

# Monticello College Student Handbook 2016/17

# Message from the President

The day has come that this nation stands at a vital crossroads, and only statesmen of the caliber of Washington, Adams, Juarez, and Mandela are able to take it in the right direction. But in the 21<sup>st</sup> Century, leading requires that leaders are forward thinking, technologically advanced, and solutions-driven innovators in the marketplace. We teach our students to perpetually embrace and cultivate forward-thinking innovation and to build personal skills that allow them to navigate rapid technological and social change.

We exemplify and promote the development of change-embracing leadership in harmony with principle-based morals and character qualities. And lastly, our program promotes social consciousness and the need to make serious positive impact in the world.

We do all of this thru a very grounded and foundation developing, albeit unorthodox process:

- We are an operating farm.
- We teach wilderness survival skills.
- We train students in the Second Amendment.
- We teach an aggressive self-defense program called Krav Maga.
- We engage students in a comprehensive study of the Great Books.

One of the most important and least considered aspects of training entrepreneurs and leaders is mental toughness and tenacity. What looks like self-sufficiency and survival training on our campus is actually "mental toughness" training. When considering education for 21<sup>st</sup> century, of course, a working knowledge of technology is very important, but the skill set of a progressive, strong, and versatile entrepreneurial servant-leader is more important.

I am certain we agree that understanding the changing "global" environment we now live in is paramount to success. But just as vital to success, is being emotionally and spiritually grounded, being mentally tough and physically fit, having personal experiences to understand the difference between needs and wants, and developing problem solving and creativity in hands-on, real world situations.

Our students can relate to citizens in 3<sup>rd</sup> world countries because they grow and harvest their own food and learn to survive in the wild with very little infrastructure. These kinds of experiences are invaluable, when they are later in global ventures and understanding other cultures. Our students do hard things such as climbing mountains and building solar, wind, and steam energy generation facilities which translate into fearless, tenacious, and creative intrapreneurs and entrepreneurs. Our students live an austere campus lifestyle to develop empathy and truly gain an understanding of "what is important in life." They engage in service and lots of solo nature experiences to encourage increased consciousness.

Our students also engage in a intense and deep study of the great books coupled with internships and summer business building experiences with the goal of achieving financial autonomy by the time they graduate. For clarity, that means that they have built a business and are earning enough money to meet all regular household expenses by the time they leave school. No student debt and no job search.

Though we are very high tech in many aspects, we purposefully use low tech to build solid, resourceful, compassionate, and creative human beings. I know that this is a very different college from others you have researched, but we are in a different time with a very different set of challenges. What is most exciting for me is to realize that most of the people that we look up to in business, religion, politics, and innovation all did things very differently than the norm.

When you stop to think about it, this is the kind of school that would have been perfect for innovators such as: Aristotle, Galileo, Gutenberg, The Wright Brothers, Marconi (discovered radio waves), George Stephenson (inventor of the railroad), Homer Hickam (coal miner's son who became a NASA engineer), Crick and Watson (discoverers of the structure of DNA), and Steve Jobs (innovation of Apple computer).

Additionally, at no time in the history of the world have we needed the wisdom and body of knowledge of the American 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 that generation 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, Bland, Otis, Hart\*, Burgin, 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 great U. S. founding statesmen and other great statesmen through history including Cicero, Gladstone, Burke, Lincoln, Gandhi, and Churchill.

There is a critical shortage of George Washington and John Adams level leadership in America. While it is true that God sent and prepared the aforementioned great men and women for their missions, it is also true that our world will yet face challenges greater than those faced at the founding of America—and the Universe has reserved and is now sending the Cato's, Cicero's, and Cincinnatus's of our generation to meet and overcome those challenges.

It is our mission to help mold and prepare you to be these future leaders.

Shanon Brooks, President

- Nancy Hart and Elizabeth Burgin made significant contributions to the war effort while other such as Abigail Adams contributed in politics of the time.

# The Mission of Monticello College

The mission of our college is not to expand or convey knowledge, but to build men and women. You may ask, "What kind of men and women?" Our mission focuses on the centrality of virtue, wisdom, diplomacy, and courage. Thus the student becomes the focus, not the topic of inquiry, the curiosity of the professor, or the prestige of the college.

This focus governs all that we do. It determines our class size and structure and our grading procedures. It governs our teaching methods and guides our selection of texts. It even affects the structure of our campus, the decor of our buildings, and the environment in general. In short, the very existence of Monticello College depends on its ability to develop men and women with the attributes necessary to begin the path of statesmanship. Let us explore these attributes.

## THE MISSION OF MONTICELLO COLLEGE

To build men and women of virtue, wisdom, diplomacy, and courage who inspire greatness in others and move the cause of liberty.

## VIRTUE

Virtue comes from the Latin *virtus* meaning power or strength, which in turn comes from *vir* meaning man. Hence, in the Roman sense, virtue is possessing those attributes that make a true man, namely, bravery, courage, and strength. Aristotle states that the Greek word for virtue, *arête*, means fulfilling the end to which anyone or anything was created. Like the Latin *virtus*, *arête* is the feminine form of *arrhen*, which also means man.

Combining these definitions, virtue is fulfilling the end to which mankind was created. And what is that end? In the ancient text of the New Testament, Christ declared, "Be ye therefore perfect, even as your Father which is in heaven is perfect." In this scripture the word perfect comes from the Greek *telios*, meaning "to be brought to its end, finished; wanting nothing necessary for completeness." Accordingly, man's purpose is to develop God's attributes as evinced by his Son. Therefore, Christ's attributes of love, faith, moral rectitude, and righteousness have historically become the definition of virtue in Western and Christian civilization.

Virtue, which is valued in all religious text can be divided into attributes that relate to oneself and to others. Hence, living a moral life in relation to private duties is private virtue, while living a life of service and sacrifice for one's fellow beings is public virtue. Understanding and incorporating virtue in its fullest context is the first attribute necessary to statesmanship.

A primary purpose of this college is to inspire students to develop private and public virtue. Virtue is most effectively developed in our students when it is exemplified by their mentors. Virtue in a mentor is a moral prerequisite to serving on our campus. Once a mentor is well on the path of developing her own virtue, she can then seek to inspire her students to develop theirs. Drawing from experience in his own life as well as the lives of great men and women from history and literature, the mentor leads discussions that investigate and define those attributes that contribute to virtue, and inspires the students to develop them.

An important part of this inspiration is helping students find their own personal missions of self-development and service to mankind. Every person is born with a unique mission. The calling of a mentor is to inspire and convince others to pursue their missions. The mentor has no business stepping into the classroom if he does not feel that it is part of his mission to be there. It is not enough to know about and believe in statesmanship and public virtue. Mentors have an unquenchable drive in their work because training statesmen is their mission. A mentor can look a student in the eye and exhort him to life of purpose because he lives such a life. This is the essence of mentorship.

### **WISDOM**

Wisdom is "the right use and exercise of knowledge. Do we care how much our students know? Of course, but the transmission of knowledge must be subservient to its end. Our students not only know historical facts, scientific theorems, and philosophical ideas, they apply them rightly to a multitude of situations. Students learn to balance the acquisition of knowledge through the study of the liberal arts, with classes structured using simulations, discussions, and field experience to stimulate application that is later put into actual real world business development.

The acquisition of knowledge is usually more recognizable and measureable than its application. But the mentor does not fall for the temptation to sacrifice the development of wisdom for the immediate reward that comes from being perceived as producing smart students.

### **DIPLOMACY**

Diplomacy is the artful or effective management of one's relations with others. Mentors foster diplomacy using the 7 Fundamentals of Liberal Arts. As students learn to read and speak the language of the classics, they gain the ability to communicate ideas and apply them in a way that is inspiring and relevant. Mentors teach them the power of relationships, patience, persistence, and effective communication by guiding them, pushing them, and teaching them to challenge prevailing assumptions in group and individual mentor meetings. Simulations are designed in such a way that students naturally develop personal agendas with high emotional attachment that often conflict with the goals and agendas of others. For students to achieve their goals, group cooperation is required.

Add to this the emotional stress that accompanies stress and deadlines, and simulations provide an excellent environment for students to apply diplomacy. Field experiences give the student real-world experience with diplomacy, and a unique opportunity to analyze the effectiveness of their dealings with others. Finally, a strong emphasis on the reality of God, that the people of this world are His creations, and that each person was sent to earth with a mission he can only accomplish through relationships with others—all of these combine to endow students with the kind of diplomacy essential to statesmanship.

### **COURAGE**

Churchill said that courage is rightly esteemed the first of human virtues... because it guarantees all others. Our graduates leave our campus having acquired increased levels of courage to venture, endure, and withstand dangers, fears, and difficulties that most people their age have not even considered.

Mentors foster growth in courage by use of regular classroom challenges such as public speaking and oral examinations, regular farm and mountain life, business presentations, and field experiences. Overcoming physical challenges is used as a faith-building catalyst to overcome mental, spiritual, and emotional or social fears. Mentors maintain an educational environment where increasing difficulties can be met sequentially.

### **INSPIRE GREATNESS**

What is greatness? This might be more easily understood by describing what it is not. It is not fame; it is not a position of leadership; it is not having your name recorded by history. Greatness is fulfilling your life's mission. This is similar to the way the ancient Greeks saw genius. They believed that every person had a unique destiny or purpose in life. To aid in fulfilling this destiny a tutelary deity or spirit was assigned to each person. This spirit was called genius. It may be thought of as the personification of each person's unique abilities, interests, and mission. Fulfilling your individual mission and magnifying your talents and abilities is what makes you great.

### **MOVE THE CAUSE OF LIBERTY**

Liberty may be defined as the ability to act as one chooses, restrained only by respect for the personal security, liberty, and property of others. It involves a balance between the rights of the individual and the duty to respect the rights of others. Moving the cause of liberty is more than memorizing a definition. Consider these questions:

- Who or what is man?
- Is man an evolved organism, a created being or both?
- If our definition of man changes, does society's role of protection also change?
- How does our concept of humanity and human nature change the way we view social forms?
- And what is the interaction between principles, forms, and issues?

These are some of the questions that are discussed in what Robert Hutchins called, “the great conversation.” As students study the greatest minds of history and seek to answer these questions and participate in society, they begin to move the cause of liberty.

## **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, emasculated 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 a culture and 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 do not all have terminal degrees. They are often successful in a field outside of traditional academia. But they are all academically prepared, 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. 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 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, demanding, vigilant, extreme, resourceful, self-reliant, 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.

No liberal arts college today would be providing a complete education without teaching technology. All of our students will have ample opportunity to develop knowledge and practical experience of advanced technology whether it is being used in day-to-day studies, simulations, interfacing, and communicating with distance students or mentors, practical application in passive energy production or construction or crop production/management or video and audio production, etc. Monticello College will provide the latest in technological advancement.

## **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 April and end in November, 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.

## 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.)

## Tuesday

6:00am	Rise
6:30-7:30	Campus Duties
7:30-8:30	Prep for Day
8:30	Group Breakfast/Performance ( <b>semi-formal</b> -shirt and tie) <b>SF</b>
9:30-10:30	Solitary Time
10:30-12pm	Personal Study or Scheduled Campus Duties
12:00-1:00	Group Lunch (free range means scheduled hours only) (snacks for later) <b>FR</b>
1:00	Class
4:00	Personal Study or Scheduled Campus Duties
6:00	Dinner <b>SF</b>
7:00	City Council or Local Legacy Speaker
9:00	Free Time
10:00	Retire

## Wednesday

6:00am	Rise
6:30-8:00	Campus Duties
8:30	Breakfast <b>FR</b>
9:30-10:30	Solitary Time
10:30-12pm	Personal Study or Scheduled Campus Duties
12-1	Lunch (snacks for later) <b>FR</b>
1pm	Trek or Other Athletics
6pm	Dinner/Performance <b>SF</b>
7pm	Evening Campus Devotional
8pm	Free Time
10pm	Retire

**Thursday**

6:00am Rise  
6:30-7:30 Campus Duties  
7:30-8:30 Prep for Day  
8:30 Breakfast **SF**/President's Forum  
9:30-10:30 Solitary Time  
10:30-12pm Free Studies or Scheduled Campus Duties  
12:00-1:00 Lunch **FR**  
1:00-6:00 Free Studies or Scheduled Campus Duties  
6:00 Dinner/Performance **FR**  
7:00-9:00 Group Community Service  
9:00 Free Time  
10:00 Retire

**Friday**

6:00am Rise  
6:30-8:00 Campus Duties  
8:30 Breakfast **FR**  
9:30-10:30 Solitary Time  
10:30-12pm Personal Study or Scheduled Campus Duties  
12:00-1:00 Lunch **FR** (snacks for later)  
1:00 Class  
4:00 Personal Study or Scheduled Campus Duties  
6:00 Dinner/Guest Speaker **SF**  
8:00 Free Time  
10:00 Retire

**Saturday**

6:00am Rise  
6:30-8:00 Campus Duties  
8:30 Breakfast **FR**  
9:30-10:30 Solitary Time  
11:00 Campus Lectures (student lectures)  
12:00-1:00 Lunch **FR** (snacks for later)  
1:00 Personal Study or Scheduled Campus Duties  
6:00 Dinner/Performance **SF**  
7:30 Movie Night  
10:00 Retire

**Sunday**

8:00am	Breakfast <b>FR</b>
8:00-11:00	Personal Time
11:00-1:00pm	Brunch <b>FR</b>
1:00-6:00	Personal Time
6:00	Dinner <b>SF</b>
7:00	Religious Guest Speaker (different Religion each Sunday)
9:00	Free Time
10:00	Retire

**Monday**

All Day	Free Time
8:30	Breakfast <b>FR</b>
12:00	Lunch <b>FR</b>
6:00	Dinner <b>FR</b>
10:00	Retire

**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 April with a 4-month block of online studies.

By August, 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 November 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*

April	Online Studies
May	Online Studies
June	Online Studies
July	Online Studies

*Semester Two*

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

*Academic Break*

December  
January  
February  
March

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**

Mentors and students enjoy weekly one-on-one telephone mentoring sessions. Students also have limited email access to their mentors throughout the week.

**A Typical Online Academic Week**

Monday

9-11am MT            Online Class  
11:30am-4pm MT    One-on-one Scheduled Mentoring  
Video Intro for Tuesday's Readings (10 minute net-accessed video, provided only for new topics or historical eras)  
Read Tuesday's Readings

Tuesday

9-11am MT            Online Class  
Video Intro for Thursday's Readings  
Read Thursday's Readings

Wednesday

11:30am-4pm MT    One-on-one Scheduled Mentoring, Video Intro for Thursday's Readings  
Read Thursday's Readings

### Thursday

9-11am MT

Online Class

11:30am-4pm MT

One-on-one Scheduled Mentoring  
Video Intro for Monday's Readings  
Read Monday's Readings

### Friday

7am-2pm MT

One-on-one Scheduled Mentoring  
Video Intro for Monday's Readings  
Read Monday's Readings

### Saturday

Video Intro for Monday's Readings  
Read Monday's Readings

## Potential Skill Acquisition

Because we are a farm campus, we have an abundance of chores, new construction, and repair work that is constantly on going. Part of each student's study program is doing their share of the farm work (see ShanonBrooks.com blog article Return Of The Manual Arts - <http://shanonbrooks.com/2013/03/return-of-the-manual-arts/>). This gives rise to learning any number of new skills that can easily translate into income producing efforts before or after graduation:

- Farming and gardening including all aspects of soil preparation and maintenance, seed and seedling preparation, planting, equipment use, fertilizing, weed management, watering, etc
- Biodynamics
- Green Housing and aquaponics
- Horticulture
- Orchard Management and Arboriculture
- Auto Mechanics
- Welding
- Harvesting and storage of food (canning and dehydrating)
- Apiculture
- Butchering and curing meat
- Culinary arts
- Edifice construction including concrete, adobe, stick-built, plumbing, electrical, roofing etc.
- Energy production including solar, wind, and other passive sources
- Customer service and other restaurant skills
- Harvesting firewood and fire safety
- Wilderness survival
- Teaching
- Public speaking
- Practical technology application



# Enrollment

## Admission Policy

### HOW TO APPLY TO MONTICELLO COLLEGE

At Monticello College we employ the Seminar Format for our classes. This means we study one subject at a time for a duration of 2 days to 3 weeks. Nearly our entire curriculum consists of original sources and most of those are consumed as whole works. Needless to say, we do a lot of reading. As it is common to discuss one or more new books each day, preparation for a school year requires reading the next year's curriculum weeks or even months in advance. We recommend an 8-week (4 hours a day) preparation time. We also recommend that serious students acquire some books and begin reading even before being accepted as a student to get a jump on the readings.

We recommend that you begin your application process as soon as possible and that you have all portions of the application submitted long before the deadline. You should plan to purchase the whole year's worth of books at one time as some books we use are considered rare and are difficult to find or have a long shipping time, so plan to begin your book purchasing process with lots of lead time.

Monticello College will consider applicants to our program who met the following conditions:

- Are beyond the age of Utah Compulsory Education (18 years old or older)
- Have submitted either a high school diploma or General Education Development certificate or national standardized test results (ACT/SAT) (**required by law – NOT USED IN STUDENT EVALUATION FOR ADMISSION**)
- Satisfactorily pass the MC entrance interview

Prior credit is evaluated for acceptance.

## Application

Applicants to our on-campus undergraduate program must submit an official application, three letters of recommendation, a creative sample and the application fee. 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. Readmitted 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.

## Annual Tuition Schedule

	Bachelor Degree On campus (available 2016)	Bachelor Degree Online Hybrid	Master's Degree On campus	Master's Degree Online Hybrid
<b>Tuition</b>	\$3,002	\$3,002	\$6,000	\$6,000
<b>(Board and Room)*</b>	\$3,500		\$3,500	
<b>Books*</b>	\$ 500	\$ 500	\$ 500	\$ 500
<b>Total</b>	7,002	\$3,502	\$10,000	\$6,5000

\*Board and Room may vary, housing is responsibility of student, MC will assist in finding options. Books may vary and are the responsibility of the student.

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

### Bachelor Degree On-campus Payment Plan

The annual amount for tuition and fees is \$3,002. State law prohibits payments for more than one semester at a time. You may pay a semester in full (**\$1,501.00**) or enroll in a 12-payment annual payment plan (first payment of \$1,000 followed by 11 payments of \$182). A late fee of \$50.00 is assessed for each late installment payment. A written commitment that the student will pay for the complete year in which he or she is enrolled is required.

### Bachelor Degree Hybrid Online Payment Plan

The annual amount for tuition and fees is \$3,002. State law prohibits payments for more than one semester at a time. You may pay a semester in full (**\$1,501.00**) or enroll in a 12-payment annual payment plan (first payment of \$1,000 followed by 11 payments of \$182). A late fee of \$50.00 is assessed for each late installment payment. A written commitment that the student will pay for the complete year in which he or she is enrolled is required.

### Master's Degree On-campus Payment Plan

The annual amount for tuition and fees is \$6,000. State law prohibits payments for more than one semester at a time. You may pay a semester in full (\$3,000) or enroll in a 2-payment (\$1,500 per payment) installment plan. A 10% charge (\$150) is added to each installment payment. Each full installment payment with installment charge is **\$1,650**. 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.

### **Master's Degree On-line Payment Plan**

The annual amount for tuition and fees is \$6,000. State law prohibits payments for more than one semester at a time. You may pay a semester in full (\$3,000) or enroll in a 2-payment (\$1,500 per payment) installment plan. A 10% charge (\$150) is added to each installment payment. Each full installment payment with installment charge is **\$1,650**. 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.

**All semester tuition is due 30 days before the commencement of the semester for which you are applying. Payment plan schedules may be allowed if arranged before the due date.**

### **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**

<b>Date of withdrawal of the enrollment period for which the student was obligated</b>	<b>Portion of tuition and fees obligated and paid that are eligible to be refunded to the student</b>
Before cooling-off period expires	100%
Prior to the semester start date	85% (minus \$150)
Within the first 5 days of the semester	50% (minus \$150)
Within the next 10 days of the semester	20% (minus \$150)

### **Transcripts and Grading**

We provide a semester academic report for each student. Students receive a annual list of degree courses (same courses for all students) and work until all coursework is complete. The application of credits do not properly hold students accountable for academic achievement, or the lack there of, hence we do not issue credits, only the grades listed below.

Assignment grading is a very simple 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 that they will not exert more effort on this particular assignment. A single failed assignment does not constitute a failed course.

### **Graduation Requirements for Degree Programs**

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. 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

### **Masters Degree in Education**

This is a practical degree, which produces classroom ready mentors. In essence, it prepares you to be a seasoned and experienced classroom mentor, able to effectively teach all of the material covered in the First Year curriculum of Monticello College. Whether you end up teaching at Monticello College or elsewhere, this degree gives you all of the knowledge and experience needed to confidently teach and help mold statesmen and New American Founders for the future.

### **Academic Requirements**

Course completion is determined by oral and written examination. Each course typically requires 2-4 semester hours. A semester hour is forty hours of class and study time. The Masters Degree in Education requires 20 courses of study to meet graduation requirements, or 60 semester hours over approximately 4 semesters.

Full graduation requirements are listed below:

1. Complete all Master Degree courses
2. Pass Academic Board Oral Examination
3. Complete and gain approval on Thesis

### **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.

### **Job Placement**

Although no formal job placement system is provided by Monticello College, liberal arts graduates are in great demand and experience success in securing employment in no less than 25 different fields, and in starting entrepreneurial ventures. MC will maintain/provide from time to time, graduate employment/graduation rates.

See the following blog posts on this topic:

<http://shanonbrooks.com/2013/11/a-liberal-arts-degree-is-more-valuable-than-learning-any-trade/>

<http://shanonbrooks.com/2013/01/the-liberal-arts-during-bondage-part-one/>

<http://shanonbrooks.com/2013/02/the-liberal-arts-during-bondage-part-two-how-do-the-liberal-arts-help-us-during-bondage/>

<http://shanonbrooks.com/2015/08/liberal-arts-a-rising-trend-in-education/>

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 in Utah. 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.

### **Bonding**

Monticello College is secured by an Irrevocable Letter of Credit filed with the Utah State Division of Consumer Protection and it is renewed annually.

## **Other Policies**

### **Behavior Policies**

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. Dismissed students may appeal to the Advocation Board.

### 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.

## STUDENT LIFE AND SERVICES

### College Hymn



### *The Present Crisis (Written 1844)*

WHEN a deed is done for Freedom, through the broad earth's aching breast  
Runs a thrill of joy prophetic, trembling on from east to west,  
And the slave, where'er he cowers, feels the soul within him climb  
To the awful verge of manhood, as the energy sublime  
Of a century bursts full-blossomed on the thorny stem of Time. 5

Through the walls of hut and palace shoots the instantaneous throe,  
When the travail of the Ages wrings earth's systems to and fro;  
At the birth of each new Era, with a recognizing start,  
Nation wildly looks at nation, standing with mute lips apart,  
And glad Truth's yet mightier man-child leaps beneath the Future's heart. 10

So the Evil's triumph sendeth, with a terror and a chill,  
Under continent to continent, the sense of coming ill,  
And the slave, where'er he cowers, feels his sympathies with God  
In hot tear-drops ebbing earthward, to be drunk up by the sod,  
Till a corpse crawls round unburied, delving in the nobler clod. 15

For mankind are one in spirit, and an instinct bears along,  
Round the earth's electric circle, the swift flash of right or wrong;  
Whether conscious or unconscious, yet Humanity's vast frame  
Through its ocean-sundered fibres feels the gush of joy or shame,

In the gain or loss of one race all the rest have equal claim. 20

Once to every man and nation comes the moment to decide,  
In the strife of Truth with Falsehood, for the good or evil side;  
Some great cause, God's new Messiah, offering each the bloom or blight,  
Parts the goats upon the left hand, and the sheep upon the right,  
And the choice goes by forever 'twixt that darkness and that light. 25

Hast thou chosen, O my people, on whose party thou shalt stand?  
Ere the Doom from its worn sandals shakes the dust against our land?  
Though the cause of Evil prosper, yet 't is Truth alone is strong,  
And, albeit she wander outcast now, I see around her throng  
Troops of beautiful, tall angels, to enshield her from all wrong. 30

Backward look across the ages and the beacon-moments see,  
That, like peaks of some sunk continent, jut through Oblivion's sea;  
Not an ear in court or market for the low, foreboding cry  
Of those Crises, God's stern winnowers, from whose feet earth's chaff must fly,  
Never shows the choice momentous till the judgment hath passed by. 35

Careless seems the great Avenger; history's pages but record  
One death-grapple in the darkness 'twixt old systems and the Word;  
Truth forever on the scaffold, Wrong forever on the throne,  
Yet that scaffold sways the future, and, behind the dim unknown,  
Standeth God within the shadow, keeping watch above his own. 40

We see dimly in the Present what is small and what is great,  
Slow of faith how weak an arm may turn the iron helm of fate,  
But the soul is still oracular; amid the market's din,  
List the ominous stern whisper from the Delphic cave within,  
"They enslave their children's children who make compromise with sin." 45

Slavery, the earth-born Cyclops, fellest of the giant brood,  
Sons of brutish Force and Darkness, who have drenched the earth with blood,  
Famished in his self-made desert, blinded by our purer day,  
Gropes in yet unblasted regions for his miserable prey,  
Shall we guide his gory fingers where our helpless children play? 50

Then to side with Truth is noble when we share her wretched crust,  
Ere her cause bring fame and profit, and 't is prosperous to be just;  
Then it is the brave man chooses, while the coward stands aside,  
Doubting in his abject spirit, till his Lord is crucified,  
And the multitude make virtue of the faith they had denied. 55

Count me o'er earth's chosen heroes—they were souls that stood alone,  
While the men they agonized for hurled the contumelious stone,  
Stood serene, and down the future saw the golden beam incline  
To the side of perfect justice, mastered by their faith divine,  
By one man's plain truth to manhood and to God's supreme design. 60

By the light of burning heretics Christ's bleeding feet I track,  
Toiling up new Calvaries ever with the cross that turns not back,  
And these mounts of anguish number how each generation learned  
One new word of that grand Credo which in prophet-hearts hath burned  
Since the first man stood God-conquered with his face to heaven upturned. 65

For Humanity sweeps onward: where to-day the martyr stands,  
On the morrow crouches Judas with the silver in his hands;  
Far in front the cross stands ready and the crackling fagots burn,  
While the hooting mob of yesterday in silent awe return  
To glean up the scattered ashes into History's golden urn. 70

'Tis as easy to be heroes as to sit the idle slaves  
Of a legendary virtue carved upon our fathers' graves,  
Worshippers of light ancestral make the present light a crime;  
Was the Mayflower launched by cowards, steered by men behind their time?  
Turn those tracks toward Past or Future, that made Plymouth Rock sublime? 75

They were men of present valor, stalwart old iconoclasts,  
Unconvinced by axe or gibbet that all virtue was the Past's;  
But we make their truth our falsehood, thinking that hath made us free,  
Hoarding it in mouldy parchments, while our tender spirits flee  
The rude grasp of that great Impulse which drove them across the sea. 80

They have rights who dare maintain them; we are traitors to our sires,  
Smothering in their holy ashes Freedom's new-lit altar-fires;  
Shall we make their creed our jailer? Shall we, in our haste to slay,  
From the tombs of the old prophets steal the funeral lamps away  
To light up the martyr-fagots round the prophets of to-day? 85

New occasions teach new duties; Time makes ancient good uncouth;  
They must upward still, and onward, who would keep abreast of Truth;  
Lo, before us gleam her camp-fires! we ourselves must Pilgrims be,  
Launch our Mayflower, and steer boldly through the desperate winter sea,  
Nor attempt the Future's portal with the Past's blood-rusted key.

**James Russell Lowell**



**Student Body**

The small on-campus annual student body will be 50 – 125 students, along with class sizes of 10-20 students and a 1:9 mentor/student ratio. Approximately 1/3 of the students will be private school graduates, 1/3 home school and 1/3 public school. The male/female ratio will be roughly even.

**Academic Community**

On campus, we expect all students and faculty alike to show the utmost respect to others in communication, language, and dress. It is customary and expected that all students will be addressed as “Mr.” or Miss, Ms, or Mrs.”, and that the faculty and staff will be afforded the same courtesy relating to any titles or rank that is appropriate to address them by, for example, “Dr., Mr., Mrs., Your Honor”, etc.

In the spirit of the Monticello College Honor Code, we expect all on campus to dress in a manner that is not offensive to others and that is modest and wholesome.

**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.

### **Activities**

Monticello College will sponsor several formal dinners, receptions, lectures, balls and special events each year. Southeastern Utah hosts' annual mountain activities from group trail riding with motorcycles and four-wheelers to jeep red rock and river rafting adventures and rappelling based out of nearby Moab or Lake Powell. Moab, UT and Cortez and Durango, CO all provide breath-taking cultural events throughout the summer months. The skiing is world-class in Colorado's Telluride Ski Resort just a 2-hour drive away. Monticello is located in the heart of Canyon Lands National Park and a short hop to Arches and Mesa Verde Nation Parks.

### **Housing**

Monticello College is a residential college, meaning we provide your housing and meals for the entire undergraduate program (some 3<sup>rd</sup> and 4<sup>th</sup> year students may live off campus).

### **Learning Resources and Services**

Monticello College provides an on-campus special- collections library and bookstore for student use. The college also provides wireless internet access. Mentors meet regularly with each student to assess student progress, and are available during office hours for additional mentoring. Teaching assistants are also available for tutoring and coaching purposes, and provide feedback and instruction during simulations and throughout the educational process. The Monticello College Registrar serves as a resource in providing counseling and direction to students who desire to pursue a minor.

### **Computer**

Students are highly encouraged to bring their own computer to school.

### **Student Insurance**

Currently Monticello College does not offer any type of student medical insurance.

### **Medical Facilities**

There are no medical facilities located on Monticello College campus, however there is a well-staffed dedicated hospital 1 mile from campus.

A complete list of owners, governing board members, faculty, and administration is available at [www.monticellocollege.org](http://www.monticellocollege.org).

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

Registration under the Utah Postsecondary Propriety 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.

Monticello College  
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