

The University

Monmouth University, as described in its Mission Statement, is an independent, comprehensive institution of higher education, emphasizing excellence and integrity in teaching, and scholarship at the undergraduate and graduate levels. Monmouth is dedicated to service in the public interest and, in particular, to the enhancement of the quality of life. The University is committed to providing a learning environment that enables men and women to pursue their educational goals, to reach their full potential as leaders, to determine the direction of their lives, and to contribute actively in order to become engaged citizens in their community and society in an increasingly interdependent world.

Eight schools within the University—the Wayne D. McMurray School of Humanities and Social Sciences; the School of Science; the Leon Hess Business School; the School of Education; the Marjorie K. Unterberg School of Nursing and Health Studies; the Honors School; the Graduate School; and the School of Social Work—provide a wide variety of academic programs at both the undergraduate and graduate levels. There are bachelor's degree programs in the arts and sciences and in the professional areas of business, computer science, criminal justice, education, nursing, social work, and software engineering. Co-curricular activities have

been designed to complement the academic program. Master's level programs include business administration, computer science, corporate and public communication, criminal justice, education, English, financial mathematics, history, liberal arts, nursing, professional counseling, psychological counseling, public policy, social work, and software engineering.

The undergraduate curriculum is built upon an innovative, interdisciplinary general education program and careful academic advising and career counseling. One of the University's main goals is to prepare Monmouth undergraduates for active participation as leaders in the twenty-first century. Accordingly, the University provides a learning environment that enables all students to develop their capacities for leadership in a multicultural world. Students are provided opportunities to develop information technology and collaborative problem-solving skills and to develop a sense of social responsibility as members of local, national, and global communities. Small classes and course clustering allow for individual attention, cooperative learning, and interactive student-faculty exchange.

The University is located in a quiet, residential area of an attractive community near the Atlantic Ocean, about an hour and thirty minutes from the

metropolitan attractions of New York City and Philadelphia. Monmouth enjoys the advantage of proximity, within its home county, to many high-technology firms, financial institutions, health care institutions, and a thriving business-industrial sector. These provide employment possibilities for Monmouth University graduates, as well as opportunities for undergraduates, to gain practical experience through internships and the Cooperative Education Program. The surrounding communities also offer opportunities for service activities in local schools and public agencies. Volunteer and service activity is encouraged and facilitated by the campus Office of Service Learning and Community Programs.

CAMPUS FACILITIES

The University's 156-acre campus, considered to be one of the most beautiful in New Jersey, includes among its 56 buildings a harmonious blending of historic and traditional architectural styles.

The centerpiece building—and the University's identifying landmark—is **Woodrow Wilson Hall**, the administrative center. Completed in 1931 on the precise site of President Woodrow Wilson's summer White House, the 130-room mansion—originally known as Shadow Lawn—began as the private residence of Hubert T. Parson, a former president of F.W. Woolworth Company. The mansion has been described in newspapers throughout the world, is featured in many books on architecture and art, and has been used as a backdrop for innumerable print ads and television commercials. In 1981, it served as the setting for the film version of *Annie*. In 1978, along with the University's Library, another architectural treasure that was the summer home of Murray and Leonie Guggenheim, it was entered in the National Register of Historic Places. In 1985, Wilson Hall was designated a National Historic Landmark by the U.S. Department of the Interior.

In fall 2009, Monmouth University will open a 153,200 square foot **Multipurpose Activity Center (MAC)** that seats approximately 4,000 people. The building, which is located in the center of the campus, includes a multipurpose arena, 200-meter, six-lane indoor track, the University store, Leon Hess Champions' Hall, locker rooms for 19 athletic teams, box office, fitness center, and the University's Blue/White Club.

The **Lauren K. Woods Theatre**, a former carriage house that retains many of its original archi-

tectural features, is just one of the many gracious older buildings that lends distinctive balance to the modern additions to the campus. Prominent among these newer buildings is the **Stafford Student Center** that houses an open computer lab, a commuter dining room and snack bar, student offices, lounges, and a large combination banquet/performance hall. In a first-floor suite is the Disability Services and Tutoring Center. On the lower level is the **Center for Student Success** which includes Career Services, First-Year at Monmouth (provides advising support to freshmen students), the Writing Center, and a graduate student lounge. Other buildings include: the **Magill Commons**, a resident student dining hall and conference center; the **Thomas A. Edison Science Building** (with nearby greenhouse); **Howard Hall**, housing the **Pollak Theatre** and many academic computing labs, as well as a 24-hour open lab; **Bey Hall**, the Leon Hess Business School building, which contains case study classrooms, seminar rooms, and a computer laboratory; **McAllan Hall**, which houses the School of Education, The Marjorie K. Unterberg School of Nursing and Health Studies, The School of Social Work, and the department of Criminal Justice; the new state-of-the-art **Jules Plangere Center**, which houses the department of Communication, Foreign Language Studies, and a Faculty Resource Center; **William T. Boylan Gymnasium**; ten traditional and suite-style, on-campus residence halls: **Beechwood, Birch, Cedar, Elmwood, Laurel, Oakwood, Pinewood, Redwood, Spruce, and Willow**; and three apartment-style facilities: the **Great Lawn Apartments**, the **Garden Apartments**, and **Maplewood Hall**.

HISTORY

Monmouth University was founded in 1933 with federal assistance as Monmouth Junior College, largely to provide opportunity for higher education to area high school graduates who, in those Depression days, could not afford to go away to college. It was a two-year institution, holding classes only in the evening. For a time it appeared uncertain whether the College would have adequate funds to continue. With support from students and the community, however, the fledgling College survived the economic crisis and quickly assumed its present private status. In 1956, it was renamed Monmouth College and accredited by the state to offer four-year programs leading to the baccalaureate degree. Less than a

decade later, it was authorized to offer master's degree programs. In March 1995, the New Jersey Commission on Higher Education designated Monmouth a teaching university pursuant to N.J.A.C. 9:1-3.1 et seq.

Today, Monmouth offers more than 70 undergraduate and graduate degree programs and concentrations. Within its student body, 32 states and 48 foreign countries are represented. More than 1,600 undergraduates are resident students.

ACCREDITATION

The University is licensed by the New Jersey Commission on Higher Education and accredited by the Middle States Commission on Higher Education. In addition, the Leon Hess Business School is accredited by the AACSB International — the Association to Advance Collegiate Schools of Business; the chemistry program (with a concentration in advanced chemistry) is on the Approved List of the American Chemical Society (ACS); the nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE); the undergraduate B.S.W. and graduate M.S.W. social work programs are accredited by the Council on Social Work Education (CSWE); the software engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET); the School of Education has received provisional accreditation from the National Council for Accreditation of Teacher Education (NCATE) and has received accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the M.S.Ed. in School Counseling. The Department of Psychological Counseling has also received CACREP accreditation for its M.S. in Mental Health Counseling program.

THE FACULTY

The faculty at Monmouth University work together to provide challenging classroom environments that encourage student involvement and ensure that Monmouth graduates leave the University ready to exercise socially responsible leadership in their professional and personal communities. The faculty take teaching and student learning seriously. To enhance their effectiveness, most have participated in faculty workshops on

active learning techniques.

The Monmouth faculty are respected scholars, artists, scientists, and professionals. Students are drawn into the ongoing scholarly and creative work of the faculty through classroom demonstration, research assistantships, and attendance at professional meetings. Faculty also serve as advisors to students, some as designated freshman advisors who work closely with new students during their first year.

In departments having graduate programs, certain faculty are appointed to the graduate faculty. The graduate faculty provides the core of instruction in the graduate programs at Monmouth University. Recognized for their scholarly achievements by peers in their fields, the members of the graduate faculty provide a challenging classroom environment. They bring insight from research and professional experience into the classroom. Graduate students are drawn into the ongoing, creative work of the faculty through classroom demonstration, as research assistants, and through attendance at professional meetings. The graduate faculty also serve as advisors and mentors to students; in many cases, contact is maintained after graduation.

Working directly with senior faculty who are engaged in research is a key element in graduate-level study. In recent interviews, a group of student leaders on campus unanimously agreed that the opportunity to work closely with faculty is the greatest single benefit of Monmouth's small class size and engaged faculty. Students are able to achieve a comfortable rapport with the professors.

Interviewed recently about their views of the University, a group of student leaders on campus unanimously agreed the greatest single appeal of the institution was the opportunity it afforded them to work closely with faculty, to achieve a comfortable rapport in which they not only got to know their teachers, but also were known by them. "We are never made to feel we are simply numbers," one of the student leaders states.

A member of the anthropology faculty, who regularly involves students in his research activities, explains: "It gives them opportunity to meet important people in the field whom they otherwise would only read about, and to engage in some of the personal excitement of anthropology." A biology professor, who provides opportunity for students in his major field to participate in his environmental projects, also encourages them to write papers on their work and to

present them at scientific meetings. “For some,” he reports, “this experience has been a determining factor in gaining acceptance to graduate school or in getting jobs in their major field. Being able to include published research in their resumes gives them a decided edge.” A psychology professor whose undergraduate students have presented papers at prestigious, professional psychology conferences is enthusiastic about their experiences. “They have truly earned the recognition they received and are excited about pursuing advanced degrees.”

Monmouth faculty are committed to helping students achieve their fullest potential. That they succeed is attested in the words of a graduate who is now a successful physicist. “Any student who has anything on the ball, and who wants to learn and get the finest education possible in his or her major field, can get it at Monmouth. The teachers are tops; they care about you as an individual, work right along with you, and share the joy of your own successes. I was a science major. When they saw that I was serious about my work, my professors gave me special encouragement, allowed me flexible lab privileges, and even worked with me on research. I knew it was a great experience then. Five years into my career field, I am even more appreciative of the solid kind of preparation provided me at Monmouth. Just show the faculty you care, and you’ll have them on your team all the way.”

Each year at Commencement, the University cites one member of the faculty for distinguished teaching. Honorees are chosen by a committee of faculty, administrators, and students. Recipients since 1975, when the award was established, are:

Rose Mary Miller, Mathematics	1975
William P. Mitchell, Anthropology	1976
Richard Benjamin, Electronic Engineering .	1977
Vernon Churchill, Biology	1978
Charles J. Lewis, Mathematics	1979
J. Emmett Collins, Marketing	1980
Robert J. Sipos, English	1981
Harris Drucker, Electronic Engineering . . .	1982
Alicia E. Portuondo, Foreign Languages . .	1983
John A. Styslinger, English	1984
Everett L. Rich, Communication	1985
Doris K. Hiatt, Psychology	1986
Eugene S. Simko, Management	1987
Thomas S. Pearson, History	1988
Datta V. Naik, Chemistry	1989
Donald M. Moliver, Economics	1990

Robert S. Rouse, Chemistry	1991
Leonard Wollack, Marketing	1992
Arie van Everdingen, Art	1993
Mark Rodgers, Social Work	1994
Kenneth Campbell, History	1995
Margaret DelGuercio, English	1996
Marilyn Parker, Chemistry	1997
Gregory Coram, Criminal Justice	1998
Robyn Holmes, Psychology	1999
Robin Mama, Social Work	2000
Brian Garvey, English	2001
John Morano, Communication	2002
Rekha Datta, Political Science	2003
Judith Nye, Psychology	2004
Michael Palladino, Biology	2005
Bruce Normandia, Curriculum & Instruction	2006
Richard Veit, History and Anthropology . . .	2007
Kelly Ward, Social Work	2008
Joseph Patten, Political Science	2009

AWARDS

Donald Warncke Award

The Faculty Association of Monmouth (FAMCO) sponsors this award in memory of Donald Warncke, first president of FAMCO. Any member of the University community who has distinguished him or herself through outstanding service over the years is eligible. Recipients through 2006 are:

Ann Nowick	1980
Carol Giroud	1981
Jack Christie and George Smith	1982
Richard Steadman	1983
Alfred Brown	1984
Jane Freed and Della Garrabrant	1985
Philip C. Donahue	1986
William T. Boylan	1988
Mary Abate	1989
Aldean Davis	1990
Rose Iovino	1991
Demetrius Markov	1992
C. Dale Haase and Carol Neuer	1993
Deanna Scherrer	1994
Sandra G. Epstein	1995
Gertrude Murphy and Marilyn Parker	1996
Susan Kuykendall	1997
John Bolton	1998
Debbie Mellish and James Mack	1999
Marianne Seitz	2000

Vernon Churchill	2001
Richard Guilfoyle	2002
Thomas Murtha	2003
Koorleen Minton and Ella Elizabeth Boyington	2004
Linda Silverstein	2005
Franca Mancini	2006
Annette Gough	2007
Doreen Brown and Sandy Villa	2008
William Mitchell	2009

Stafford Presidential Award of Excellence

Established in 2003, this award is presented annually to the outstanding member(s) of the Monmouth University staff or administration as recognition for his or her tireless efforts, dedication, creativity, and evident commitment to supporting and enhancing Monmouth University. The award is named after Dr. Rebecca Stafford, who retired in 2003 after 10 years of exceptional service as President.

Bertha Hughes	2003
Datta Naik	2003
Maureen Paparella	2003
Patricia L. Swannack	2004
Samuel A. Weir	2005
Saliba Sarsar	2006
Debbie Mellish	2007
Mary Anne Nagy	2007
Colleen Johnson	2008
Jean Judge	2009

ACADEMIC HONESTY

Monmouth University encourages its students to grow intellectually as well as to become responsible citizens in our complex society. In order to develop their skills and talents, students are asked to do research, perform experiments, write research papers, work individually, and cooperate in group activities. Academic dishonesty subverts the University’s mission and undermines the student’s intellectual growth. Therefore, Monmouth University will not tolerate violations of the code of academic honesty. The penalties for such violations include suspension or dismissal and are elaborated in the Student Handbook.

The University has an obligation as an educational institution to be certain that each student’s work is his/her own. Dishonesty in such academic practices as assignments, examinations, or other academic work cannot be condoned. A student who submits work that is not original violates the purpose of Monmouth University and may forfeit his/her right and opportunity to continue at the University.