



MONTICELLO

C O L L E G E

College Brochure
2011

*"We are like ignorant shepherds living on a site where
great civilizations once flourished.*

*The shepherds play with the fragments that pop up to the surface,
having no notion of the beautiful structures of which they were once a part.*

*All that is necessary is careful excavation to provide them with
life-enhancing models.*

*We need history, not to tell us what happened, or to explain the past,
but to make the past alive so that it can explain us and make a future possible."*

Allan Bloom - *The Closing of the American Mind*

Table of Contents

President’s Message.....	4
The Mission of Monticello College.....	5
Building New American Founders.....	6
Five Rules for Building Leaders.....	6
A Unique Model.....	10
Enrollment.....	14
General Academic Information.....	16
Other Policies.....	18
Who We Are.....	20

President's Message

"The things our country requires are simply not the things our colleges are prepared to deliver."

Josiah Bunting – *An Education for Our Time*

New American Founders: Training Leaders on a Mountain Campus

The day will again come when this nation will stand at a vital crossroads, and only statesmen of the caliber of Washington, Jefferson, and Lincoln will be able to take it in the right direction. When that day comes, **Monticello College** graduates will be prepared to lead like the Founding Fathers did.

At no time in the history of the world have we needed the wisdom and body of knowledge of the Founding Fathers and their generation more than we do today, yet at no time has it been less studied or applied. Not only do we need to know and utilize what the Founders knew in order to renew and perpetuate liberty for our children and grandchildren, but we desperately need new American founders now in our generation like Washington, Franklin, Jefferson, Adams, Madison, and so many others of their time.

These men and women were educated in a unique way, using a certain set of educational methods and readings. When we stopped using the founding method of education in the U.S., we stopped getting these kinds of results in significant numbers—and our liberties began to slip away.

Monticello College re-introduces this kind of new American founding education to the 21st Century. It follows the same model, which trained the American founders and other great statesmen through history including Cicero, Gladstone, Burke, Lincoln, Gandhi, and Churchill.

There is a critical shortage of George Washington-level leadership in America. While it is true that God sent and prepared George Washington, Thomas Jefferson, and others for their missions, it is also true that our world will yet face challenges bigger than those faced by Washington—and the future leaders reserved for these challenges—the Washingtons of our generation will meet and overcome those challenges, only if they have the proper preparation. The need for great leadership can only be met by the rise of great leadership training.

Others will step-up to prepare the Washingtons and Jeffersons of the 21st Century, and if we do our part the future of the world will be a legacy of virtue and freedom. Monticello College is leading out in this effort and we are fulfilling our mission with our new Monticello College campus—where 1,500 students at a time will be trained to lead the way Washington and Franklin were trained to lead—And it will change the world again.

Welcome to Monticello College.

The Mission of Monticello College

Monticello College is dedicated to cultivating an education that fosters self-sacrifice, induces moral character, and emulates the courage and foresight of the American founding period, preparing our graduates to guard the principles of liberty.

Foster Self-Sacrifice

Self-sacrifice and the concept of disinterestedness are synonymous. Disinterestedness is an 18th century upper-class social trait that was honored and valued similarly to the idea of chivalry during the medieval period. Disinterestedness or self-sacrifice is an American quality of character that has nearly vanished from our culture. Dr. Oliver DeMille defines it well in his writings, when discussing another synonymous term, Public Virtue. He states that, “In 1776 the term public virtue meant voluntarily sacrificing personal benefit for the good of society.”

Induce Moral Character

The word “induce” has the connotation of leading by persuasion or example, to influence another. This is precisely what we intend to do—persuade our students to build strong moral character by way of exposure to the liberal arts and service, mentors worth emulating, and an environment that teaches self-reliance and the value of the power of observation.

Emulate Courage and Foresight

Our national history is replete with examples of bravery and prudence, perseverance and wisdom, tenacity and ingenuity. However, current American society is seeing these virtues disappear in a drought of cultural Americanism. 18th and 19th century American education was the primary source of the courage and foresight we wish to have our students re-discover. It is to that example we turn to reclaim the bravery and public virtue of America's founding period.

Guard the Principles of Liberty

Defending the philosophy that the only reliable basis for sound government and just human relations is Natural Law is a fundamental purpose of Monticello College. Liberty is the political state in which rights are protected. Liberty can only exist when there is a citizenry of freedom loving people. To this end we strive.

Summary

Monticello College aspires to create a citizen-legacy of New American Founders. Its graduates, regardless of their station in life, are trained to approach all challenges and

opportunities from a perspective of independent intellect and self-reliance within a framework of cooperation and conscientious service.

Building New American Founders

George Wythe, Benjamin Rush, and John Witherspoon were among the greatest teachers of the Founders. They personally mentored Thomas Jefferson, John Marshall, James Monroe, Henry Clay, and the vast majority of senators, congressmen, judges, governors, and local officials over a 50-year period. They were involved in the adult education of George Washington, John Adams, and more than twenty leading Founders. George Wythe introduced moot courts and mock congresses to America and focused his entire teaching method on study of the classics under the guidance of a wise mentor with an eye toward application to current events. John Witherspoon and Benjamin Rush did the same for James Madison and a generation of American founders. It is no exaggeration to say that their teaching hugely impacted the founding era and without their influence, the U.S. Constitution would not have been what it is.

Building leaders takes time. But in our world time is money, so if it can't be done quickly and cheaply, it's out of vogue.

That's too bad.

50 years of the fast and dirty approach has left us with a tumbling economy, masochistic culture, and a nation headed for ruin. However, we believe that it's not too late. We believe that the original American Founders gave us the means to right our ship of state and culture, and the mandate to "set on a hill" the greatest liberty and happiness that mankind has yet to enjoy. But it takes true leadership. It requires sacrificing and hard working leaders who will put the people and their state/nation ahead of themselves.

Where are such leaders found? How are they created?

Five Rules for Building Leaders

Mentors

In a true liberal arts environment, the mentor serves one primary purpose:

A Model for Emulation.

Mentors in the liberal arts may lecture and lead students to become better writers, ask penetrating questions, and cause deep reflection, but their greatest contribution is living an exemplary personal and public life that reflects the virtues and values so often extolled in the classics.

Honestly, it is difficult to find such mentors in the 21st Century, but that is our task. We select only those individuals as mentors who embody and live by a code of conduct and a set of truths that we wish to inculcate in our students. Academic prowess is important, but

personal integrity is vital. Thoughtfully considering Shakespeare or Milton is valuable, but living a life of service is of greater consequence. Understanding the complexities of Aristotle's *Ethics*, Euclid's *Elements* and Plutarch's *Lives* can have life long application, but they are of no comparison to living a life of fidelity and frugality. We make no apologies.

Who our mentors are—is even more important than how or what they teach. We can direct the curriculum; we cannot dictate how a person lives his or her personal life. Our mentors are properly prepared academically. They are often successful in a field outside of traditional academia. But they are all well versed in the curriculum and passionate about living a good life, fulfilling their own personal missions, and about helping to prepare the next generation of American Founders.

Curriculum

Monticello College stands on the belief that the original American Founder leadership was the product of a particular educational system, known to the great leaders of the past, but lost to modern academia. It is a principle-centered process grounded in the belief in God and immutable moral law, framed on the classics of literature, history, science, the arts, and philosophy and crowned in the discipline of real-world application under the guidance of a committed and caring mentor.

Subjects Covered in Our 4-year Liberal Arts Degree:

History
Political Science
Political Economy
Fine Arts
Comparative Religious Studies
International Relations
Negotiation and Diplomacy
Statesmanship
Constitutional Law
Current Events
Mathematics
Protocol and Etiquette
Entrepreneurship
Public Policy
Philosophy
Literature
Science
Foreign Language

The foundation of our curriculum is the Great Books of the Western World. We supplement that set of classics with additional literature, history, applied science and mathematics, the fine arts, debate and extemporaneous speaking, simulations, lots of outdoor classroom time, and Trek (outdoor adventure).

A 40-hour study week is our standard. Hard work, independent thinking, self-reliance, the challenge of excellence, and an acknowledgement that there is a God/or higher power, are

all part of our curriculum.

Residency

Building leaders is a time consuming, costly, delicate, and very personal business. As students pore over the classical works of the greatest men and women of history, the Great Ideas become part of their very being. Mentors are more than teachers. They become guides, counselors, friends, and sometimes parental figures. In an effort to reinforce the truths of the classics and provide world-class mentoring, all first-year and second-year students are provided single gender dormitories with live-in mentor family supervision.

Leadership is not something to be worn like a coat. It must be what one is. Leadership training requires a 24/7 environment to inculcate the mental and physical habits of living “disinterested,” productive, and legacy-oriented lives.

Environment

“He believed that the sky had a moral function, and that contemplating it induced wonder, a sense of possibility without limit, and inspiration. And he believed that on the High Plains, scoured clean beneath the unbordered canopy of the sky, an American might still dream largely and uncynically. In one of his final notes he left an instruction that the daily curriculum “require and guard zealously a time, of a hour at least, daily, of contemplative solitude. It should be outside for all but the worst months of the year, and the students are to have no books with them when they are alone for such times.” Josiah Bunting – *An Education for Our Time*

The greatest results from America’s greatest schools occurred when they were small, obscure, and of a remote nature. To meet perhaps America’s greatest need ever, we must return to the model that originally formed us to be the greatest nation on earth.

Monticello College is nestled in the eastern shadow of the Blue Mountains. Surrounded by the wonders of nature, students and faculty can access some of the most remote wilderness of the Colorado Plateau by simply entering one of 3 campus trailheads that lead into national forest.

Many famous Americans have written of the healing and transforming power of nature—Thomas Jefferson, George Washington, Samuel Clemens, John Wesley Powell, Georgia O’Keeffe, Henry David Thoreau, Ralph Waldo Emerson, and Gene Stratton-Porter, among others.

Nature is solitary, rugged, unforgiving, exacting, beautiful beyond belief, self-reliant demanding, vigilant, extreme, resourceful, and self-evidently dependent on the laws of nature.

One need not spend much time on our mountain campus before beginning to learn the lessons that nature has to teach—lessons that build leaders who lead with wisdom and vision. Leaders who know the value of self-sacrifice. Servant-leaders who through personal experience, understand what climbing a mountain means, and the value of reaching the top. Leaders who know when to be patient and long-suffering, and when to strike with full force.

Service

Monticello College promotes service. Leadership training demands it. We favor the college version of the Rotary International Service Club called Rotartact, but any type of regular service will yield the same result. Service is absolutely required in the development of leaders. It builds empathy, compassion, the resolve to do hard, uncomfortable things, and to voluntarily put in long hours without personal compensation other than the satisfaction of putting others before oneself. At the risk of stating the obvious—service is required to create servant-leaders.

Perhaps we need to state the obvious more often.

Spending lots of time serving widows, orphans, grandparents, the elderly, the sick, or any who are down or struggling, volunteering for church groups, city or county government, or creating innovative means of helping the community at large should be the focus of much of the leader-in-training's non-academic time.

Historically, service creates community—the harder the times, the more community is needed. Alumni and other men and women of vision will soon be providing the means for our on-campus students to study without tuition concerns. One of their primary motivations is to see copious amounts of service being performed by our students.

A Unique Model

The Monticello College academic offering is seldom found in modern academia and is the result of looking into the future and seeing a unique approach to Leadership Education that combines a core of Great Books liberal arts, the latest applicable technology, and tried-and-true principles of extensive reading and writing, hard work, one-on-one mentoring, a leadership living environment, group discussions, and real life application. The following is a basic outline of how Monticello College Functions:

On-campus Studies

Our on-campus studies are one-of-a-kind, combining a classical liberal arts curriculum, world-class mentors, American colonial theme architecture and a natural mountain setting rivaled by none. This is a four-seasons campus. At 7,400 feet above sea level, the natural setting has an unparalleled beauty. Eclipsing our campus are our beloved Blue Mountains.

We begin our studies at Monticello College in the Spring. At our elevation, we are still covered in snow, a post-Winter Wonderland that encourages intense study. Perfect for wrapping up in a blanket, holding a steaming mug of hot chocolate, and settling down for a long day with Newton or Mill or Euclid.

Since we begin our studies in March and end in October, our on-campus students spend the entire academic year watching nature grow and develop—as do they. By June much of our classroom discussions and lectures are being held out-of-doors in uniquely designed “natural classrooms.” Students excel in this environment. In the future, all on-campus students will benefit from full-ride scholarships. These scholarships will be awarded by way of the most unique recruiting and selection process in the United States.

Undergraduate Residency Weekly Routine

Personal Study Time – 25-30 hrs/wk

(Reading, writing, discussing, thinking, teaching, community volunteering, local interning, mentor meetings etc. Part of the Mentor’s role is to ensure that students are studying by 9:00 am.)

Seat Time – 25-30 hrs/wk

(Actual in-class time or other mentored academic activities)

Campus Duties – 9 hrs/wk

(Scheduled hours of on-campus work – building trails, all manner of construction work, janitorial, greenhouses, animal husbandry, gardening, watering, anything that requires a regular schedule or that requires immediate attention such as snow removal.)

Hybrid Online Studies

Our Online Studies Program mirrors on-campus studies in all academic aspects. Following an annual 4-month academic break to take advantage of the winter family-oriented holidays, our academic year begins in March with a 4-month block of online studies.

By July, our mountain campus has shed its 4-foot blanket of snow and is in full bloom, the perfect time to bring our online students face to face with each other and their on-campus counterparts. Strenuous outdoor activities are added to our already full study schedule

during the first of two 4-week on-campus blocks.

The year ends in October with a week-long, on-campus simulation—a culmination of intensive study and lessons learned during the school year. Because both on-campus and online studies follow the same schedule, all students are considered members of the same student body, and every effort is made to mingle academics and on-campus activities as much as possible.

Semester Structure

Semester One

March	Online Studies
April	Online Studies
May	Online Studies
June	Online Studies

Semester Two

July	4-Week Residency
August	Online Studies
September	Online Studies
October	4-Week Residency

Academic Break

November
December
January
February

As summer jobs become scarce and living at home is a necessity for more and more students, this new schedule allows students to live and work from home for a large part of the academic year when most college students are in session, taking advantage of the increased opportunities for work.

On-line Residency

All liberal arts students will agree that there is only so much that technology can bring in the pursuit of truth. At some point students and mentors must spend time in close proximity.

A key component of Leadership Education is rubbing shoulders with other students and mentors during intense liberal arts study. Two 30-day residences are part of our Online Studies academic year.

Personal Online Mentoring

In addition to 2-3 online classes a week, mentors and students enjoy weekly one-on-one telephone mentoring sessions. Students also have limited email access to their mentors throughout the week.

Enrollment

Admissions

Monticello College will consider applicants to our on-campus program who meet the following conditions:

- Are beyond the age of Utah Compulsory Education (18 years old)
- Have received either a high school diploma or satisfactorily passed the General Educational Development Test or a national standardized test (ACT/SAT)
- Satisfactorily passed the MC entrance interview

Application*

Applicants to our **on-campus undergraduate program** must submit an official application, three letters of recommendation, a creative sample and the application fee. The following guidelines will be used to determine whether the candidate is a good fit for our institution:

1. Does the candidate demonstrate proficiency in music, either vocal or instrumental?
2. Does the candidate evince initiative in beginning something of significance with little or no adult involvement?
3. Does the candidate evince that he/she has engaged in voluntary service to community on a regular basis?
4. Does the candidate demonstrate proficiency in writing or speaking?
5. Does the candidate evince enthusiasm for reading?

One week after submitting the application, students should contact MC to arrange for an academic interview.

Students who are accepted into the degree program and who at any time thereafter fail to enroll in classes for two or more consecutive semesters must reapply. Re-admitted students do not lose credit for previously completed courses, but they are subject to the current graduation requirements of the program, which may have changed and may not include all of the courses a student has previously completed.

*Online applicants have a relaxed admissions policy. Online students may transfer as on-campus students once they have proven proficiency in the on-campus admission criteria.

Tuition and Fees

Annual Tuition

	On campus (avail. 2012)	Online Hybrid
Tuition	\$4,786	\$4,786
Residency	\$3,600	\$ 900
Books*	\$ 500	\$ 500
Annual Total	\$8,886	\$6,186

- Board and Room may vary
- \$500 avg. for books

* Books are not calculated in the tuition cost.

All candidates pay a \$50 application fee. A \$25 late fee will be assessed for applications that arrive beyond the due date.

On-campus Payment Plan

The annual amount for tuition and fees is \$8,386. State law prohibits payments for more than one semester (or ½ of the annual tuition due) at a time. You may pay a semester in full **\$4,193** or enroll in a 3-payment (\$1,397.66 per payment) installment plan. A 10% charge (\$139.76) is added to each installment payment. Each full installment payment with installment charge is **\$1,537.42**. There is no penalty to pay-off the installment plan early. A late fee of \$50.00 is assessed for each late installment payment. A written commitment that he or she will pay for the complete semester in which he or she is enrolled is also required.

Hybrid Online Payment Plan

The annual amount for tuition and fees is \$5,686. State law prohibits payments of more than one semester (or ½ of the annual tuition due) at a time. Students may pay a semester in full **\$2,843** or enroll in a 3-payment (\$947.66 per payment) installment plan. A 10% charge (\$94.76) is added to each installment payment. Each full installment payment with installment charge is **\$1,042.42**. There is no penalty to pay-off the installment plan early. A late fee of \$50.00 is assessed for each late installment payment. A written commitment that the student will pay for the complete semester in which he or she is enrolled is also required.

Refund Policy

All enrollments are subject to a three business day (m-f) cooling-off period, commencing with the day the initial deposit or payment toward tuition is made, until midnight of the third business day following such date, during which time the contract may be rescinded, and all monies paid refunded. A written statement of withdrawal received by Monticello College or postmarked before midnight of the third business day, shall be deemed as meeting the terms of the cooling-off period. In order to receive a refund beyond the cooling-off period, any enrolled student who is dismissed or who withdraws must submit a written statement of withdrawal and refund request. Monticello College shall retain \$150 of tuition and/or fees as a nonrefundable registration charge. A percentage of all tuition/fees paid, over and above the nonrefundable registration charge shall be refunded for the current academic period within 30 days of disenrollment. Refunds shall be made according to the Tuition Refund Schedule below:

Tuition Refund Schedule

Date of withdrawal of the enrollment period for which the student was obligated	Portion of tuition and fees obligated and paid that are eligible to be refunded to the student
Before cooling-off period expires	100%
Prior to the semester start date	85% (minus \$150)
Within the first 10 days of the semester	50% (minus \$150)
Within the next 10 days of the semester	20% (minus \$150)

General Academic Information

Student Designation

Following Thomas Jefferson's admonition, we avoid upper and lower classmen designations, and simply identify students by their year of study:

First Year

Second Year

Third Year

Fourth Year

Student/Mentor Ratio

The typical student/mentor ratio is:

First Year - 25/1 (Although the ideal class size is 10-15 students per mentor, First Year students actually do better in larger groups, mostly because they are not yet accustomed to the academic scrutiny and rigor that naturally accompanies smaller classes.)

Second Year - 20/1

Third Year - 15/1

Fourth Year - 10/1

Transcripts and Grading

We provide a semester academic report for each student. Students receive an annual list of degree courses (same courses for all students) and work until all coursework is complete.

The application of credits does not properly hold students accountable for academic achievement or the lack thereof; hence, we do not issue credits, only the grades listed below.

Assignment grading is an uncomplicated matter at Monticello College. Mentors have complete autonomy in grading their students and use the following method:

Honors - Exceptional effort and quality. Student shows extraordinary growth.

Pass - Good quality and effort. Student is showing standard growth.

D/A - Inferior quality and effort. Mentor believes the student can produce a higher quality result with additional mentoring and personal determination.

Fail - The student has not met minimum mentor expectations and has determined not to exert more effort on this particular assignment. A single failed assignment does not constitute a failed course.

Graduation Requirements

Course completion is determined by oral and written examination. Each course typically required 2-4 semester hours. A semester hour is forty hours of class and study time, or three hours per week for the duration of the semester. Our only degree program, the **Bachelor of Arts in Liberal Arts** requires 52 courses of study to meet graduation requirements, or a minimum of 140 semester hours over approximate 8 semesters to graduate. Full graduation requirements are listed below:

1. Complete all Bachelor of Liberal Arts courses
2. Complete two pre-approved internships
3. Pass Advocation Board Oral Examination
4. Pass Academic Board Oral Examination

Graduation Committee

The Graduation Committee is made up of faculty members on rotating annual assignments. This Committee is the authority in determining if a student has satisfied all graduation requirements.

Continuing Education

These courses have no order, earn no grades, and are not part of the any degree program. The expectation for the students is to do as much or as little of the syllabus as their individual situations will allow. The student can benefit hugely from the flexibility and exposure to the great books, rubbing shoulders with other students while paying a very affordable price.

Continuing Education

Great Books Liberal Arts Courses (3 weeks per course) (Online)

Foundations of Liberty Courses (One 4-hour lecture per month for 18-months Extension)

Degree Offering

We offer 2 degrees; an associate's degree in leadership education and a bachelor's degree in the liberal arts. Students who graduate from the online program will receive a diploma that indicates they completed an "Online Degree."

Course Semesters

Spring 2011 (March 1 - June 30)

Summer 2011 (July 5 - Nov 5)

Catalog

The course catalog is available online at www.monticellocollege.org (not yet active).

Facilities

We are currently housed in leased facilities in downtown Monticello until completion of our first-phase building on the mountain (1.5 miles to the west, on the mountain).

Job Placement

Although no formal job placement system is provided by Monticello College, liberal arts graduates may experience success in securing employment in teaching, business, communications, and in starting entrepreneurial ventures. MC will maintain/provide from time to time, graduate employment/graduation rates.

Monticello, Utah was chosen as the location to develop this campus due to there being sufficient and growing student interest for this type of program. We also will draw significant enrollment from California, Arizona, New York and Idaho. We see evidence that the liberal arts are growing in popularity and that more and more schools and businesses are valuing graduates with the credentials we provide.

Other Policies

MC Honor Code

This code precludes the need for other rules. We encourage staff, faculty and students to live by this code. These qualities are discussed and touched upon often in class discussions, President's Forums, and other venues. We encourage self-discipline and local correction (solving the problem at the lowest level of government: students interact among themselves for correction and modification) with an appeal process if needed.

Honor Code

We have honor through living lives founded in:

Abundance Mentality
Chastity
Courage
Curiosity
Empathy
Faith
Frugality
Honesty
Humility
Integrity
Intellectual Independence
Legacy
Meekness
Obedience
Optimism
Respect for self and others
Self-Reliance
Selflessness
Service
Tenacity
Virtue
Wholesome Language

By these qualities, we hereby pledge to live.

Academic Dismissal, Suspension and Readmission

Full-time, on-campus students who do not complete all required semester courses will be placed on academic probation and evaluated for one additional semester. The Registrar will create and deliver reports to the President that detail course completion status of all students for the previous semester no later than two weeks after the close of the semester. The President will inform students of a probationary or suspended status no later than two weeks after the end of a given semester. If the minimum academic standards are not adhered to, the student may be dismissed. Once dismissed, a student is suspended from on-campus enrollment for the next two consecutive semesters and may not reenroll

without the endorsement of a mentor.

Procedures for Appeals/Complaints

Any student may lodge a formal complaint on any matter by the following process:

1. Submit complaint in written form to the office of the Registrar.
2. Schedule an appointment to meet with the Registrar no less than 24 hours after complaint submission.
3. Work with the Registrar to solve problem.

Appeals may be made to the President by means of the same process, if necessary. If the concern is still unresolved after treatment by the President, binding third-party arbitration may be pursued.

Administrative Dismissal

Any student convicted of a criminal act will be dismissed. Dismissed students may appeal to the Advocation Board.

Who We Are

Faculty

- Shanon Brooks - BA Business Management (GWC)
MA Education (GWC)
PhD Constitutional Law (GWC)
- Travis Slade - BA Anthropology (BYU)
MD (UU)
- Bryan Hyde - BA Statesmanship (GWU)
MA Political Economy - ABT (GWU)
- Stephanie Malmstrom - BS Communication Disorders (BYU)
MS Speech-language Pathology (USU)
- Jillayne Thomas - BS Education (BYU)
MA Education (GWU)
- Angela Ward - BA Mass Communication (AU)
MFA Acting (UT)
- James Malmstrom - BS Electrical Engineering (BYU)
MS Bioengineering (UU)

Administration

- President - Dr. Shanon Brooks
Academic counselor - Joelle Mancuso
Development - Kate Lugliani
Admin. Assistant - Julia Brooks
Webmaster - Abe Fawson

Board of Directors

- Travis Slade - Travis Slade is co-founder of Monticello College. He is an active enthusiast for freedom and principled government. He grew up on a dairy farm in very rural Colorado where he learned hard work and nature's law. He and his wife Sarah founded Robert Morris Academy, a community-learning center dedicated to liberal arts education for adults. He holds a B.A. in Anthropology from Brigham Young University and a medical degree from the University of Utah. He is a partner in a practice operating at the Ogden Regional Medical Center, and he farms the land right across the street from his home. He is married to the former Sarah Pixton and they reside in Layton, Utah, with their 5 children.
- Deena Ortiz - Deena Ortiz is, first and foremost, a wife and mother of 6 children.

She is the owner and director of Etiwanda Academy and is a certified teacher in the state of California. Deena has played a large role for the past five years as a community leader in the arena of family, adult, and community education. She has a B.A. in history from California State University, San Bernardino, and is an avid music lover, regularly directing choral groups and instrumental ensembles. She and her husband Pete reside in Rancho Cucamonga, California.

Daniel Brooks – Dan’s first career was a culinary artist, working as a chef for a number of different restaurants in the Pacific Northwest. 18 years later, he moved to Las Vegas and has spent the past ten years building his own business, Liberty Fire Service. He enjoys serving in his church and has been a great supporter and Scout Master for the Boy Scouts of America. He loves hiking, backpacking, body surfing and fishing pristine mountain lakes. He and his wife Jeanie are the proud parents of 4 children, 2 still living at home.

Symbria Patterson – Symbria Patterson has a wide array of experience, from working in the California entertainment industry to owning her own restaurant/catering business in Utah/California. Introduced to Thomas Jefferson Education in the early 1990’s, she became a very influential community-education leader and ultimately hosted nearly 20 Face to Face with Greatness Seminars in Southern California. Working as a consultant to non-profit organizations, she directed the events at GWU and ultimately leaving as the Director of Major Gifts. While there she also developed the Student Ambassador Program and chaired of the enormously successful GWU Annual Gala from 2004 to 2009. She recently created Red Acre Farm – CSA with her husband Lynn and their daughter Sara at their home in Cedar City, Utah. She is the mother of four children and 4 grandchildren.

Shanon Brooks – Shanon Brooks is a co-founder and president of Monticello College. He has over twenty years experience in teaching and the administration of entrepreneurial higher education organizations. He is the former president of George Wythe University and a founder of the Center for Social Leadership. Co-author of *A Thomas Jefferson Education for Teens*, he holds a bachelor’s degree in business administration, a master’s degree in education, and a PhD in constitutional law. He lives in Monticello, Utah with his wife Julia and their children.

Advisory Board

- Joelle Mancuso - Joelle Mancuso is an internationally recognized fitness educator and author. She is the former Director of Education for Mad Dogg Athletics and the Spinning indoor cycling program. She has showcased and presented new concepts, ideas and programs at the fitness industry's leading events such as IDEA, ECA, IHRSA and FIBO. She currently serves as a continuing educational provider for the American Council on Exercise and the Aerobics and Fitness Association of America. Joelle holds a Certificate in Exercise Physiology from U.C.L.A and Associate's Degree in Communications from Golden West College in Huntington Beach. She is currently residing in Simi Valley, CA with her husband Joe, where she practices the principles of a Thomas Jefferson Education with her three children.
- Kate Lugliani - Kate Lugliani is married to Matthew, a physician. They have been family educating five children, ages 18 down to 5 months old, for eleven years, after Kate was trained in and left the public secondary school teaching situation. Long practiced in group theory and environment as a public school and small business consultant, she is a strong proponent of the paradigm shift Monticello College stands for. She and her family recently moved to a small acreage south of Denver and are enjoying instigating a georgic lifestyle, which has begun with chickens.
- Elizabeth Schultz - Local 9-12 leader and homemaker, Watertown, NY
Sandy Stapley - Investor, philanthropist and grandmother, Saratoga Springs, UT
Pete Ortiz - Law enforcement, Rancho Cucamonga, CA
Sunny Redd - Grandmother and rancher, La Sal, UT
Nicole Perkins - Homemaker and student, Blanding, UT
Laney Fuquay - Non profit specialist, Leeds, UT
Richard Ortiz - Independent Insurance Agent, Rancho Cucamonga, CA

Welcome to Monticello College.

We encourage you to visit our campus, sit in on any course in session, hike our trails, explore our mountain, and personally experience the magic of leadership training under the Blue Mountains for yourself.



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REGISTERED UNDER THE UTAH POSTSECONDARY
PROPRIETY SCHOOL ACT (Title 13, Chapter 34, Utah Code)

Registration under the Utah Postsecondary Proprietary School Act does not mean that the state of Utah supervises, recommends, nor accredits the institution. It is the students responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employer's training requirements. This may be done by calling the prospective school or employer.

This institution is not accredited by a regional or national accrediting agency recognized by the United States Department of Education.