MPA curriculum. He is not only applying the knowledge within his academic adjunct position but also in his full time position as the Administrative Services Manager for a very busy Central Florida Police Department.

Charles A. Watson Award

Dr. Charles A. Watson had a passion for community based research. A professor for Troy University's Masters of Public Administration program for over 20 years, Dr. Watson taught research methods and program evaluation courses across disciplines ensuring invaluable experience for students and quality research for area agencies. With his passing in November 2008, the Atlantic Region Chapter of the Troy University Alumni Association established an annual Research Award in his honor.

Student papers are nominated by faculty of the MPA Program, with selection made by an appointed committee. This year, research projects completed by any TROY MPA student between March 2012 and March 2013 will be considered and the award winner(s) will be announced at the April 15, 2013 Honors Convocation and recognized during the MPA Student Research Forum held Saturday, April 27, 2013.

The award recipient(s) will receive a certificate and have their name(s) added to the plaque which resides at the Troy Campus. It is a privilege to pay tribute to Dr. Watson by recognizing the hard work of our faculty and students in making important contributions to public administration theory and practice.

New! Student Research Forum

We are pleased to announce a virtual MPA Student Research Forum will be held April 22 – 27, 2013. The forum will be conducted using an archived webinar format. An asynchronous session with archived PowerPoint presentations will be held April 22 – 26 utilizing Blackboard Collaborate. A live session on Saturday, April 27 will provide a recap of the presentations and recognize the top two student presentations. At this session, the Watson Award winner will also be announced.

The research forum will consist of student presentations (via archived PowerPoint) on research papers that were completed in the various core and concentration courses within the MPA curriculum. Presentations must be based on completed research papers or research proposals done while enrolled in an MPA course the previous year (T5, 2012 through T3, 2013). All that is needed to participate is submission of an abstract of your research to the Student Research Forum Committee and development of a PowerPoint presentation which you will present and archive via Blackboard Collaborate. Monetary awards for the two best presentations will be announced at the end of the forum and a certificate of participation will be provided to all attendees.

Submission guidelines: Please submit an abstract of no more than 200 words to MPAforum@troy.edu by March 23, 2013. You will receive notification of acceptance within 7 days. Guidelines for archiving your session in Collaborate will be provided at a later date.

This forum will provide MPA graduate students an opportunity to share their research interests in a professional setting with their peers, faculty, and other participants. If you should have any questions please contact Dr. David Shetterly (dshetterly@troy.edu) or Dr. Pamela Dunning (pdunning@troy.edu).

Recent Graduates

Congratulations to the following Fall 2012 (Terms 1 & 2) graduates:

| | | |
|------------------------|-------------------------|-----------------------|
| Bartholomew, Nicole | Goodman, Kimberly A. | Pierce, Yamona |
| Brown, Bernice P. | Gordon, Robbie L. | Rickman, Marlon M. |
| Burcham, Jon D. | Graceffo, Kimberlie A. | Scharlott, Mary L. |
| Burke, Stephanie L. | Heller, Bryan W. | Slaughter, Britton L. |
| Cass, Daniel J. | Hill, Dustin L. | Smith, Mark R. |
| Couch, Natalie A. | Hill, Lakeisha | Spence, Keturah |
| Cummings, Thomas W. | Holmes-Davis, Renada I. | Thomas, Angela M. |
| Donaldson, Sandra L. | Lugo, Sheila S. | Thomas, Tierri M. |
| Dozier, Katharine G. | McDaniel, Veronica A. | Threat, Brandi C. |
| Ford-Knights, Paulette | Montgomery, Amber T. | Wander, Meghan E. |
| Geolingo, Yolanda D. | Moore, Disarae | Way, James R. |
| Gilliam, Nichole L. | Morgan, Rolanda A. | |
| Gober, Denitra N. | Ortiz, Miriam Y. | |



The mission of the Troy University MPA program is to develop professional competency and leadership in individuals associated with public and non-profit sectors by providing quality graduate professional education through a standardized curriculum and a network of campuses utilizing traditional, nontraditional and emerging electronic formats.

Welcome to New Students

Please welcome the following new students who were admitted between September and December 2012:

| | | | |
|--------------------------|---------------------|------------------------|-----------------------|
| Kandice Abernathy | Kimberly Davis | Susan Lottinville | Tameka Stedford |
| Francis Agyin | Ronald Day | Gail Lucento | Clarence Stewart |
| Raven Alexander | Jeffrey Dowdy | Waquita Mack | Amy Stratton |
| Samantha Allbrook | Shatiah Dow-Reyes | Kelly Magee | Karen Sullivan |
| Tammy Allen | Jasmin Dudley | Lemuel Marbury | Jie Tao |
| Angenetta Anderson | Milton Ferguson | Douglas Massinger | Charles Thomas |
| Thomas Angle | Lisa Finley | Chantel Maul | Giana Thomas |
| Sandra Ashford | Maurice Foster | Ernest Mbandi | Joseph Thompson |
| Marti Bamberg | Dhaniqua Garner | Annessia McCray | Larry Thornton |
| Jose Barriga | Brittany George | Chad Minnick | Brandi Threat |
| Latetsheia Beall | Todd Gessling | Christie Montoya | Mark Trevino |
| Elizabeth Black | Allison Goforth | Keyarrow Moore | Monica Vera |
| Aimee Bowlin | Daisy Gomez | Janifer Morgan | Arthur Waller |
| Christopher Brewer | Brian Goodman | Crystal Moser | Tralice Ware |
| Samuel Bromley | Marlaina Guillaume | Maeghan Moses | Deveta Webb |
| Jamie Brooks | Thomas Hannemann | Shana Moss | Brian Weyhe |
| Cyrus Brown | Jennifer Harden | Sonya Nelson | Tonya Williams |
| Cassandra Brown-Chratian | Shelley Harvey | Yolanda Nobles-Tolbert | Loshalondlyn Williams |
| Justin Brownlee | Kenya Hawkins | William Oliver | Bingran Xie |
| Gloria Brundidge | Roy Hendricks | Candace Parker | |
| Mary Burgess | Terrick Hill | Naima Parsons - Wells | |
| Jennifer Carbins | Rebecca Hoppe | Kimberly Pendarvis | |
| James Cardin | Keyrunta Houston | David Pendley | |
| Lexi Carpenter | Lamont Huyghue | Darren Percy | |
| James Cartee | Marquez James | Dominick Perkins | |
| Christin Chappelle | Hortensia James | Juan Reyes | |
| Roxanne Charboneau | Jason Jones | Adam Rose | |
| Jay F. Charboneau | Charles Kelley | Jimmy Rozier | |
| Molly Cobb | Nadia Krashefski | Darlene Sampson | |
| Gideon Cofie | Timothy Langford | Sherry Secrist | |
| Laura Colley | Emily Leavins-Sketo | William Shepard | |
| Colleen Crowder | David Leon | Mia Smith | |
| Totoria Cunningham | Holly Leverette | Casey Sowell | |

Share Your News!

Our next issue will be May 2013 and we need your help to fill it. Please e-mail Dr. Pam Dunning (pdunning@troy.edu) if you have recent news that you would like to have included in the newsletter.

A special thanks to everyone who contributed to this newsletter. Your help is greatly appreciated.