Experiential Education Newsletter
Spring 2005

Everything You Need To Know About....

INTERNSHIPS, CO-OPS, SERVICE LEARNING

Monmouth Council of Girl Scouts
Student Success Stories
Who to See About Ex Ed Opportunities
A Commitment to Ex Ed Can Help Change Your Life

By Dr. Stanton Green

Experiential Education has been a part of my life since my freshman year in college. As a freshman at SUNY Stony Brook I volunteered for an adult literacy project. I spent one evening a week teaching an adult how to read. Although I did not have any specific training in the area of teaching reading, I was lucky to go to good schools and, even more than this, I was nurtured by parents who valued reading. Now I was being given the privilege of a university education: it was time, I thought, to give something back. And by so doing, I could find out if I really was interested in becoming a teacher.

This experience changed my life. I saw what it was like to be an adult not being able to read. I saw a person who was brought up in a much different and poorer life situation than I was. And I saw how much this adult student appreciated the privilege of education.

These lessons laid the foundation for my commitment to a career in anthropology and education. I studied to become a professor of Anthropology. My passion became to educate students of all ages about the diversity of ways people live on our shared planet; about the riches of some and the poverty of others. And of how education can make a difference. I began my teaching in the field of archaeology where one of my first tasks was to develop an archaeological field school. I myself had participated in ‘digs’ as an undergraduate and graduate student, and I realized that experiencing archaeology was the best way to learn it.

Over the course of my career, I have brought hundreds of students to archaeological sites from Massachusetts to South Carolina to the Republic of Ireland. For them, learning about history and culture was not a matter limited to reading the printed word in a textbook. Instead it was broadened to the experience of interviewing real people about their lives and excavating artifacts left behind by people who lived hundreds and in some cases thousands of years ago. These students were learning by experience. And they were learning to appreciate the richness of other cultures. There is nothing like sitting on a fence talking with an Irish farmer about the artifacts he has dug from his field; like digging up an ancient pit of barley from 4000 years ago!

Don’t get me wrong: classroom learning is important. Indeed, most of the students I have taken to the field have had courses in anthropology, archaeology and history. But the printed word and classroom lecture and discussion can only get one so far. The real world is not made up of answers found in books. The critical thing for all students is to learn how to critically analyze problems, how to collect the information needed to solve the problems, and how to find answers by interpreting this information.

Archaeology provides an especially good example because artifacts don’t talk. An archaeologist can excavate the outline of a house, the burnt remains of a hearth and the artifacts that were used for cooking a family’s meal. But what this says about the life of the people who left these remains behind is left for the archaeologist to figure out. Who cooked the meal? How many people were in the family? Where did the food come from? What was their standard of living?

No matter what your goals in life, I urge you to think carefully about how important Experiential Education can be to your education at Monmouth University. Think about what you can learn; think about what you can give. Think about how you can apply your classroom learning to the real world. As an educator I have seen students grow so much from Experiential Education – if a picture is worth a thousand words, a field experience is worth a billion!

Dr. Stanton Green is the Dean of the School of Humanities and Social Sciences at Monmouth University.

Marilyn Ward, Alexis Harris Honored

Two people who have worked above and beyond to assist Monmouth University students with Ex Ed opportunities, have received Martin Luther King Awards as a recognition of their achievements.

Marilyn Ward, Coordinator of Service Learning and Community Programs at Monmouth University; and Alexis Harris, principal of Hope Academy in Asbury Park, were presented with Unsung Hero/ Heroine Awards last month.

Every year this award is presented to four individuals from Monmouth University and the greater community who exemplify the spirit, life, and teaching of Dr. Martin Luther King Jr., but who in doing so, are not often recognized for their work.

The other two recipients of the award this year were Dana Puharic, co-founder of Michael’s Feast - a charity dedicated to aiding families of seriously ill newborns; and Cortnie Stanton, a Monmouth Graduate who successfully advocated for the State of New Jersey to develop a policy to help abused immigrant children obtain documentation for adoption.

As Coordinator of Service Learning and Community Programs here at Monmouth University, Marilyn Ward has been known to go above and beyond her call of duty for the good of both Monmouth University students and members of the community.

At Thanksgiving, she has helped needy families all over the county receive a turkey dinner. She has worked with students on delivering presents to families at Christmas, and has helped coordinate many other fund raisers at the University.

One of Marilyn’s nominators, who remained anonymous, said “Before Marilyn, MU’s community service and spirit were an ideal - now they are real and she always believes we can do more.”

Another recipient of the award was Alexis Harris, Principal of Hope Academy Charter School in Asbury Park, which has an enrollment of 130 students.

Alexis has been known to drive her students to Monmouth University every week for one-on-one tutoring. She has also welcomed several Monmouth students into internships and service learning experiences at the school.
What is Experiential Education?

Experiential Education, also referred to as Ex Ed, is a graduation requirement for all undergraduate students. This requirement is designed to help students get adjusted to working within the “real world.” While students can learn a lot in the classrooms at Monmouth University, there is nothing like being able to set foot into a real job experience and get a glimpse of what things could be like when you graduate.

How Can I Find Out More About Ex Ed Programs?

The Ex Ed webpage can be accessed at http://monmouth.edu/academics/lcac/exed.asp. It contains a list of courses that satisfy the University’s Ex Ed requirement, including service learning, class projects, internships, and co-ops, along with student success stories. Each department on campus also has a faculty member known as a Career Advisor and Planner (CAP) to help you get started with your opportunity. You may also stop in the Life and Career Advising Center (LCAC) at any time for more information.

How Do I Fulfill My Ex Ed Requirement?

Experiential Education requirements can be satisfied in a variety of different ways. You can take part in an internship, co-op, service learning, class projects, or study abroad. You also must check with your academic department to see if there are any specific Ex Ed requirements in your major.

Here is some more information on each of the possibilities:

**CO-OPS:** Cooperative education courses (usually three credit courses taken Junior or Senior year) can enable students to obtain paid work experience. The courses are usually electives. Students work with a faculty member who helps them make connections between the co-op work and classroom objectives.

**INTERNSHIPS:** Internships are similar to co-op courses, but students supplement their work experience with academic assignments under the direct guidance of a faculty member. Many academic departments also offer internship seminars that allow students to share their experiences and learn from one another.

**SERVICE LEARNING:** Students may engage in service learning as part of a designated Ex Ed course. By participating in a service project or initiative through a course, students may explore new and alternative vistas that lead to greater personal development, enhanced social awareness and civil responsibility.

**CLASS PROJECTS:** The faculty at Monmouth has created special Ex Ed courses designed to expose real-life challenges and problems in career-related and community settings.

**STUDY ABROAD:** Students may also satisfy their Ex Ed requirement through selected study abroad opportunities. Students have recently studied at Regents College in England and many other interesting places. If you’re interested in studying abroad you can contact Robyn at extension 5377 for more information.

When Should I Take Part in Ex Ed?

Most students fulfill their Ex Ed requirement in either their junior or senior year when they have a general idea of what type of work they want to do when they graduate. You can take part in an Ex Ed experience during the Fall, Spring, or Summer semester, and they can be done for one or more credits (most students take 3 credits). You may also take part in more than one Ex Ed opportunity while at Monmouth. This can help you gain even more experience for when you graduate!

To get a better idea of what opportunity is right for you, check with your advisor, CAP, or department chair. Different majors require different things, so be sure to check in with someone, and review your Academic Audit carefully before you get started. Good luck!
Centering On Success

Tricia Rumola Has Learned to Climb The Ladder of Success Since Her Graduation.

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 from the University in 2000 and is already Executive Director of Red Bank RiverCenter, an organization dedicated to promoting business and activities in downtown Red Bank.

With the goal of bringing more economic development to the town, Tricia and her staff plan and help carry out events like Red Bank’s annual Jazz and Blues Festival, Kaboom! Fireworks displays on the Navesink River, town and tree lightings at the holidays, and many others.

Tricia is also responsible for acting as a liaison between the business community and the local government of Red Bank.

“I’ve always liked cities and government, so I’m glad to be working here,” she said. “It’s nice to know I am helping with the development of a town like 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 with the help of Monmouth University’s Counselor to the President Susan Doctorian, she landed an internship at Red Bank RiverCenter.

After graduating Monmouth in 2000, Tricia was given a job as Program Manager at the RiverCenter – where she worked while attending graduate classes at the University.

Eventually she was promoted to the position of Director of Programming and Policy, where she worked in for two years. She then volunteered to fill in as Executive Director, which eventually led to her current position.

“I liked working at the RiverCenter from the minute I started,” Tricia said. “I knew I finally found something I was really interested in.”

The main factor behind finding an ideal was taking part in various internships. “For students who are in the position I was, and don’t really know what is good for them, I suggest trying a couple different opportunities,” she said. “It doesn’t matter if it’s outside of their major, because they might find something perfect for them that they wouldn’t have considered before.”

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,” she explained. “But 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.”

Several Monmouth students are currently doing an internship for Tricia at the RiverCenter, and the organization is always looking for more help.

If you are interested in an internship or other opportunity at Red Bank RiverCenter, you may contact Tricia at (732) 842-4244.
My Trip To London

A STUDENT’S ACCOUNT OF STUDYING ABROAD

by Steven Veter (Business major)

My trip to London has been everything I hoped for and more.

I got to experience so many things and people and the trip abroad has forever changed my life. The friendships I have formed with people from all over the world are awesome and I became pretty close with almost all the people traveling from Monmouth.

I saw as many sights as I could in London and I did as much traveling as I could with the money I had. I went to Ireland, Sweden, Italy (for the ten day break), Holland, Spain and France.

All of the places were amazing in their own way and I am so glad I was able to make it to as many countries as I did. I would recommend the Study Abroad program to anyone.

The experience here has opened my eyes to so many different cultures and lifestyles. I have lived in the suburbs my whole life and staying in one of the largest cities in the world was at first an extreme culture shock, but it only took a few days to get used to and now I love it.

There is always so much happening in London and the city itself is filled with culture and I learn something new everyday from my classes, traveling and just living here.

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As for some words of wisdom I would pass on to the next group and future groups to come: work for as long as you can before you get here because it is very expensive. Try to book all your trips early so you don’t have to pay a lot of money. Don’t be shy when you first get here. Make sure you meet people in the dorm because they are all in the same boat and everyone feels a little homesick at first. You’re here to see the world. Make sure you make the most of your time here because it flies. Enjoy the experience and you’ll have the time of your life.

Students studying abroad in London had the experience of a lifetime.

by Christine O’Rourke

Monmouth University sent its first group of study abroad students to London for the Fall 2001 semester. Since then, the program has flourished with over 220 students participating in the program and the number of countries available has increased to three with the possibility of more in the future.

London offers unique courses that get students more involved. Examples include an art course that meets in a museum each week, a theater class that goes to a play or musical each week, and even an English palace course where the class visits different palaces to examine their architecture and discuss their impact on history.

Each semester, Monmouth takes students studying in Sydney on a 4-day trip to Melbourne. Since Australia’s summer is from December to February, the first semester down under begins in late February and runs through early July. The second semester starts in late July and finishes in late November.

During the summer, Monmouth offers a study abroad program in Spain. This five week program offers courses in Spanish for all levels, even beginners. In Spain, students live with a Spanish family. Students reside in Madrid while in Spain and get to experience Barcelona with a three-night trip with hotel and air fare included in the tuition.

Since only 3% of U.S. college undergraduates participate in a semester abroad, your resume will stand out to employers, and the personal experience will last a lifetime.

Applications for study abroad are due the semester before going abroad. The general requirements for studying abroad are a 2.75 minimum GPA, sophomore status or higher, and a recommendation from completed by a Monmouth University faculty member or administrator. If you are interested in studying abroad, see your advisor or stop by the Study Abroad Office in the student center.
Scout’s Honor: A Rewarding Internship

Social Work Majors Zena Bull and Kelly Adamsky Work With the Monmouth Council of Girl Scouts

by Bill Kolbenschlag

When Zena Bull heard her good friend Kelly Adamsky rave about an internship she was doing with the Monmouth Council of Girl Scouts, she couldn’t help but be influenced.

“She’s been my friend and roommate since freshman year,” Zena said of Kelly. “She recommended the internship to me, I thought it was a good idea.”

Kelly had interned with the Girl Scouts the previous semester and found it very rewarding. When she heard Zena was looking for a similar opportunity, Kelly decided to be a good friend and steer her in the right direction.

Now, both students are working together in the Program Development division of the Girl Scouts. Their duties are to come up with new and exciting programs and activities for the scouts in which to participate.

Recently, they planned a “Dora the Explorer Scavenger Hunt” where scouts had to find Dora’s lost backpack with a series of clues.

Zena is currently taking 18 credits at Monmouth, so all of the work can be pretty tough to juggle, but the Girls Scout’s organization has been very flexible and has helped to relieve some of her stress.

“I love being here and having the chance to be creative,” Zena said of her internship. “It has reaffirmed for me that I want to work with kids when I graduate.”

Zena said she one day hopes to work as a school social worker, or for an organization like DYFS.

For the past two semesters, Kelly has dedicated a lot of her time to the Girl Scouts as well. After she enjoyed it last year, she brought Zena on board. Now, she says, things are a lot more fun with her friend around.

Scouting The Perfect Opportunity

We all know they have great cookies, but there’s a lot more your local girl scouts organization can offer you.

The Monmouth Council of Girl Scouts has been very kind to Monmouth students seeking internship opportunities over the last few years. Every semester the organization takes on about five students in all different fields of study. There are communication students who help with public relations, social work students who help teach the scouts more about life, and marketing majors who help promote various events.

“It really doesn’t matter what their majors are, we can pretty much find a program for everyone,” explained Alyssa Buxbaum, the Scouts’ Membership Development Director. “A lot of the students who come here aren’t sure what they like, or if they want to work with children, but after they put in a few hours, they get a better sense of what they want to do.”

Alyssa, a 2001 graduate of Monmouth, initiated the great relationship between the Girl Scouts and the University.

It all started about three years ago when a study was done to see why girls were dropping out of the scouts at a young age. According to Alyssa, most girls were only staying in the program until about fifth grade, then moving on to different interests.

“We found out that the reason for them losing interest was because a lot of them had parents as Scout Leaders and they were getting to the age where they were tired of always being with mom or dad,” Alyssa said.

With students between the ages of 18 and 29 working with them, the scouts became much more interested, and had someone to talk to about their questions and problems, Alyssa said.

“The scouts ask them questions about high school, college, and life in general,” Alyssa said. “Plus the interns can converse on the same level as the younger girls, but still manage to be a disciplinarian when it’s necessary.”

The Monmouth Council of Girl Scouts is comprised of more than 11,800 girls and nearly 4,500 adult volunteers in Monmouth and northern Ocean County. The organization has had extremely close ties with the community since it was officially incorporated in 1962.

Monmouth University has become one of the most reliable partners for providing volunteers and interns, as well as other programs to help the organization.

Even the academic departments here at the University have pitched in. An Information Technology class developed websites for the Girl Scouts last year, and a radio broadcasting class created service announcements for the organization.

To find out more about internship or volunteer opportunities, just contact Alyssa Buxbaum at 732-938-5454 ext. 38, or just visit the website at www.mcgirlscouts.org.
The connections you make with employers while taking part in an internship can be extremely important when seeking a job upon graduation. Even if the organization you intern with doesn’t have any positions open, a lot of times they know someone else who does.

Take for example Melissa Kozlowski, who just graduated from Monmouth in January. Melissa has already landed a job with Fort Monmouth – one of the biggest employers in all of Monmouth County. Melissa’s new job was made possible by a connection she made while interning at Fort Hancock in Sandy Hook during her junior year.

While she was an intern, Melissa formed a positive relationship with Mary Rasa, the Museum Curator at Fort Hancock. When Ms. Rasa heard about an open position in the Historical Office at Fort Monmouth, she thought Melissa would be the perfect person for the job, and encouraged her to file an application.

Not only did Melissa send her resume to Fort Monmouth, but she received a phone call to offer her the position that very same day. However, since Fort Monmouth does an extremely in-depth background check on all employees, Melissa would have to wait months before getting to work there full-time.

But that’s where another contact – one she had here at Monmouth – came in handy.

“I contacted Professor Susan Douglass of the History Department to see if I could use the new position at Fort Monmouth as an internship,” Melissa explained. She told me I could make it part of a SCEP (Student Career Experience Program) and work 640 hours before my graduation, at which point I could be converted to a full-time employee if my performance was satisfactory.”

And satisfactory it was. Upon graduation, and the completion of her 640 hours, Melissa was officially hired as a full-time Department of the Army Civilian in the Historical office at Fort Monmouth. Her job is to serve as the central repository for Historical Sources Collection; collect, review and conserve documents; maintain the command’s historical archives; and to provide reference and educational services as part of the Historical Program.

Melissa is also responsible for conducting an Oral History Program at the base, giving tours, maintaining and updating the website, and much more, she said.

“I really love it here,” Melissa said. “There is honestly nothing that I can say I dislike about my job. I had been working as manager of Victoria’s Secret for about two years. I took a little bit less money to come here, but the work is much more fulfilling than trying to convince people to buy five body lotions instead of three!”

One of the benefits to working at Fort Monmouth, according to Melissa, is the ability to move up in rank and salary. She plans to be married in November, and hopes to stay at Fort Monmouth for the rest of her career.

As for Melissa’s advice to other students: “It’s important to develop a rapport with your professors because, ultimately, they are the ones who will be able to open a lot of doors for you.”

http://monmouth.edu/academics/lcac/exed.asp
Dr. Johanna Foster Lends Helping Hand

Dr. Johanna Foster Volunteers Her Teaching Efforts To “College Connections,” An Organization Dedicated To Bringing Higher Education To Women Who Are Incarcerated

By Bill Kolbenschlag

Once a week, Dr. Johanna Foster, a Sociology professor in Monmouth University, steps into a women’s correctional facility in New York, yet she is never afraid for her safety. Instead, her biggest fear is that the inmates there won’t receive a fair chance to succeed in life.

At the Taconic Correctional Facility, Dr. Foster teaches higher education courses pro-bono to the women inmates. She is a member of “College Connections,” an independent volunteer organization committed to helping incarcerated women make and sustain valuable connections to college communities so that they might improve their quality of life chances once released.

“There are very few inmates who have access to rehabilitation services, and, as a result, are not likely to be reformed,” Dr. Foster explained. “Part of what we do here is raise awareness and create advocacy for prisoner rehabilitation.”

That’s where Monmouth students can contribute, without having to even leave the University. Through an internship with College Connections, they can help come up with ways to make others aware of what the volunteer organization does and why, Dr. Foster said. The only prerequisite – “they have to be very dedicated and have a strong interest in human rights,” she said.

According to Dr. Foster, the incarceration rate is on the rise every year in the United States. As a result, there are more and more inmates who need assistance. “We can send people to prison, but it doesn’t do much good unless we are contributing to their rehabilitation. One of the best ways to rehabilitate prisoners is through education,” she said.

And most of the inmates are happy to take part in the necessary steps. “They see we are volunteering to help them and they don’t take it for granted,” she said.

Although most inmates face so many everyday difficulties – like having no quiet place to work – they get through them because they have a desire to do better, she said.

Since she became a sociologist, Dr. Foster has always been interested in gender studies and the humane treatment of prisoners.

When a friend and professor told her about organizations that volunteer to teach higher education to inmates, Dr. Foster didn’t have to think twice. “I thought it was a great idea and I wanted to be involved,” she said.

In 2003, Dr. Foster helped to establish College Connections at the Taconic Correctional Facility.

Now, there are more than seven pro-bono professors, and even more advisors contributing their efforts. Each of them teaches courses within their special interest at the prison.

Courses include Pre-College and College Algebra, Introduction to Sociology, Introduction to Philosophy, Women in English Literature, Critical Analysis of the Novel, and Introduction to Gender Studies. Dr. Foster says there hasn’t even been a single time where her safety was put at risk by inmates. Instead, she has found them to be very receptive and hard working. “The hardest part is being confronted with the inhumanities in prisons,” she said.

If you are interested in learning more about College Connections, or would like to begin an internship with the organization, you may contact Dr. Johanna Foster at (732) 263-5440 or stop in her office located in Bey Hall (256).

Two other professors at Monmouth University, Dr. Eleanor Novek, and Dr. Rebecca Sanford, also volunteer time toward the rehabilitation of women prisoners.

Dr. Sanford also taught Interpersonal Communication at a women’s prison for several years before starting a newspaper for inmates with Dr. Novek. The two professors help inmates write and publish their very own newspaper. Both Dr. Novek and Dr. Sanford are excellent sources for more information on rehabilitation of prisoners.
Hundreds Attend Ex Ed Changed My Life

Last Semester’s “Ex Ed Changed My Life Seminar was attended by hundreds of students, faculty members, and local organizations. The program helped students find out more about Ex Ed opportunities.

When planning last semester’s “Experiential Education Changed My Life” event, organizers wanted to try to get students more involved than in past years.

When over 300 students showed up and got involved this year, the coordinators knew they had done something right.

In the past, the event featured student speakers who talked about their experiences with Experiential Education and how it helped shape their careers. However, Directors of Experiential Education at the University were seeking a way to involve the students more. They came up with the idea to set up various tables that students could go to in order to have their questions about Ex Ed answered.

Some tables featured fellow students who had just completed an internship, co-op, or service learning experience. Others were occupied by company representatives who were offering opportunities for students.

“I thought the program went extremely well,” said Kathy Kennedy, Director of Cooperative Education at Monmouth. “My greatest pleasure was seeing faculty and experienced EX Ed students sharing their knowledge with new students.”

She added that she felt like the interaction between students and the volunteers at the program really helped open up a lot of new gateways.

“Ex Ed Changed My Life,” is held once a year as a way to inform students about the benefits of Experiential Education. At the program, students can connect with organizations and find new internships, talk with fellow students about what they liked and disliked about their Ex Ed experience, and talk to professors and advisors about which Ex Ed opportunity might be perfect for them.

Be sure to attend the program when it is held again next fall! Visit www.monmouth.edu/academics/lcac/exed.asp for updates.
Now That You’ve Read About How Beneficial Experiential Education Is, Here Are Some Of the People You Can Contact To Help You Get Started

### Experiential Education Leadership Team

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You can also contact your Career Advisor and Planner. They will help you decide where to go, let you know who to talk to, and get you started in the right direction. Good Luck!!!!

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<td>Robin Mama</td>
<td>McAllan Hall 319</td>
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<td>Software Engineering</td>
<td>James McDonald</td>
<td>Howard Hall B6</td>
<td>jamesmc</td>
<td>4468</td>
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Special Thanks To The Following Organizations:
KIDS CORPS ASSISTANT

Job Description: Help promote volunteering among high school students by developing a brochure and a newsletter for teens. Help with office duties as assigned.

Semester: Fall, Spring or Summer

Required Skills: Good communication skills, interest in learning about community agencies.

Hours: Flexible.

Majors: Communication, English, Interdisciplinary Studies, Marketing, Public Relations

Type: Internship or Service Learning.

Volunteer Center of Monmouth County, 201 Bath Avenue, Long Branch. Contact, Judy Stock. (732) 728-1927

LEGISLATIVE AIDE

Job Description: Help to answer constituent requests for state assemlaman’s office. Assist with research and writing projects.

Semester: Summer, Fall or Spring

Required Skills: Good writing and interpersonal skills.

Hours: Flexible.

Majors: Policy Studies, Communication, History, Public Relations, Pre-Law, Political Science

Type: Internship or Service Learning.

Assemblyman Sean Kean, 1334 Laurel Avenue, Suite A, Sea Girt Estates, Wall. (732) 974-0400.

SHELTERED WORKSHOP AIDE

Job Description: Help young man with Autism adjust to sheltered workshop. Provide support and encouragement.

Semester: Fall or Spring

Required Skills: Ability to work with Autistic ARC client.

Hours: Flexible.

Majors: Psychology

Type: Internship or Service Learning.

ARC Work Opportunity Center, 395 Warburton Place, Long Branch. Contact: Camille Celnite (732) 493-1919 ext. 610.

Non-Profit Marketing/ Public Relations Assistant

Job Description: Development and execution of various projects including distribution of media kits, assistance with direct mail campaigns, support of educational and promotional events, grant writing, etc. This organization helps families with seriously ill newborns.

Semester: Fall, Spring or Summer.

Required Skills: Excellent verbal and interpersonal skills, good writing ability. Excellent organizational skills. Ability to take initiative and contribute new ideas. MS Office and Access a plus.

Hours: Flexible.

Majors: Communication, Marketing, Public Relations

Type: Internship.

Michael Gerard Puharic Memorial Fund, P.O. Box 787, Matawan. Email puharic@optonline.net; or visit www.michaelsfeat.org

SPANISH LANGUAGE TEACHER

Job Description: Work with a small group of high school students at a small, private school in Red Bank. The school reaches out to needy children in the area. There is no Spanish teacher, and the children rely on computers and books to learn the language.

Required Skills: Ability to teach Spanish to high school students.

Semester: Fall or Spring

Hours: Flexible.

Majors: Spanish

Type: Internship or Service Learning.

West Side Christian Academy, 23 River Street (Calvary Baptist Church), Red Bank. Contact: Reverend Elmer Jackson (732) 741-7900.

WOMEN’S HEALTH INTERN

Job Description: Answer consumer health questions by researching health topics. Assist with office responsibilities. Work on independent projects focused on women’s healthcare issues. Research and write articles for publications and website for clients with strong writing skills.

Required Skills: Interest in women’s healthcare, computer skills. Excellent writing skills for students who work on publications.

Semester: Fall, Spring or Summer

Hours: Flexible.

Majors: Biology, Health Care, Health Studies, English, Nursing, Pre-Med, Communication, Policy Studies, Gender Studies

Type: Internship or Service Learning.

National Women’s Health Resource Center. 157 Broad Street, Suite 315, Red Bank. Contact: Vivian Ng'ethe at (732) 530-3425 or visit www.healthwomen.org.

JAZZ FOUNDATION PR ASSISTANT

Job Description: Cover local music events and other newsworthy activities. Write articles; submit to magazines, newspapers and websites. Write for organization newsletter. Submit calendar listings to newspapers.

Required Skills: Excellent writing and telephone skills. Computer skills: email Excel and Word.

Semester: Fall, Spring or Summer

Hours: Flexible.

Majors: Communication, English, Music Industry, Music

Type: Internship or Service Learning.

Jazz & Blues Foundation, 223 Maple Avenue, Red Bank. Contact: Ronnye Schreiber at (732) 933-9473 ext. 20 or email ronnye@planetconnect.com.

SUBSTANCE ABUSE PREVENTION INTERN

Job Description: Work with education specialists on substance abuse and violence prevention programs for children. Help with needs assessment, update resources and curriculum. Help to develop evaluation tools for agency’s programs.

Required Skills: Interest in working with children.

Semester: Fall or Spring

Hours: Flexible.

Majors: Psychology, Social Work

Type: Internship or Service Learning.

Prevention First, 1806 Highway 35, Oakhurst. Contact: Helen Varvi (732) 663-1800 ext. 12 or email hvvarvi@preventionfirst.net.

TUTOR, RED BANK PUBLIC SCHOOLS

Job Description: Work with children in grades 4-8 on academic subjects, especially math, language arts, and English as a second language.

Required Skills: Interest in working with children.

Semester: Fall or Spring

Hours: Flexible.

Majors: Education, English, History, Math, Spanish, Special Education

Type: Internship or Service Learning.

Red Bank Middle School, 101 Harding Road, Red Bank. Contact: Nicole Gallipoli (732) 345-9040.

For more information on these opportunities, or to find out about more that are available, please contact Marilyn Ward at mward@monmouth.edu or (732) 571-4411, or visit the website above.