

American Academy for Liberal Education SELF STUDY for AALE

The Program: an introduction

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The PROGRAM: an introduction

A. History

As early as 1941 and then continuing during the war, James Leo Hagerty, professor of philosophy at the College, put into motion what was to become the Program. Courses using as texts the “great books” were offered. Hagerty had been following the movement in the east. St John’s College, Annapolis, had been taken over by two young men from Chicago by 1937; Stringfellow Barr and Scott Buchanan established the New Program as the single curriculum of that ancient institution. Mr Hagerty encouraged discussion and invited Mortimer Adler, co-conspirator with Robert Maynard Hutchins at Chicago, to Moraga. By 1945, the so-called World Classics seminars had been put in place. By the 50s, there were eight seminars required of the humanities students and four of the upper division science and business students.

In 1955, Brother Sixtus Robert had completed his studies at Laval and arrived at Saint Mary’s. He joined Mr Hagerty and opened the door to a complete curriculum, in the style of the New Program at St John’s. A grant was obtained from the Rosenberg Foundation. Frank Keegan of the faculty and chairman of the committee for Curriculum Study was involved throughout. Also, Brother T Brendan in the Department of Mathematics, worked on the project and wrote extensively about it. Edward H Strong, chairman of the committee on Educational Policy (and later chancellor) at the University of California joined Lawrence G Thomas, Professor of Education at Stanford, as consultants to the proposed experiment.

By the summer of 1956, the group was ready to begin the “Experimental Curriculum”. A group of students was commandeered and convinced to try it out. Professor LeRoy Smith taught Greek to 15 students including perhaps 10 who were in the experiment. Brother Robert, acting as Director, took over the seminar. And Brother Brendan helped out with the mathematics. The pioneer class, numbering 12, graduated in June of 1960.

By the time of the WASC visitation of 1964, Mr Edward Sparrow was filling in as Director for Brother Robert. He was on loan to Moraga from the St John’s faculty. He brought to the new curriculum the complete structure already proved useful in Annapolis. A constitution was adopted, the role of the Director clarified, a governing Instruction Committee put in place. The courses now included laboratory and music, and filled up the four years. A complete “major” was set out.

Here is a rare case. The generally insoluble “problem of the core curriculum” was dealt with by setting up a core so robust that it was able to become the entire course of study, an appropriate beginning to the life of the mind.

The name “The Integrated Program” used throughout the 60s tried to capture the notion that the disciplines, as tutorials, were brought together in conjunction with the reading list “to fecundate the adventures” going on in the seminar. This title was abandoned due to a confusion during the civil rights movement and has been commonly called “The Integral Program” since 1970.

The Directors

A list taken from the College *Catalogues* gives both the Directors and the various names used by the Program.

1956	Experimental Curriculum	Frank L Keegan, Assoc Dtr of Curr
Study		
1960-63	Integrated Lib Arts Curr	Br S Robert
1963-65	“	Edward Sparrow, St John’s College
1965-66	“	Br S Robert
1966-68	‘	–, J Winfree Smith from SJC
1968-70	‘	Br S Robert
1970-73	Integral Program	Br S Robert
1973-75	Integral Curr of Lib Arts	David Loomis
1975-77	“	Thomas Loome
1977-85	“	Br T Brendan
1986-87	“	Br L Raphael
1987-89	Integral Program	Br L Raphael
1989-92	“	R Alan Pollock
1993-97	“	Edward Porcella
1997-99	“	Br Kenneth
2000-02	“	Michael Riley
2002-04	“	Br L Raphael
2004-	“	Theodore Tsukahara.

B. Glossary

The “Program” is not merely a list of courses, as crucial as that academic content is to the enterprise. The structure also includes a panel of tutors, a presiding Director, students sorted into the tutorials, a *Reading List* constantly reviewed, a life of socials and traditional events, a round of “don rags” every term, along with many other little pieces of a working association. Because some of the nomenclature is obscure, if not downright eccentric, a little explanation may be appropriate.

Tutor The faculty are always styled “tutors” and not “professors”. They preside over the “tutorials” and seminars as senior members but not as lecturers nor as experts. Some effort is put into avoiding

assigning courses to those with specialist background in that subject. That effort does not always succeed.

- Seminar* Eight courses lying at the heart of the Program. The texts are the so-called “great books” and are taken from the *Reading List*. The leader of the seminar is a tutor, but his role is merely that of supervisor, assigning the readings and papers, while maintaining decorum in the conversation. He must not take the position of expositor or lecturer.
- Reading List* This list is overseen by the Instruction Committee, reviewed and revised annually. It specifies the readings for the four seminars, day by day. It tends to run fairly close to the reading lists in use at St John’s and at Thomas Aquinas Colleges.
- Essay* As a “capstone” an extensive written piece is required of the seniors in the eighth semester. The choice of topic, selection of an advisor and the writing takes place in the seventh semester. The essay may take any of a broad range of forms, from an analytical essay, to a mathematical study, a poem or short story and on one occasion a painting was appended to a written essay. The essay is read by representatives from each class and from among the tutors; a seminar is then held to discuss the paper.
- Tutorial* A course in an academic area aimed at acquiring specific skills, based on the reading of specialist texts. Eight semesters of mathematics, four of laboratory and one of music are required, as well as four semesters of classical Greek specifically, followed by four semesters of language more generally. The tutor on occasion takes a role more active than would be taken in seminar. The tutorials are regulated by a manual, comprising a reading list and syllabus.
- Archon.* The senior tutor chosen to oversee the operation of the mathematics tutorial, the language tutorial or the laboratory. The archon compiles the manuals, helps choose texts and supervises the new tutors in that tutorial.
- Director* The tutors elect the Director to preside over the Program. He works directly with the Instruction Committee.
- Instruction* Composed of tutors elected to three-year rolling terms, this Committee group is the actual governing board, responsible for the Program in all its aspects.
- Social* There is a social committee (including students and tutors)

- Committee* appointed to oversee gatherings and events.
- Lecture Committee* A group of tutors set up the lectures, including the major Brother Robert memorial, held during the year.
- Event* Attached naturally to the academic are the social demands. A lecture series brings speakers to address topics generally outside, but appropriate to, the curriculum. An endowed memorial lecture (for the late Brother Sixtus Robert) is given each spring. An annual *Mayfest* (prior to graduation), a formal *Spring Waltz*, the *Saint Nicholas Concert* (given by the music tutorial just before Christmas) and a number of seasonal parties fill out the calendar. Every other week an informal social following the evening seminar is set out by each class in turn.
- Don Rag* The traditional method of appraising the student's work and evaluating the academic situation, these are held near mid-term. The seminar-leader calls in the student and his tutors for a 20- to 30-minute conference. As though he were not there, the three (or four) tutors charitably but frankly discuss his work in each tutorial. Then the student is asked to respond to their criticism. Understandings are reached, promises made, gratitude expressed and perhaps penances imposed. The College demands a written mark for the student's transcript at the end of term; these are provided by the tutors, but the true assessment remains the don rag. Files of past don rags are kept.

C. The curriculum

The Program rests firmly on the eight **seminars**, one each term of attendance. Beginning with the *Iliad* and ending in the 20th century, the seminar proceeds chronologically, for the most part, engaging in the "great conversation" as it grows out of the *Reading List*. Another way of saying this: the seminar grows as it goes, it is not devoted to a predetermined "theme" or some "great idea".

Manifest activity on the part of the student is required: evidence of careful reading, participation in the resulting discussion and indications of the power of persuasion. The participation in the conversation is understood as an initiation, beginning a life-long project of education through dialectic.

The seminar leader is that tutor presiding generally over the courses of the students for the year. The senior leader also supervises the Senior Essay course.

The **tutorials** cover several areas more specific and structured than the seminar.

First, the **mathematics tutorial** consists of eight terms. Beginning with the 13 books of the *Elements*, it works through the *Conics* of Apollonius, Descartes, Newton, Lobachevski and Einstein's essay on relativity. The tutorial addresses the problems of geometry, synthetic and analytic, and reaches into the physical applications of geometry. At the same time, another line begins with the *Almagest*, Copernicus, Galileo and Kepler, Newton and Einstein, dealing with astronomy and observation. Again, another line wanders through the number-theoretic middle books of Euclid, to the trigonometry of Ptolemy, the calculus of Archimedes, Oresme and Newton, and on to the analysis of Dedekind. The student, in the face of this rather daunting task of reading, must be prepared to present propositions and conclusions at the board. Here again the art of persuasion is practiced and the liberal arts of astronomy, arithmetic and geometry are the result.

The **language tutorial** also has eight courses, one each term. The first job is to learn the Greek alphabet and then take on elementary Greek. By the end of the first year, the student has been translating Plato and John. This course is not for conversation nor for travel, but rather it should lay open the problems of translation itself as seen in a highly structured, inflected language. The appreciation of Greek has led in a number of cases to a lifelong love of foreign languages, either modern or classical. After treating grammar and translation in the first four, the last four language tutorials are devoted to the remaining liberal arts of rhetoric and dialectic, in order to analyze poetic and philosophic texts.

The one class of the **music tutorial** deals with the last liberal art, music. The intent here is not to develop an appreciation of music or a facility in producing music. Rather, the course tries to show the physical side of music, beginning with the harmonic series attributed to Pythagoras. At the same time, musical notation and composition are considered. Finally, a vocal concert is usually prepared by the class for the entertainment of the rest of the Program.

At last we come to the **laboratory**. The freshman lab of two terms begins with the fundamentals of bench work: measurement, calculation and observation. Astronomy and presentation of data (with readings from Ptolemy and Archimedes) run parallel to the math tutorial. Observation involves bird-watching and the classification of trees. Field-trips and bench work are required. The two terms of the junior lab bring up more modern techniques and topics: for example, classical mechanics with Galileo and Newton, biology in Darwin, genetics in Mendel and Galton, chemistry in Lavoisier, and so on, with doses of Aristotle and Claude Bernard. The bench work includes investigating the experiments of these authors: raising fruit flies, dropping steel balls, timing pendula, and fermentation.

For each tutorial manuals, including detailed syllabi, are available to tutors.

D. The Situation within the College

At first, the “experimental curriculum” was viewed as an incipient major. With time it was expected to pick up enough required courses spread over the four years to become a department of the School of Humanities. However, instead it became the “Program”, with a separate degree and enough courses to make up an entirely prescribed schedule with scarcely any electives, all sitting within the pre-established Saint Mary’s College. The degree granted is separate because the graduates of the Program do not fulfil the general requirements for the baccalaureate but rather an entirely distinct set of courses. This arrangement distinguishes Saint Mary’s from the other instances of the Program where it is the curriculum adhered to by all students.

The Program at Moraga is characterized by its situation within the larger institution. Recruits to the Program may follow a course into this curriculum less obvious than that taken by “regular” students coming to the College. Naturally there are those who come here first and foremost to enroll in the Program. But there are also those who have come to Saint Mary’s without any clear choice of major. Many times these unfocussed students are attracted to the Program—for any number of reasons—although they may not have encountered it until their arrival. Unfortunately, no recruiting can take place after the first year, because any student must begin at the beginning; it is impossible to come into the middle of the conversation, the laboratories or the tutorials. Because most students are unable to undertake a five- or six-year course of studies, late decisions to join cannot as a rule be accommodated. An effort is made during January at the end of the first semester to add a very few students willing to make up the material of the previous term and join the freshman class in February.

Generally, those already accepted by the College and then showing a clear desire to try out the Program are taken as freshmen. No other academic requirement is laid on. The immediate result of this is a brake on the nearly irresistible tendency to turn it all into an “honours course” for only very talented students. This brake has been effective and after 50 years a broad range of students is accepted and continues to graduation successfully.

Because students may have initially been driven into the Program by no more than a vague idealism, they may be overcome by disillusionment and perhaps remorse during the first two years. Then again, a mistaken view of practicality coupled with a need to amortize a debt undertaken in order to attend the College may lead them to find a major promising predictable employment. As many as

half may leave the Program during the first four semesters, the majority in the first year.

An accommodation has been made by the larger College for these students: completion of the lower division in the Program transfers to the larger College as equivalent to its core and breadth requirements. The requirement in writing must be fulfilled separately, either by taking the required course in composition or by the student's submitting a portfolio of his writing. The student leaving the Program then has only to complete a set of major courses for the degree.

The embedding of the Program within Saint Mary's College thus means that as a rule many of the drop-outs stay at the College, enrolling in other departments and graduating therefrom. Many times these refugees are highly treasured by those departments. In particular, Philosophy, English and History have made special arrangements for students switching into those departments.

Furthermore, over the years, a small number of students have taken courses from other departments in what might be called a "minor". Mathematics and economics are examples. Making use of summer courses, psychology and business have been attempted

As we will see later, the Program's situation requires, among many other things, a reliance on the College for funding.

E. Working with The Mission Statement

The "mission" of the College is ... cultivating the ways of knowing and the arts of thinking, ... to foster the Christian understanding of the human person, which (understanding) animates ... the Catholic Church, (and) to create ... an educational community. [Catalogue 2008-9]

In 1962, Br Robert wrote an essay on the purposes of the Program that appeared in the *Catalogue* from 1962 until 1979. It opens:

The liberal arts have been considered throughout most of western history to be those which free men possessed and which enabled them to communicate with one another about the common world of our experience. On the other hand, in the twentieth century educated men are those who have become experts in a special field and who are inclined to regard themselves as charlatans when they speak about other matters. The liberal arts tend to be literary studies flanked by survey courses of natural and social studies.... Thus for liberal arts students today science and technology are the arcana, while the inner world of conscience, of reflection and of passion appear only in the monuments of literature that enshrine them.

That the Integral Program was planted in a Catholic college by a group of devoutly Catholic scholars is not accidental to its nature today. At its very heart, the search for knowledge, the pursuit of truth, is a religious task. *Logos* is used in a number of philosophical and theological contexts, but it may well be used univocally. The world, whether that of ideas or of natural law, moral or physical, bears the hallmark of the *logos*, the sense of things, the plan, the explicit rejection of *chaos*. Dialectic, seeking out contradictions and searching among words for the truth, is the way to regain this sense in the world, and this sense of the world. The faith that this thirst can be slaked abides.

The notion that truth is available and may be pursued drives the Program. The artificial walls erected between the disciplines are breached as the seminar and the tutorials take on the “arts of thinking” and, we may add, of reading and of arguing. The Program thus stands squarely on the base provided by the Church over 1200 years ago by founding the colleges and the “university”.

An indication of the role of the Program within the College may be noted in the remarkable number of Christian Brothers who have graduated and gone on to teaching and postings around the world at all levels. Furthermore, the Program faculty has the largest representation of Christian Brothers compared to any other area of the College, including, remarkably enough, Philosophy and Theology & Religious Studies.

Within this College a group of students came together with their tutors to acquire the liberal arts in concert as a community, and then to bring those arts to bear on difficult texts. The dialectic must be undertaken in this gathering and not by some isolated researcher. The required conversation is found in the market, not on the hermit’s mountain-top. All aspects of the Program reveal this coordinated effort of the students and tutors in the search. This community has existed uninterrupted for fifty years, passing along intact both the dream and the fact from one year to the next.

F. Problems faced by the Program

What may appear at first to be a problem is the situation of the Program within the larger College, not as a department but as a school or sub-college. This would demand that the Program adhere to the mission and pursue the goals of the College herself. During these fifty years, in fact, this has proved to be a small difficulty, easily dealt with.

For example, when the breadth requirements demanded theology in particular, it was decided that the readings in seminar and in language covered so much religious material that the demand of the general curriculum was met. A short-lived experiment with a theology tutorial was abandoned, perhaps under the pressure for time exerted by the change to a January-Term calendar. Such a

tutorial might focus on Scripture or on religious and theological texts in a special way. The temptation, one that runs contrary to the principles of the Program, would be to assign a professional or trained theologian to such a course. On the other hand, visiting lecturers have dealt with explicitly religious themes. The Hagerty Lecture in particular was meant to provide this opportunity.

With regard to the mission, much has already been said in the previous section. But, we might add, the problem of addressing Lasallianism (and at the same time defining it) has also been dealt with. The Program has never been elitist, nor has it catered only to a certain sort of student (aside from looking for devoted readers). The door has always been open to any student accepted by the College with a desire to come in. As a result, a broad palette of colours, textures and purposes has characterized the students and, above all, the graduates.

1. Recruiting Students

Some of the difficulties arising during the last 50 years are not surprising and have remained with us. First, advertising and the recruiting of students have always been concerns, sometimes addressed successfully and other times failing badly. Failure is marked by a drop in entrants and perhaps by an increase in attrition, when the students recruited are not sufficiently moved. No one questions that the Program would bring benefit to any student and introduce him to the liberal arts of inquiry. However, colleges are arranged to run on appealing to appetite with "attractive" courses. In many ways the Program could scarcely be attractive to very large numbers of students—those unmotivated, those confused and those with little ambition for other than job security. Despite this, there always seem to be students attracted to the overt idealism and high-mindedness of the Program.

Still, to spread the news more widely has always been a problem. The financial support for increased advertising is sometimes granted, many times reluctantly, and on rare occasions donated. Usually the Program is part of the general, unfocussed recruiting campaign of the College. Set alongside the practical charms of accounting and business, compared to the conclusions of psychology and sociology, the Program sometimes looks dowdy and even anachronistic. The message is not easy to deliver and even harder to aim at the right student, not to mention persuading his parents.

The impossibility of adding students after the first year means of course that their number can only drop over the four undergraduate years, and never be recouped. A lot of hard work may create an entering class of 50 but only two dozen may graduate four years later.

Some attention has been drawn to a summer-session of small courses for high school students opening up the world of text-driven discussions. Clearly, a series of summer experiences might very well attract students to the Program itself.

A website and appropriate links to the College's and the library's homepages have helped a great deal. Nevertheless, it seems that word-of-mouth continues to be the greatest means of getting out the news. Alumni serving as high school teachers and counsellors, parents and even neighbours, have been factors in a student's choosing the Program. In addition, the tutors and volunteers from among the students have conducted mass mailings, phone campaigns, email contacts, all aimed at prospective students during their junior and senior years of high school.

2. Recruiting Tutors

Gathering tutors to conduct the Program has been a challenge from the very first year, 1956. Volunteers from other departments have jumped in to help, moved by nothing more than an attraction to the aims of the curriculum and the style of delivery. Such volunteers undertake longer class periods (by as much as 50% during the first year) and the added burden of managing a lecture series and a social calendar. Although the good will of the faculty has not flagged over these 50 years, it remains the case that a new tutor must "learn the ropes" aboard this apparently eccentric vessel. This may mean, in the best of cases, a semester or two of team-teaching a tutorial with a senior tutor as mentor. A new tutor is not given charge of a seminar, rather he first takes on Greek or math or lab to see how the Program operates and how the parts are meant to fit together. For the College such a process is expensive and slow, but the alternative is not acceptable.

Hiring tutors specifically for the Program has been done. Furthermore, a handful of them are entirely occupied as tutors, while the rest remain within their own home departments. Tutors hired for the Program do not necessarily need a degree at the doctoral level, but if they are to be taken into the College faculty they do. Rank & Tenure decisions become stickier for those tutors whose whole career is not focused on research and producing papers.

The College has asked each program and department to craft language describing how it would make decisions for Rank & Tenure. The tutors have discussed and accepted a statement on teaching and are working on the remaining categories in the Faculty Handbook, with an eye to a broader view of scholarship. Also, they will address the responsibilities of tutors to the Program not addressed in the Faculty Handbook.

At this time two searches have been opened for tutors. Several retirements approach. Although volunteers continue to arise in the regular faculty, there remains a need for new attitudes and fresh views drawn from off-campus sources. However, it is nearly impossible to attract and to hire tutors who are familiar with and sympathetic to the Program. Most professors come from big

graduate schools largely uncongenial to classical education and dialectical practice. On the other hand, the graduates of great-books colleges or faculty at one of a tiny number of liberal-arts institutions are precious few.

Finally, as is entirely apparent, the senior tutors are long-lived and tend to stay on for many years. The few positions that open on rare occasions offer the only way to introduce younger people to the faculty; unless, that is, a substantial increase in the number of students, and thence in the number of classes, were to warrant an increase in tutors.

The current financial uneasiness can only extend the teaching careers of some older tutors—further administrative challenge.

3. *Space*

What has been a sustained lament for 50 years is the lack of space: for properly furnished seminar rooms, for well-appointed labs and music classes. Making do by borrowing classrooms from the rest of the College has gone on and on. In particular, to help in the running of the laboratory tutorials, the regular biology and physics departments for years have generously provided to the Program storage and laboratory space.

In 2005, two large classrooms and a storage room were given over entirely to the Program, first only as laboratories and then for use in tutorials as well. This was a major step in the scheme to house the courses properly. There appears to a bit of slippage in this process as offices and the attendant secretaries manage to gobble up instructional space at a remarkable rate.

A common room for informal gathering would be very, very useful. Socials, small lectures, group meetings all could use such a space. And, if it is placed appropriately, it could serve as a way to increase the conversation among students and tutors. This is particularly important because the tutors, in their various departments, are widely scattered over the campus.

An entire building devoted to seminars, tutorials and laboratories, with offices for tutors and providing some administrative space, is quite desirable. The College is not likely devote much of the budget to such a project. An endowment or major gift would be required.

4. *Funding*

From the beginning funding such an non-standard and labor-intensive curriculum has proved a serious difficulty. The founder spent some time tracking down enlightened donors from among the patrons of the arts in San Francisco. And a

continual reliance on the good will of the President, whoever he is, proves essential not only to well-being but to the very existence of the Program.

Although, thanks to the generosity of an alumnus, a small endowment exists to help present the Brother Sixtus Robert Lecture each year, we remain dependent almost entirely on the budget of a regular department. The expenses can be quite impressive: several lectures a year with the attendant honoraria and refreshments, frequent evening-socials for the students, as well as the annual events including the very expensive Spring Waltz, the Mayfest and the Saint Nicholas Party. Staging the annual Senior Essay presentation is also an increasingly costly undertaking. At the same time, with two new laboratories devoted to the needs of the curriculum (the first such rooms in 50 years), the need for equipment and supplies has gone up notably. However, the major expense has become the annual field trip with little left afterward.

Nonetheless, the Program's slice of the departmental funds has remained largely unchanged in a decade. It is not altogether a failure of generosity but rather a lack of recognition of the increasing number of events sponsored every year.

Perhaps the best solution would be a large endowment devoted to funding the social events and the labs, for example. Or perhaps, establishing several faculty chairs for tutors would relieve the burden on the College somewhat.

5. Assessment

The abiding method of communicating progress and promise to a student remains the "don rag". This formalism has tended to hold even as new students and new tutors undertake it, semester after semester. These sessions are able to combine charity with frankness, while encouraging the strong and the weak alike to tackle the next task or the next level. Rarely a student will break under the scrutiny and perhaps weep. Usually, this has proved to be a salutary confrontation.

Not only is the student given an appraisal of his work, but each tutor is given a chance to hear, in turn, reports of his colleagues' work. Sustained criticism of a particular tutorial by the students in their part of the don rag is heard and sometimes must be dealt with by the Director and the other tutors. As a result the don rag serves as a multi-layered means to appraise the whole Program.

The agreement between the College and the tutors that provides the conventional literal grades at the end of each term continues, although tutors look further than purely academic achievement. Mastery of material is merely the beginning of an evaluation. Nonetheless, judging the success of the student in dealing with the syllabus and dealing with his colleagues—what might be called citizenship—must be included. Such recorded marks may allow future employers

and graduate schools a view of the student. Finally however the judgment of the don rag is the usual and accepted method.

An effort among the tutors over the last few years has improved the recording of don rags and their style as well. Records are kept and referred to as time goes on. A discussion of the methodology of the don rag is underway.

A recent decision of the tutors requires that so-called Don-Rag file is to be kept for each student over the eight semesters. It might well include examples of written work: the lower division essay, several of the essays written in the seminar, the translations of greek poetry from the first year, an outstanding lab report and so on.

Rather foreign to the goals and the methods of the Program is the larger and more recent demand for documentation and written assessment to demonstrate proficiency, as well as lists of "learning outcomes". On the other hand, from the very beginning, the students' view of the Program has been taken into account. Recently exit-interviews have been conducted with the graduating seniors. Both written and anecdotal evidence suggests that the curriculum indeed does deliver what it promises to deliver. But on occasion the difficulties with preparation for writing and the need for more stringent standards in don rags have been surfaced in these interviews.

6. *Writing*

The curriculum proceeds primarily on dialectic and not grammar. That is, the activity of the student is found principally in the conversation among his classmates and the texts. This means that the production of research papers is not crucial to the process. This is a dramatic departure from the normal lecture-class with the single aim of bringing the student to concoct a major written piece at the end. It is also to be distinguished from the efforts of a graduate school to put out innovative dissertations, but generally not to hone the candidate's ability to speak, to discuss or to teach.

The College itself has held to the seminar as the "core course" since 1943. That is, the dialectic directed at hard texts guides the students more than any other demand of the curriculum. The students work in concert to learn careful reading, questioning and persuading. Nonetheless, they must be held accountable for their own thoughts and musings; this is done nicely by the written essay.

The Program has always demanded writing of its students. The *Elements of Style* (Strunk & White) has been a required supplementary text for some years. Preliminary draughts, conferences with the tutor and revisions have become part of the procedure. A major piece of writing, the senior essay, stands as a *capstone* in the eighth semester. The writing of the essay is a separate course,

required for the degree. To strengthen this aspect of the curriculum, recently an astronomically inspired essay has been introduced into the second year. Both essays are public events, with a reading and perhaps a seminar. The sophomore essay is judged by an outside reader (at present a professor of physics at Florida State) and awards to winners are presented at Mayfest.

Furthermore, the first-year students in the language tutorial turn to the translation from the Greek of small pieces by Sappho. These are submitted and judged by an outside reader (at present a widely-known poet and translator). Each fall the awards based on his evaluation are given out with a flourish.

Meanwhile, each tutorial and seminar has the students write expository pieces, generally short and specific. In some cases a diary-notebook is kept. In the laboratory written reports of experiments and of field-work are required. While criticism of writing is not as important as criticism of discussion and thinking, it is undertaken by tutors with some energy and some encouragement from various quarters.

The result of there being no formal writing course or concerted effort to have students produce research papers can be a certain lack of sophistication in writing among the older students. Senior essays badly written have been submitted and expositions barely literate have appeared in tutorials. Evidence has appeared that recently a much better grade of writing is being submitted. An effort by tutors, mentioned above, to improve writing over the last few years may be bearing fruit. The Program has undertaken formal exercises aimed at unifying the practices of criticism and evaluating papers. Consultations with the Department of English and several workshops have taken place and will continue.

Ms Carlile, a tutor, has taken on the task of publishing *Musings*, a periodical review with essays, translations and poems from the students.

G. The Tutors

During 2007-2009, there have been some 20 faculty covering the tutorials and the seminars. They are listed here with the area of the degree.

Br T Brendan Kneale, FSC, *Emeritus*
Rafael Alan Pollock, *Emeritus*
Joseph Lanigan, *Emeritus*
Br Kenneth Cardwell, FSC, Rhetoric at California
Theodora Carlile, Dramatic Art at California
Rali Christo, Classics at California
Steven Cortright, MA, Philosophy at Notre Dame
Alexis Doval, Theology at Oxford

John Albert Dragstedt, Classical Languages at California
 Lewis Jordan, Integral Studies
 Denis Kelly, MA, Classics
 Jacob Lester, Biology at Oregon State
 Br Donald Mansir, FSC, Theology at The Union Institute
 Br L Raphael Patton, FSC, Mathematics at Toronto
 Edward Porcella, Philosophy at California, San Diego
 Michael Riley, Classical Languages at Washington
 James Sauerberg, Mathematics at Brown
 Theodore Tsukahara, Economics at Claremont
 Br Martin Yribarren, Music at Southern California.

–and for 2007-8 only:

Jose Feito, Psychology at California
 David J Smith, BA, English
 Roy Wensley, Physics at Illinois

Constitution of the Integral Program

The Integral Program was formed in 1956 with a grant from the Rosenberg Foundation. The original constitution was adopted by the Tutors at a meeting on 20 November 1964. This revision and updating of that document was adopted by unanimous vote of the Tutors at a meeting on 24 May 2006.

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I. The Program.

1 I.a. The Integral Program is first of all a pattern for a liberal education, offered to
2 the students and faculty at Saint Mary's College. Second, it is the external form
3 of this pattern which reveals itself in certain activities and courses.

4
5 I.b. The courses are those offered by Saint Mary's College as requirements in the
6 Program. These include sequences of tutorials in mathematics, language,
7 laboratory and music as well as the seminars. The tutorials and seminars are
8 based on primary texts.

9 10 11 **II. The Tutors.**

12
13 II.a. The tutors of the Program are those members of the Saint Mary's College
14 faculty who teach one or more courses in the Integral Program.

15
16 II.b. The tutors shall meet once a month to conduct business and to discuss
17 matters of concern. The tutors shall meet at least once a semester to discuss a
18 text from the reading list. A simple majority of the tutors shall constitute a
19 quorum.

20
21 II.c. Normally a tutor will be expected to stay with a new course for three years.

22
23 II.d. The tutors are responsible for academic advising of the students.

24 25 26 **III. The Instruction Committee.**

27
28 III.a. The Program shall be guided and governed by the Instruction Committee.
29 There shall be three elected members chosen from among the tutors with tenure
30 and who have been associated with the Program at least five years. The Director
31 (IV) is chairman by right.

32
33 III.b. Each member serves for three years, the terms expiring consecutively. At
34 the last meeting of the tutors in spring each year a new member shall be elected.
35 If any member is absent for a term or more, he shall be replaced by means of an
36 election by the tutors. The newly elected member completes the term of the
37 departing member.

38
39 III.c. The Instruction Committee is responsible for:

- 40 1. any changes in policy in the Program,
- 41 2. any changes in curriculum,
- 42 3. supervising the reading lists for all courses,
- 43 4. advising the Dean concerning the appointment of a new Director,
- 44 5. preparing documents and reports required of the Program such as
45 WASC, *collegiate* Program Reviews and recommendations to the Rank
46 and Tenure Committee,

- 1 6 .recommending suspension from the Program of current students,
- 2 7 .recommending reinstatement of students who have been suspended,
- 3 8. approving petitions for partial waiver of graduation requirement,
- 4 9. approving admission of transfer students into the Program.

5
6 III.d. Decisions of the Instruction Committee are final. The tutors should normally
7 be consulted.

8
9

10 **IV. The Director.**

11

12 IV.a. A member of the Saint Mary's College faculty shall be appointed to serve as
13 Director for a term of three years. After a discussion by the tutors, the Instruction
14 Committee shall propose one or more suitable candidates to the Dean. The
15 Director will serve as a tutor in the Program.

16

17 IV.b. The Director is responsible for the administration of the Program. He shall
18 also represent the Program to the rest of the College.

19

20 IV.c. He shall, after consultation with the Instruction Committee,

- 21 1. prepare the annual budget,
- 22 2. make course assignments and negotiate co-tutor arrangements,
- 23 3. prepare and negotiate class schedules,
- 24 4. negotiate appropriate classroom spaces,
- 25 5. *implement* changes in the curriculum,
- 26 6. consider appointing new tutors
- 27 7. arrange mandated classroom visitations,
- 28 8. attend meetings of Liberal Arts chairs and Undergraduate chairs,
- 29 9. coordinate College mandated reports,
- 30 10. coordinate Rank and Tenure reviews,
- 31 11. coordinate recruitment and retention of students,
- 32 12. coordinate alumni relations,
- 33 13. coordinate Program publicity,
- 34 14. coordinate Program fund raising efforts.

35

36 **V. The Students.**

37

38 V.a. The students of the Program are those students enrolled in the College who
39 undertake the entire course of the studies of the Program and participate fully in
40 the curriculum.

41

42 V.b. The graduates of the Program will receive the degree of Bachelor of Arts in
43 the Integral Curriculum of Liberal Arts .

44

45 V.c. The Instruction Committee may on occasion allow a student from outside the
46 Program to participate partially in the Program, for extraordinary reasons.

1
2 V.d. Each class (freshman, sophomore, junior and senior) shall elect a
3 representative who is able to consult with the tutors, the Director and Instruction
4 Committee.

5

6 **VI. The Archons.**

7

8 VI.a. The Instruction Committee shall appoint an archon from among the Tutors
9 for each area of the curriculum (mathematics, language and laboratory). The
10 Archons will serve for a three-year period and are responsible for overseeing
11 their area, including ordering texts, supervising new tutors and proposing to the
12 Instruction Committee changes in curriculum and reading lists. The Archons will
13 meet with the tutors in their respective areas at least once each semester.

14

15 VI.b. The seminar reading list is the responsibility of all the seminar leaders. Any
16 changes should be discussed at a meeting of the Tutors and then proposed to
17 the Instruction Committee.

18

19 **VII. The Lecture Committee.**

20

21 VII.a. The Program will sponsor a series of lectures, concerts and program
22 seminars on a regular basis during the academic year.

23

24 VII.b. Two tutors and the junior and senior class representatives shall serve as a
25 committee governing the lecture series.

26

27 **VIII. The Social Committee.**

28

29 VIII.a. Two tutors and the four class representatives will serve as a committee to
30 prepare and to plan social activities for the Program.

31

32

33 **IX. The Don-rags.**

34

35 IX.a. Each semester the tutors shall come together with their students to discuss
36 the progress of each student. The Don-rag will include the appropriate tutors and
37 the student in a brief conversation, held in confidence and conducted formally
38 under the guidance of the student's seminar leader.

39

40 IX.b. The seminar leaders shall be responsible for arranging and scheduling the
41 Don-rags. The seminar leader is also responsible for keeping a record of the
42 recommendations made. It is useful that the Don-rags take place near midterm.

43

44 IX.c. Serious problems with students' performance should be brought to the
45 attention of the Director and the Instruction Committee. The tutors may not
46 dismiss a student from the Program.

1

2 IX.d. The students shall be frequently reminded by the Director and the tutors
3 that the chief means of evaluation is the Don-rag, and any reference to recorded
4 grades is to be discouraged.

5

6 **X. The Senior Essay.**

7

8 X.a. The seniors shall have a Don-rag each semester. But in the spring they will
9 also prepare a Senior Essay. The senior seminar leader will be responsible for
10 the entire process. Each senior will select, as appropriate, an advisor from
11 among the College faculty.

12

13 X.b. When the essay is finished the senior seminar leader will schedule an oral
14 presentation before the students and tutors. There shall be five readers (one
15 tutor and a student from each class). The tutor and essay advisor shall submit a
16 written evaluation of the Essay and the oral presentation to the senior seminar
17 leader.

18

19 **XI. Amendments.**

20

21 XI.a. This Constitution may be amended by a two-thirds majority of those present
22 and voting at a pre-announced meeting of the tutors.

23

24 XI.b. Any proposed amendment should be submitted to the Director and the
25 Instruction Committee for presentation at a meeting of tutors.

26

27 **XII. Enabling.**

28

29 XII.a. Subject to the approval of the Dean of the School, this Constitution shall be
30 put into effect by a two-thirds vote of the faculty currently teaching in the Program
31 at a pre-announced meeting called by the current Director.

32

33 XII.b. Upon adoption this Constitution shall supersede all previous
34 understandings and constitutions.

35

36 *Saint Mary's College*

37 *May 28, 2008*

H. THE SEMINAR: the Heart of the Program

For four hours a week during the four years of their college career undergraduates enrolled in the Integral curriculum hold seminar discussions on seminal works of literature, history, economics, politics, philosophy and theology in an attempt to analyze and to assess the kinds of thinking involved in each book.

The seminar is the heart of the curriculum. There no more than twenty students gather with one or two tutors to discuss a book or a part of a book. The seminar is designed to lead all its members from the more obvious and apparent meanings of the work under discussion to deeper ones. A successful seminar depends on many arts. The tutor, and eventually the student, must be able to recognize a good question—one that leads to progress in learning, to the

discovery of new and deeper meaning in work, and to a re-evaluation of one's own views.

The Seminar is where the student learns to read difficult and interesting material, to listen, to construct a cogent argument, to appreciate and evaluate—in a word, to communicate beyond the level of emotions or prejudice. At the same time the student enters, not indirectly by way of survey lectures, but first-hand into the rich traditions of our culture. The tutors do not lecture; they guide the discussion; they do not claim to know what the Great Books are saying at every level of meaning because a good seminar is one in which both tutor and student are learning. The Great Books are great because they continue to teach us.

Aims of the Seminar

Students are asked to recreate in their own terms what the book is saying and to evaluate its meanings. They are invited to compare the initial impressions they have—their unexamined opinions—with the different views and values of the author. The aim is to develop a better and more reflective sense of what is so.

Heraclitus says, "The awakening world is one for all whereas that of dreams is manifold and diverse for each." In a good senior seminar one can observe the power to create for all a clear statement of what is at issue, and to look at it with an eye less distracted by one's private ghosts.

The seminar has as its main purpose the discussion of general issues implied in longer works. Assignments are relatively long, and close or scholarly reading to the text is not possible within the time allowed for preparing each seminar.

Methods in the Seminar

The Seminar develops and depends on the arts of listening closely to others' views and speaking clearly to formulate one's own views. Both these arts require skill and both are needed to analyze an argument. Neither of these arts comes without hard work.

The tutor may find it necessary to impose order or to encourage more care in the conversation. Constant attention to sharpening the skills of listening and persuading must be paid; and, as was said, it is hard work.

Freshman seminars are occasions for initial practice in these arts. The best measure of what has been done in the program is the comparison of a senior with a freshman seminar.

The books read in seminar are largely chosen in a chronological order starting with Greek works for the freshman year and ending with works written in the 19th and 20th centuries for the senior. Experience shows that reading in a roughly

historical order helps the students acquire a common background for conversation and to get beyond the unexamined prejudices of our environment.

Seminars meet twice a week, on Mondays and Thursdays from seven to nine in the evening. A list of books currently read during the four years of the seminar is attached.

RESULTS: Evaluating the Seminar

That students look twice, ask why, seek principles, and express themselves precisely is the object of the seminar and by shared foundation that of the entire Integral Program. It is not possible to guarantee that the Program gets the students to do these things, but certainly it affords them daily the opportunity.

If the students' rather elusive "spiritual journeys" are related to a real educational undertaking, the Program points the students down a particular road. Dealing with the biblical, classical, scholastic and then renaissance texts is the foundation of Catholic education and that foundation lies at the heart of the Program.

Just as it is nearly impossible to imagine a fair way of having an external agent judge the success of attaining learning-outcomes in any area, so judging the success of a seminar is very nearly impossible from outside the seminar. No examination, no quiz, no oral exam can deal with such a judgment. It is left to the tutor and his students to decide where they have all arrived and with what success, and to do this at the same time as they take aim at the next step in conversation. Perhaps only many years later may one begin to see the good of the seminar as the student moves into middle-age with an accumulation of experience of life but in the context of what he may have derived from seminar those many years earlier.

From the give-and-take in prolonged discussion of books central to our civilization, we find that students acquire an ability to follow, to understand and use the best of Western thought, to learn to deal critically with works of literary excellence and become more aware of the interrelation of the philosophical, technical, artistic, and moral problems of our civilization. By discerning such interrelations they can liberate their own creativity, although it may not take place on the spot but rather in some cases many years later.

The tremendous variety of careers on which our graduates have embarked indicates the remarkable convertibility and adaptability of this sort of educational training based on primary sources.

The STANDARDS

Standard 1. Liberal learning assessment

Assessment presents any educator with a difficulty. The final verdict on the effectiveness of education is usually not available until later in life, after teachers and texts have become no more than memories. The judgments teachers themselves made of their students are only too quickly set aside. Something more objective, something more quantitative, is required. If only one could take a test and have the score indicate the level of education of a man. But even that would not be the end of the matter.

We are left with the extraordinarily vexing question, “what is the education of a man?”. The answer to this may range from the ability to get a well-paying job to reaching eternal salvation.

In view of these two thorny issues, we can approach the following standards with the assurance that anything worth being called education cannot be measured in any way that might be accepted by educationists.

1.1: EFFECTIVE REASONING

Demonstrate the attainment of the:
a. necessary abilities of effective reasoning
fluency in reading, writing and speaking
mastery of logical, mathematical and scientific argument
(particularly during the first year);

During the first year, the students concentrate on the demonstrations of Euclid, on the claims of science in the laboratory and on the bulk of greek literature, some of it in Greek.

Language Tutorial (Classical Greek)	4.5 hr/week
Mathematics Tutorial (Euclid)	4.5
Laboratory	6.0
Seminar	4.0.

Nb. At Saint Mary=s, the class-hour is 60 minutes, not the carnegie unit. The importance of the first-year tutorial in mathematics, in particular, cannot be overstated. The text (Euclid, *see throughout*) introduces and grounds the sequence for the entire four years. Demonstration serves the students as the first Aclinic@ in formal argumentation. Furthermore, taken as logistic starting points, euclidean principles move much of the argument in the laboratory. Students discover the power of reasoned conviction and its limits; they develop a robust confidence in the power of reason to attain what is so.

Whatever geometric demonstration succeeds, succeeds through students= appropriation of Euclid. By the same token, the failed demonstration, unsound account or inadequate translation is owned publicly by some student, whose immediate contribution to his own or to other=s learning is to acknowledge and revise it.

Aristotle=s caution that precision cannot be expected to run uniformly through the treatment of all objects of inquiry becomes thematic early on. In short, the gateway to the Program, like that to the Academy, is inscribed:

Let no one who is ungeometrized, enter.

That is, what is intrinsically most learnable and teachable colors the enterprise at its outset. And, not to be forgotten, the tutorial in language promotes reflection on the power of natural language to capture the *logos* in things.

The full success of this ambitious scheme is seen only in the following years, as the ability to read, to criticize, to discuss and to persuade is tested every day. A growing awareness of the power of writing as a method of exposition and of persuasion is also encouraged over the years. A major essay is written in each seminar each term. An essay is prepared during the Junior Laboratory.

The success of those students leaving the Program after two years and landing in other departments is another strong indicator of this facility.

- b. ability to frame and to support reasoned argument, and complementarily to analyze and to evaluate evidence and counter-arguments;

The Program promotes these virtues in a two-fold manner: (1) exemplarily/explicatively and (2) personally via liberal artistry.

(1) When the authors are advanced as real teachers, their exemplary inquiring must be joined by student and tutor, together and actively. AReading for Seminar@ therefore means readying oneself to give an account--to oneself and to one=s colleagues--of what the text says, what it means and whether its claims are true. Students must read in the light of their experience and must re-assess that experience in light of the text. The Program shares with St John=s and Thomas Aquinas Colleges the ethic that the texts are not to be taken as occasions for raising sundry Aissues@.

(2) AReading for Seminar@ means readying oneself for common inquiry into the text of the day. Success depends upon a gathering of active participants, each armed with reasoned opinions on the text=s diction and meaning and with a reasoned evaluation of the text=s claims to truth.

AReading for Tutorial@ means rendering oneself capable of teaching colleagues, both by way of coherent presentation and by way of response to questioning.

Hence, these powers are demanded of the student in every exercise of the Program. They are allied explicitly with method in the tutorials. They take on a more spontaneous character in the more adventurous atmosphere of the seminar, which meets four hours each week for eight semesters, ending with a major paper, the Senior Essay.

Responsibility for success of seminar rests principally with the students, who are therefore the principal judges of its excellence. Time after time the tutors in the don rag return to the subject of success in seminar. If these abilities of analysis and reasoned argument are not developed and strengthened by the Program, then *ipso facto* it has failed.

c. ability to recognize and to evaluate new information, and to adapt it and to integrate it into existing knowledge;

The assimilation of Anew@ information is taken for granted when a student in the Program is confronted each semester by four courses filled with material he has never seen before and probably never imagined seeing. Measuring the altitude of the Sun at noon time, working through the Greek aorist and proving the properties of ratios would be for the most part unimaginable to a high school student.

The Program is made to operate in two directions: vertically, as the student confronts mathematics, language, laboratory and seminar; and horizontally, with

time, as he begins to integrate these separate areas, to see the threads running back and forth from one bit of knowledge to another. This integration is crucial to dealing with the world and to communicating with one another.

The tutors are forced to make the same integration as they lead seminars and conduct tutorials. The illness of specialization is resisted by having them deal with courses perhaps far from their expertise.

Once again a glance at what occupies graduates of the Program underlines the catholicity of their interests and the success of the integrating of knowledge.

- d. ability to identify and to apply intellectual rigour appropriate to the subject;
- e. ability to engage in reasoned and sustained discussion and to elucidate opposing views both orally and grammatically.

The seminar values, fosters and exercises, necessarily, precisely these virtues. Furthermore, to allow for sustained discussion, the seminars are scheduled for two-hour sessions, rather than 60 or 90 minutes.

It is very important for visitors to join a seminar in order to understand what is going on. Descriptions are useful but tend rather more toward an idealized portrait than toward the grittiness of actual conversation. The seniors could give a visitor a look at what might very well be a matured ability to deal with very hard texts and with one another, while the freshmen surely would reveal, perhaps with some charm, the difficulties of introducing newcomers to the act of conversation. Such matters can scarcely be measured by any other means.

In addition, both mathematics and laboratory also provide daily occasions for discussion and persuasion, not to mention exposition, oral, written and at the board. These are activities not readily admitting measurement, suggesting that perhaps a visit would clarify both goals and the on-site success of these tutorials. Such visits would need to include both the breadth of the Program, horizontally, as well as each developing sequence over the four years, vertically.

1.2: BROAD AND DEEP LEARNING

- The program should assess:
- a. familiarity with principles and methods proper to those subjects in the general education requirement;

- b. the ability to relate and to integrate those subjects cogently and significantly;
- c. a thorough grasp of the basic principles and methods proper to a major field or the equivalent;
- d. the ability to relate and to integrate the major field with the subjects in the general education;

From the very beginning the Program proposes to the student a scheme bringing together the tools needed to undertake learning for the future on a broad front. And at the same time, it engages the student with areas of inquiry joined in a single curriculum so that connections are highlighted. As the student works through Plato and Aristotle, he is also considering cosmology in laboratory and greek expression in language.

Thus it is that a student may not be said to have a familiarity@ with the tools of education but rather a working knowledge of them, having employed those tools throughout the curriculum. It must be said that nevertheless the students over their four years experience more mathematics and bench work than any others outside the School of Science.

The texts that comprise the Integral Program present intra-textual and inter-textual conversations rife with argument (in the broad sense of invitations to judgment). In particular, texts principally concerned with mathematical studies that are, as Eva Brann has put it, Aprogressive in their very design@ present an expressed structure of argument among themselves.

Progress involves a Aresponsive repudiation@ (to borrow again from Brann) of tradition. Now, so far as the Program succeeds in promoting conversance with the texts, there follows (in personal degrees) conversance with the traditions they embody. One way of describing the Program as Aoutcome@ might be: the personal appropriation of the tradition, or finding and raising one=s voice among the past-presences yet presently in dialogue. Hence, another way of describing the Aoutcome@ is that it is attained--if at all--rather later in life.

In the nearer term, it is many times not until the second or third year that the student begins to glimpse the interplay between the seminars and the tutorials. That is, the integration--something short of appropriating the tradition--although a selling point from the very beginning, does not ordinarily become clear to students until they have experienced large tracts of the curriculum. The seminar each term stands as the locus for the recognition of the integration taking place. And once that integration has been recognized many students begin afresh, taking on both texts and tasks.

The capstone Senior Essay also gives an opportunity to display a grasp of the various strands brought to bear on a single thesis. Here a committee of readers (a student from each class and several tutors) join the essay advisor (a faculty member of the College) and the senior seminar leader to hold a "seminar" on the essay submitted formally. The text is scrutinized and the writer examined while a

conversation continues on the content. This committee is polled concerning a final assessment of the essay presentation, both oral and written. [*Exhibit. Volumes of the last several years of Essays*]. The successful completion of the essay has been and continues to be crucial. Failure entails the delay of graduation for that student. And rejection of an essay is common enough.

The various aspects of the academic program are governed by the three archons. These senior tutors, appointed by the Instruction Committee, oversee the operation of the language, mathematics and laboratory classes. Maintaining reading lists, reviewing syllabi, updating manuals and supervising changes in texts all help to keep a certain consistency and stability in what could easily be divided into the fiefdoms of individual teachers. And meetings of tutors held by an archon to consider the various tutorials also allow new tutors access to the Program and to their duties in an orderly manner.

- e. a broad understanding of the foundations of american government, and the ability to bring this to bear on contemporary questions;
- f. a grasp of the principles, history and working of liberal and democratic institutions, and a proven ability to take up citizenship on campus and in larger circles;

Although it has no proper course in civics nor a Government 101, the Program does constantly return to the question of how men govern themselves, both generally speaking and in the North American context. The first reading for the freshmen opens with a dispute on the unjust conduct of a political leader, and Poseidon himself arraigns Zeus over the distinction between sheer power and the authority to act. The *Republic* and the *Politics* open the way to Machiavelli and Aquinas, and then to Hobbes, Locke and the *Federalist Papers*. At the same time works from Aeschylus to Shakespeare provoke the question of government and authority. Arguably, the Program=s students bring to the reading of the Founders= documents something substantially like the education the Founders brought to their writing.

It is also not unknown for a senior to take on a political topic in the Senior Essay.

Evidence for the success in reading may be found in an appetite for public service among a large number of graduates: teaching, prosecution, judicial, government and regulation, Catholic Charity, union organization, and so on. Furthermore, on-campus politics have been taken up by certain students in the Program for fifty years. Student journalism also has attracted our students.

- g. the understanding of and ability to discuss political and cultural history of western civilization and a habit of bringing them into discussion of contemporary questions, and the ability to communicate in an appropriate non-native language;
- h. an understanding of and ability to discuss political and cultural history of non-western civilization, and the ability to relate these to western civilization, and the ability to communicate in an appropriate non-native language;

The Program does not make distinctions about western, southern or eastern Acultures@. It reads the Bible, *Gilgamesh*, Tolstoy and Augustine with equal attention. Furthermore, focusing on Acultural history@ is a withdrawal from the engagement with ideas into a world of sometimes facile generalizations. On the other hand, once the so-called western world of ideas in which we live is understood and integrated, then sometimes an appetite for other parts of the human world may be detected. There is little evidence that the Program fosters *chauvinism* for nothing but European, North African and Near Eastern notions.

And no modern, conversational language is dealt with. Greek is learned not for cultural enrichment but rather as a means of understanding the nature of grammar and the nature of translation and, through these studies, the nature of language. Given the intention of the curriculum to prepare the student to confront the diverse aspects of inquiry, it is no surprise that quite a number of students go into romance and even non-western languages during and after their time at the College. Some have become linguists, poets and professors.

The habit of holding political discussions is widely spread among graduates of the Program. Needless to say, no presiding ideological flavor is ever detected in these conversations.

i. a familiarity with the scientific and technological research and methods, and a basic understanding of the ethical, philosophical and cultural implications.

The only place where technology and modern research are apparent is the junior laboratory. On the other hand, the question about the ethical use of human methods is as old as Homer and continues as a secondary theme throughout the seminar.

The whole point of the Program, from the beginning, has been the attempt to equip the mind and the soul for dealing with the world as it is. But that world is characterized by a quasi-scientific and technological cast. Tracing the roots of that development by entering and then embracing the long discussion taking place among people for millennia is crucial to this preparatory understanding.

At the same time, the actual use and mastering of the techniques and tools of physical inquiry must form the backbone of the laboratory.

Again, among the graduates are to be found a few serious scientists, including biologists, zoologists, mathematicians and those in medical professions.

1.3: THE INCLINATION TO INQUIRE

Aspects to assess may include:

- a. the development of a reflective and inquisitive turn of mind, actively weighing pronouncements of authority, peers, and conventional wisdom.
- b. the ability to question one's own knowledge and performance accurately and without self-deception, and a willingness to strengthen those areas of weakness;
- c. the ability to bring to bear the acquired skills and knowledge to issues, questions and endeavours outside the academy, and the disposition to seek out new knowledge there;
- d. the development of a continually examined perspective on historically and philosophically important questions,
 - What is the good life?
 - What is the common good?
 - What is the best social order?

The question here is not the value to the student of these inquisitive turns of mind and these appetites for conversation and criticism, but rather the assessment thereof. How may one measure curiosity or inventiveness? First, the design is for the most part intended to scrutinize the student on precisely these matters. Second, every class in every tutorial should focus on these turns-of-mind; the tutor is able to judge the ability of the student to inquire and to reflect. Third, under normal circumstances, the students hold one another accountable for maintaining the conversation by reading and by the dialectic, both of which require a constant reflection and a driving curiosity.

Furthermore, the mathematics tutorial on nearly all occasions can proceed only if each student presents his proposition on schedule and with due attention. That is, each student is frequently, if not constantly, held accountable and judged for these aspects in his work.

Although the curriculum, the Reading List and the tutors are completely devoted to helping to develop fluency in reading and speaking as well as writing, and helping to bring a mastery of argument (or may we say *rhetoric*, a liberal art?), the demonstration of success with these lofty goals is very difficult at best. What is to be measured and how?

One place to look with some confidence is again among the graduates, from 1960 to 2008. They scarcely present a united front; there is genuine diversity of occupations, convictions, opinions and beliefs. However, they do seem to share, to a large extent, one characteristic: the appetite for discourse, including naturally reading. A gathering of alumni frequently ends up in some sort of seminar, or perhaps a more informal treatment, of a topic far beyond the latest athletic event or the weather.

The depth of the commitment to discourse is clearly revealed in the disturbingly large number of attorneys, barristers and judges among the graduates. Yet, on the positive side, the academic appeal of the law many times outweighs the financial concerns of these alumni. A strongly held disdain for sophistry many times marks them.

At the same time, alumni in remarkable numbers have become teachers at all levels, from primary through graduate schools. And they have become teachers in a wide swath of fields, from English to mathematics, to history and sociology, foreign language, biology and, of course, the law.

How may one quantify persuasiveness or eloquence? Perhaps the extraordinary success of the alumni in fields relying on such talents is an indication of the success of the Program in reaching its goals.

One mark of the Program is the lack of a standard of belief. From the beginning, there has been little to no compulsion to regularize the opinions and even convictions of students. Some are Catholic, some become Catholic, some used to be Catholics. Some move from Lucretian mechanism to Aristotelianism or to Kantianism. Thomists are as numerous as Platonists. If anything marks the graduates, on some level, it is rather a vague antiquarianism.

Standard 2. MISSION

2.1: MISSION STATEMENT

- 2.1.1. The program=s advertising and promotion are truthful, accurate and current;
the mission statement is approved appropriately,
is understood by faculty and students, and published;
the MS is made available to applicants and to the public in general.

Strictly speaking the Program has no mission statement as such. However, the Constitution does point out the purpose and operation.

I. The Program.

I.a. The Integral Program is first of all a *pattern for a liberal education*, offered to the students and faculty at Saint Mary's College. Second, it is the external form of this pattern which reveals itself in certain activities and courses.

I.b. The courses are those offered by Saint Mary's College as requirements in the Program. These include sequences of tutorials in mathematics, language, laboratory and music, as well as the seminars. The tutorials and seminars are based on primary texts.

The description in the *Catalogue* also gives what may be an equivalent view.

The Integral Program is founded on the wager that it is still possible to appreciate and to evaluate all the main kinds of human thinking. It is thought that the students can learn enough of the technical languages of the natural sciences, mathematics, literary criticism, social sciences, philosophy and theology to follow arguments in those disciplines. The Program is not an honours curriculum but is intended for those drawn to a comprehensive view of education, of the liberal arts.

The College herself does have a mission statement clearly laid out in the *Catalogue* [*Exhibit*].

Advertising and promotion fall under two heads. First, the Program is a part of the larger College and its extensive promotions, including internet, hard

publishing and mailings, as well as visits to high schools. Recruiting students for the one many times leads to applicants to the other. At the same time, the Program always finds it necessary to recruit students directly. Again, mailings, a website [*Exhibit*] and the occasional visit to a high school are part of the smaller but no less important promotion of the Program.

It is always the case that the goals and demands of the Program are at the heart of any advertising or promotion. That this is so is due to the very nature of the curriculum; it must not be driven by content but rather by appetite for the truth. The sense of the undertaking must be made clear to prospective students.

2.1.2. The program reviews the mission statement regularly as part of assessment and improvement of performance.

Here is the problem: the great inertia of a program based on ancient and traditional educational theory and practice tends to leave the founding principles unchanged and untouched. Nevertheless, advertising and promotion must be made appealing to the contemporary high school student, so that a natural review of the public face of the Program is always taking place.

The Director and the Instruction Committee review the public face regularly. The regular meetings of the tutors, and particularly the annual review, discuss the state of the Program and of its progress in reaching its goals.

2.1.3. The program has well-defined objectives consistent with the MS and appropriate to the degree awarded; these objectives are clearly stated and published, and they govern expectations of student achievement; the program reviews its objectives regularly as part of assessment and improvement of performance.

Again, the liberal arts do not lend themselves to much tinkering. However, the clarity of the goals and intentions of a liberal arts education are essential. Put more bluntly, the Ahard sell@ is many times what works when presenting the curriculum to prospective students. Clear objectives and idealism inspire many students to join the enterprise.

The faculty of the College demands a regular review of each department, including the Integral Program. This review includes a written report [*Exhibit*] and a series of meetings during which the department is examined concerning its situation, its goals and its resources.

The situation of the Program within the larger College, self-described as Catholic, presents a challenge. While founded by several very Catholic faculty members in 1956, the Program has not incorporated any strenuously Catholic components into its curriculum. A demand for more overt expressions in the curriculum (including replacing Greek by Latin in language tutorials) led to the foundation of Thomas Aquinas College by faculty from Moraga.

The concern for including “Catholic content” has provoked a discussion among the tutors for many years. First, to fulfill the College-wide requirement for courses in religious studies (or, on occasion, in theology), the Program has pointed to the readings in Scripture, theology and morality found in the Reading List. These readings are far more extensive than those faced by the regular students. To date, the College has allowed the seminar to replace the requirement for religious studies.

At one time, a theology tutorial was installed, concentrating on a few religious texts in a special way. The problematical nature of that “special way”, as well as the disruptions caused by the introduction of the January-Term calendar, may have done this course in after a short time. However, this has not meant the elimination of a religious atmosphere. Since the invention of universities by European Catholics and the incorporation of the liberal arts, education has both been guided by and formed Catholic thought. In fact, education is an explicitly religious action.

More formally, the Program Seminars each term, could easily turn with greater frequency to texts of a religious nature. The annual Hagerty Lecture is meant to open connections to the Catholic mission of the Program.

Here perhaps a note on the clearly symbiotic situation of the Program within Saint Mary’s College. Not only does the Program participate in her mission, but reciprocally it also has these fifty years provided leadership in the formation of the mission statement itself, in the guidance of the seminar courses in the larger College and in the arrangement of the core-curriculum.

2.14. The program agrees to inform AALE of substantive changes to its MS, organization and objectives; the program understands that any substantive changes must be approved by the AALE; substantive changes may include those to mission, ownership, governance, curriculum, degree requirements and general education requirements.

Again, because it is bound by a working constitution, substantial changes are not to be expected and changes generally would be rare. At the same time, the College maintains an oversight of what she views as an academic department. *Ad hoc* and peremptory rearrangements would be an aberration, soon noted and undone by the tutors.

2.1.5. The mission for all campuses must be consistent.

There are no off-campus operations for the Program in particular. There are no plans at the moment to undertake an expansion, whether to off-campus sites or to virtual education on the internet. Hereafter, this item will be dropped from consideration [but see Standard 5, p 53].

2.2: LIBERTY OF THOUGHT AND SPEECH

2.2.1. The program has published a clear policy defining commitment to liberty of speech and thought.

2.2.2. Any limitations on freedom of speech due to religious principles or beliefs must be specified and published, and clearly described in recruitment of faculty, students and staff.

2.2.3. The policy for all campuses must be consistent.

As a part of Saint Mary=s College, the Integral Program adheres to all the regulations and practices in place for that institution, laid down in particular in the Faculty and the Staff Handbooks [*Exhibit*].

Standard 3: GENERAL EDUCATION AND CURRICULUM

3.1. ADMISSIONS, DISMISSAL, RECORDS

3.1.1. The catalogues, handbooks and publications clearly describe:

- a. requirements for admission;
- b. academic responsibilities of enrolled students;
- c. policies on dismissal, suspension, probation and readmission;
- d. policies on academic records; and
- e. procedures for appeals and complaints.

The regulations are readily available to faculty and students, on all campuses, and to prospective admissions.

All of these points are included in the materials of the larger College, by and large in the *Catalogue*.

3.1.2. The program reviews its requirements regularly as part of assessment and improvement of performance.

Again, the very nature of the undertaking requires a close monitoring of the curriculum and its demands. For example, the *Reading List [Exhibit]* is updated annually by all of the tutors. Manuals for laboratories and tutorials are improved, better translations are found and adopted, and so on.

3.1.3. The program ensures information on requirements is communicated truthfully and accurately by its representatives and the staff for admissions.

From the beginning, there has been a continuing struggle to inform a changing staff in admissions of the perhaps non-standard demands of our curriculum. It is the practice to meet with them in the fall to clarify the nature of the Program and to point out those prospects most likely to benefit from it.

Most of the time the younger recruiters seem to understand the matter, while still finding it necessary in their visits to high schools to push the other more readily understood majors.

In the 1970s and early 1980s, thanks to a special gift and endowment, an admissions officer was hired devoted entirely to recruiting for the Program. Because the requirements and the attractions are not quite standard, it may again be time for such an arrangement.

The material put out by the Program, such as brochures, mailings and the prose on the website can be effective only if it is accurate and truthful.

3.1.4. The program ensures promotions and information are clear, accurate and current about requirements for admissions, for enrolled students; the program ensures the data on enrollment, retention, graduation, graduate acceptance and job placement are current and accurate, and readily available to prospective students and to the public generally.

This is the work of the College herself, with the exception of the small amount of material put out by the Program.

In particular, the tutors have shown a growing concern about standards; that is, when and how should a student be shown the door; when and how should real pressure be brought to bear to improve a student. The Instruction Committee is well aware of the problems.

Aside from word-of-mouth and *ad hoc* personal contacts, no plan is in place for finding employment or graduate work for fourth-year students. The College does have extensive facilities for this sort of support. In any case, unemployment and confusion seldom characterize the graduates; they quickly find their way into affairs and take up their place in the world.

3.2. REQUIREMENTS FOR GEN ED AND PLACEMENT

3.2.1. The catalogue, promotional material and publications are clear, accurate and current on requirements for general education and on policies for placement and exemptions within the general education requirements; these are readily available to prospective students and to the public generally.

See above, 3.1.

3.2.2. The program has well-defined policies governing the transfer of credit; these policies ensure that transfer students fulfill the requirement that no less than one third of course work is within general education or equivalent. these policies are readily available to prospective students and to the public generally.

See above, 3.1. As for transfer students, these are the responsibility of the College. And they are rare enough because students must take all four years of the Program to receive the degree. Very rarely a student might transfer from St John=s carrying with him the requirements as equivalent courses from that college.

3.3. GEN ED

3.3.1. The catalogue, promotional material and publications are clear, accurate and current on general education requirements; these policies are readily available to prospective students and to the public generally.

See above 3.1 and 3.2.

3.3.2. The program has a regular process for formation and review of curriculum; the roles of faculty, governing board and staff in this process are defined; offerings not requiring board approval are nevertheless subject to appropriate governance.

Review and the authority for making changes or for introducing a novelty are allotted by the Constitution. Generally any change must be made by the Instruction Committee. If a truly substantial curricular change were to be entertained, then the approval of the College committee for curriculum would be required before implementation.

3.3.3. The program has well-defined policies on the transfer of credit from outside; these policies ensure that they fulfill the requirements for general education or equivalents; these policies are readily available to prospective students and to the public generally,

and are communicated by its representatives and the staff for admissions.

See above 3.2.2.

3.3.4. Style and content of general education must be justified.

Because the Program is derived from a time-tested scheme of education going back centuries and more recently reconstituted at Chicago and Annapolis, it has been the object of intense scrutiny, by both the tutors and by outsiders. The justification and defense of such a scheme is perhaps the oldest and longest-lasting undertaking in education.

3.3.5. The program holds responsibility for other campuses and off-campus.

3.3.6. The program holds responsibility for other campuses and off-campus.

3.4. EVALUATION OF GEN ED

The College faculty imposes a regular review on each department and program within her. The process demands an extensive Aself-study@ to be presented to the review committee and a discussion between the department and the committee. Also this provides a sort of practice for the institution-wide review during the regular WASC accreditation visits. [See *Program Review* exhibit].

3.4.1. The program conducts regular assessments of its effectiveness in light of the educational requirements and its liberal arts mission.

3.4.2. The program ensures students and faculty have a clear understanding of the goals and requirements, as well as of the methods of evaluation.

See above.

3.4.3. The program ensures a correspondence among credit-hours, clock- hours for lectures, laboratories and other meetings, program length and the degree.

3.4.4. The faculty determine requirements for residency, number of courses and credit hours demanded for the degree, acceptable GPA, means of assessment and time allowed for completion of degree.

3.4.5. At least one full-time, competent faculty member is responsible for each area of instruction.

- 3.4.6. The catalogue, promotional material and publications are clear, accurate and current on content of curriculum, structure and degree requirements; these policies are readily available to prospective students and to the public generally, and are communicated by its representatives and the staff for admissions.
- 3.4.7. For off-campus operations the program ensures the ability of students to undertake the program.
- 3.4.8. Off-campus operations must be coherent and complete.

Nearly all the requirements and regulations for course-credit and residency are the domain of the College. However, two areas of difference must be pointed out. First, the degree granted to graduates of the Integral Program is different from the bachelor=s degrees given in Arts and Sciences, because the requirements for the latter are not fulfilled as such. Breadth and core requirements are covered by equivalency or waived. Second, nearly all of the lower division courses are taught on overload (an additional hour or two a week for each class). This overload allows greater time to cover more ground, particularly in the seminar where the length of the reading list is much greater than that of the seminar required of the regular graduates.

Recorded grades are demanded by the College and the tutors do submit them to the Registrar at the end of each term. These are based on the success of the student in “mastering the material” proposed in the syllabus for that course as well as on the rather more elusive evidence of intellectual progress. A conventional understanding of these grades is necessary; they will be used by future employers and by graduate schools.

At the same time, the evaluation used by the Program in the don-rag is proposed as the benchmark. A participation in learning among the students is taken into account. Each student is generally held responsible for helping classmates deal with the texts, the tutorials and the labs. Such an account is beyond the reach of conventional grades

3.5. WRITING

- 3.5.1. The program ensures that students and faculty have a clear understanding of the writing requirements.
- 3.5.2. The program regularly reviews its requirements, its instruction and the evidence of learning in writing, as part of assessment and improvement of performance.
- 3.5.3. For off-campus operations, writing must be required throughout.

In the Integral Program the teaching and fostering of effective reasoning is transparent in the conversations, experiments, and demonstration of the Integral seminars, tutorials, and science laboratories. However, while equally essential, the methods and means of fostering fluency in writing are perhaps less clear. To make these clearer we will address three aspects of writing in the Integral curriculum: 1) current practices in the teaching of writing skills, 2) the evaluation of effective teaching in this area; and 3) the assessment of student writing. In

addition, 4) will reflect briefly upon several areas which call for ongoing re-evaluation and change.

- 1) **Current Practices** – Writing is a required component of all Integral courses. While effective writing requires many of the same skills as those practiced and developed in the discussions and demonstrations of tutorials and seminars, it asks and allows for a far more sustained, well organized, and thorough consideration of the questions.

Each seminar requires students to submit from twelve to fifteen or more pages of formal writing per term. Typically a tutor will meet one or more times for “paper conferences” to discuss paper topics, working drafts, and/or the final drafts of each essay. These conversations form the core of writing instruction in the program. Formal and informal writing is also required for the tutorials and laboratories. Here the writing is more varied, ranging from inquiry into literary, philosophical, or Biblical texts, to lab reports, to translations and commentaries, to creative responses to literature.

In all areas the teaching of writing in the Program can be broken into two parts: the teaching of the mechanics of writing and the fostering of writing as a method of the communication of reasoned arguments, insightful questions, and complex processes of thought--a continuation, in short, of the conversations typical of seminars and tutorials.

With regard to mechanics, tutors must assess the cause of the difficulty--whether a student is poorly prepared to engage in college-level work, or whether the student is merely careless. For the former, the tutor gives what help is possible and appropriate--the recommendation of a good writing composition text, direction to a variety of campus resources available to all for remedial work in writing, or even a mini-tutorial or two with the tutor. But whether the culprit is carelessness or poor preparation, the work is returned for correction and revision.

The practices with regard to teaching writing as an art of communication are varied by the student's own level of expertise, by the type of writing assignment, and by the subject matter. Here the objective is to guide students towards a deepening process of reflection upon both the text(s) and their own ideas and opinions. Tutors encourage students to choose words with precision, to develop meaningful questions or theses, to explore and critique both arguments and counter-arguments, and to organize essays in a manner which reflects the connection of the ideas expressed. Aside from one-on-one conversations in the “paper-conferences,” various other methods may be used, from in-class student critiques of paper topics or essay drafts, to email conversation, to written commentaries on returned essays. Some tutors make use the Collegiate Seminar's essay-grading rubric in order to give their students a sense of the

various areas on which a piece of writing might be evaluated and also an idea of how their essay would be graded in the larger college.

The sequence of classes allows tutors to require of students an increasing complexity and precision of thought as well as a higher and more complex level of organization in their writing.

- 2) **Evaluation of Effective Teaching of Writing** - As with all instructors at SMC, Integral tutors undergo periodic and regular peer and administrative evaluation of their teaching. "Writing across the curriculum" is an expectation of all courses and programs at SMC and, by extension, the effective teaching of writing is an expectation of all instructors. In addition the special issues and concerns surrounding such teaching in the Program have long been of concern to the tutors.

Tutors habitually engage in conversations regarding their pedagogical practices. The opportunities for such discussions arise regularly and naturally in, for example, co-teaching situations, conversations during and after don rags (these are regularly reviewed and discussed in faculty meetings), and colleague visits to the classroom for the purposes of peer assessment of teaching. Of course, conversations also occur in many less formal settings.

In the past decade assessments of the effective teaching of writing in the program have led to several significant changes in pedagogical and curricular practices. Several of these have been instituted to encourage a more demanding process with regard to the Senior Essay. What used to be part of the requirement of Senior Seminar has become its own quarter-credit academic course with a much more rigorous schedule of faculty advising (advisor signatures required as specified times within the writing process) and a more "draconian" approach to the keeping of deadlines. Furthermore, Junior Seminar leaders now regularly evaluate essays with an eye to that final essay requirement, making greater demands on students for clearly presented questions and theses, as well as more complexity in the organization and presentation of arguments and points of view.

More recently tutors have agreed to institute the Sophomore Mathematics Essay Contest. In their year-end essay judged for this contest, students are expected to submit a piece of writing which would, at the minimum, qualify them for an exemption from the second composition course required of all other undergraduates at the college—English 005: Argument and Research. This requirement not only allows those students who are planning to leave the program to engage another major at SMC, to submit such an essay for exemption, but also acts as a gauge to Integral tutors regarding their (and the program's) success in fostering such a degree of competence in writing.

Finally a faculty workshop on the teaching and assessment of student writing has now become a regularly scheduled item on the agenda of each semester-ending faculty meeting.

- 3) **The Assessment of Student Writing** - As indicated above, student essays are regularly assessed in a variety of ways, but most particularly in the conversations of the “paper-conferences.” In addition, writing as a whole--both current writing (in each subject area) and the overall progress of a student’s work--is formally assessed twice yearly in the don rags.

Don rag assessments are the principle means by which tutors evaluate students. With regard to writing, the don rag allows the opportunity to assess not only writing as an isolated artifact, but the writing in one class within the context of other classes, past years, and other areas of effective reasoning. Thus a holistic picture of the student emerges and a meaningful discussion nearly always ensues relative to writing within these contexts.

- 4) **Areas of Concern** – The Program is confident in both the methods and the goals to which it adheres in its practices in the teaching of writing. However, several questions and concerns remain in the areas of how most effectively to institute those practices and how to assess their results. Various suggestions have taken shape and plans for change recently instituted to continue to address these concerns. A recent resolution has been passed by the tutors to consolidate our records of student writing and don rag reports into an easily accessible centralized filing system. Such a record of student work and progress would then become a required part of every don rag report by the Seminar tutor. This would allow for a more systematic monitoring of student writing over the sequence of his or her semesters in the program. In addition, a suggestion has been put forward to extend the concept of writing contests from the second year mathematics to other years and other subjects as well.

Finally, the first issue of “Musings,” a journal of Integral student writing, has been published this fall. It is the hope of the faculty that this ongoing publication, along with the writing contests, will bring writing into the fore of Integral student life, very much as conversation already is.

Standard 4: TEACHING AND RESOURCES.

4.1. FACULTY

- 4.1.1. Faculty are qualified to carry out the purpose of the program, and are prepared to teach the courses assigned, and then demonstrate effective teaching.
- 4.1.2. The program regularly monitors teaching effectiveness.
- 4.1.3. The program uses [approved] procedures for recruitment, appointment, evaluation and promotion of faculty; these procedures honour excellence in teaching and scholarship, and are published.
- 4.1.4. The program maintains documentation of academic credentials for all faculty, and in publications clarifies the status and credentials of the faculty.
- 4.1.5. Applies to off-campus operations.

The faculty, while recruited both off- and on-campus by the Program, is in fact hired by the College (at present the Dean of Humanities). All of the qualifications and prerequisites applying to the College faculty, apply to the tutors. Contracts are to be found in the personnel files held by the College.

Promotion and the attached titles are reserved to the President with the advice of the Rank & Tenure Committee of the College. Although the ranks are not applied in the Program (the title tutor being used instead), each quietly proceeds through the ranks and the salary-scale as a regular faculty member. The regulations for all of these matters are published in the *Faculty Handbook*.

4.2. CLASS-SIZE

- 4.2.1. The program defines and enforces policies on class-size and enrollment appropriate to its objectives.
- 4.2.2. The program regularly reviews its policies on class-size and enrollment as part of assessment and improvement of performance.
- 4.2.3. Applies to virtual classrooms.
- 4.2.4. And again applies to off-campus operations.

The size of the class is of paramount importance whenever conversation and cooperation are crucial. Generally, the class-size is taken at fifteen, a bit larger sometimes for seminars and a bit smaller for tutorials.

Many times the budget constraints of the larger College force larger sections. And the small number of students in the Program also cause difficulties with class-size. For example, should a junior class of twenty-one students be taken as two sections of ten or so, or one section of 21? The tutors naturally tend to the former while the budget is wed to the latter.

The related notion of mentoring should be mentioned here as well. New tutors should be introduced to the Program authentically as a co-tutor, with a senior tutor as mentor, whether in a tutorial or later in the seminar. Such an arrangement is very important, but very expensive for the College.

4.3. ADVISING

- 4.3.1. The program regularly reviews its policies on advising and instruction.
- 4.3.2. The program regularly reviews its policies on academic counseling.

The College has extensive counseling and academic advising departments. Each student has an advisor assigned for sorting out schedules and classes. The practice has been that the freshman seminar leader serves as the academic advisor at the beginning until a major is chosen and more appropriate advice is available.

For students in the Program, advisors from the larger faculty would be largely useless, so they tend to be spread out over the full-time tutors acting as advisors.

In addition to academic advising, the tutor may find himself dealing with extra-curricular matters because of the communal nature of the Program. Serious matters are easily referred to professionals on the staff at the College or off-campus.

4.4. LIBRARY

- 4.4.1. The program provides to its students access to a library adequate to the demands of its courses, including off-campus operations.
- 4.4.2. The program regularly reviews the adequacy of the library as part of assessment and improvement of performance for all operations.
- 4.4.3. The college has clear policies on ownership of materials, compensation, copyright, and use of funds from creation and production of software and other products.

Saint Albert Library, serving the College, is also the main resource for the students and the tutors. This collection, now 145 years old, is supervised by a professional staff and evaluated during the WASC accreditations.

The Program has benefitted from the services of librarians sympathetic to the classics, to texts in the classical languages and to purchasing materials that are useful to the tutorials and seminars (and largely unused by the rest of the College). The library has always provided a generous budget for purchases.

There is a small collection of texts, in addition to archival material, held by the Program. Laboratory material is purchased through the usual channels using the lab fee imposed by the College on the students.

**Standard 5:
Institutional and Program Finances**

- 5.1. The institution ensures that it has sufficient financial resources to support the program applying for accreditation. The institution=s recent financial history indicates that it is financially stable and able to support all its functions in a continuous manner consistent with the Academy=s standards and with the institution=s mission and educational objectives.

As a part of Saint Mary=s College, tied historically and academically to that institution, the Integral Program relies on the stability and fiscal condition of the College. Financial statements are available and were also submitted with the application.

- 5.2. The institution ensures that per student funding of the program applying for accreditation compares favorably with the per student funding of its other academic programs.

At the moment there does not appear to be a process to look at funding of departments and programs. An *ad hoc* process instead seems based on a static budget joined to occasional administrative largess.

5.3. The institution undergoes annual fiscal audits by independent certified public accountants or an appropriate governmental auditing agency. The institution submits or agrees to submit the results of such audits to the Academy and other agencies as required.

Yes. Ref to Office of Vice-President for Finances.

5.4. The institution utilizes an accounting system that follows generally accepted principles of institutional accounting as these appear in the appropriate NACUBO or AICPA regulations.

Yes. Ref to Office of Vice-President of Finances.

5.5. The institution=s long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of all programs, including distance education.

Yes. The College, containing the Program, has planning and budgeting committees from the Board of Trustees on down.

International Students

5.6. Programs enrolling international students ensure that such students are admitted and served responsibly. Those programs ensure that their admissions staff and representatives clearly and accurately convey information concerning admissions requirements and financial obligations to prospective international students. Academic policies, requirements, and expectations are the same for international students as for other students.

Yes, although the Integral Program does not maintain permanent operations off-campus.

Student Athletics

5.7. The institution ensures that its intercollegiate athletics programs adhere to an officially approved written statement of policy consistent with the institution=s mission and educational objectives. Academic policies, requirements, and expectations are the same for students involved in intercollegiate athletics as for other students.

Yes. Within the College there is a NCAA compliance officer as well as the oversight of the Registrar's Office. Saint Mary's College has a very long history of participation in and cooperation with external leagues and athletic organizations.

Students of the Program have always been involved in athletics on the playing fields of Moraga, from captains of the football team, to women's basketball, to standouts in lacrosse and quite a number of oarsmen (and -women, if you will). The rowers have taken their interests to Oxford and competed on the Isis.

Student Complaints

- 5.8. The program permits the Academy to review student complaints on matters related to the Academy's measures of accreditation. The institution makes available to students in appropriate way the Academy's mailing address, e-mail address, and telephone number.

The Program and the College will make it clear to the students, particularly those in the Program, these concerns and that before the October visit.

Student Records and Privacy

- 5.9. The program maintains appropriate academic records for students and secures these records adequately. The program has well-defined and published policies concerning the types of information to be included in students' permanent records and the security, release, retention, and disposal of such information.
- 5.10. The program has clear and published policies concerning the confidentiality of student academic record and students' right to privacy.

The Registrar of the College maintains standards and enforces policies.

Facilities

- 5.11. The program provides for its students and faculty a setting and atmosphere conducive to inquiry, discussion, learning, and contemplation.
- 5.11. (sic) The program's instructional, research, co-curricular, and support facilities are adequate to the needs of the program in relation to its stated mission, educational objectives and programs, and other integral activities.

Adequate. The College is able to house its many departments and programs, but these are very seldom able, unilaterally, to augment resources or space allotted.

- 5.12. The program regularly reviews the adequacy of its instructional, research, co-curricular, and support facilities

in relation to its stated mission, programs, and activities as part of its ongoing efforts to assess and improve its performance.

On-going. Both the College and the Program oversee the use and the appropriateness of the facilities.

5.13. The program ensures that student support services provided by the institution are adequate to the needs of the students enrolled in the program. Evidence should be provided that these services are adequate to the needs of students enrolled in the distance education courses as well.

These services are the same as for all students at the College. Ref to Vice-Provost for Students.

Branch Campuses, Off-Campus Teaching Sites, Distance Education Programs

5.13. (sic) The program ensures that the educational standards of degree-granting programs offered at branch campuses, off-campus teaching sites, or through distance learning media conform to those in force on the main campus.

5.14. The program provides students doing course-work at branch campuses, off-campus teaching sites, and through distance learning media with adequate library and information access and support services.

No off-campus degree-programs nor distance-learning are utilized. However, the Program has used a site at Oxford:

Note on the *Centre for Mediaeval and Renaissance Studies*

Many years ago, perhaps during the late seventies, a few students in the Program discovered a program at Oxford that catered to American students. Br Brendan and Br Raphael got involved in the operation: the students asked to spend part of their third year in England. Over the years the scheme has passed through several phases and has served quite a number of students.

Mr John Feneley, with the aid and cooperation of his wife, set up the Centre to house American students wishing to spend some time in Oxford. It was from the beginning rather traditional (thanks to John) and rather artistic (thanks to Sandy). In short order they had taken over Saint Michael's Hall in Shoe Lane, a victorian

industrial site right behind Carfax, turned neatly into offices, dormitories and classrooms. A number of American schools began sending students for a term or two at CMRS.

As students from Saint Mary's took advantage of the Centre, it became clear that they returned with clipped wings. The term they had missed while away was not replaced: junior language, laboratory and mathematics were lost and the students returned trying to play catch-up with their classmates. Then, negotiations were opened with Mr Feneley and a number of trips to Oxford were undertaken by the Director. Br Kenneth and Mr Doval, both graduates of the Program, put in time studying postgraduate at Oxford during this time and proved helpful.

The attempt was made to offer courses to substitute for the courses on the home campus while trying to improve continuity for those returning to the home campus. CMRS had taken on board Allan Chapman, noted astronomer at Wadham College, to cover the laboratory course. At the same time, a series of mathematicians at the University tried to deal with the junior tutorial. All the while a version of the seminar was being held, under the guidance of Mr Doval at one point.

The results were mixed. The Oxford method of education and that of the Program did not always come together fruitfully. Dons hired to help out found the style of the Program sometimes uncongenial and even uncomfortable. The students themselves generally were pleased with the arrangement: good courses offered by CMRS on history and art, added to the *ad hoc* courses to replace those required by the Program at Saint Mary's. The atmosphere at Oxford and the exposure to English ways almost always charmed the colonials. And the results after the return many times were found in a greater devotion to learning and a wider view of affairs. A few students however expressed some dissatisfaction over the years.

The tutors at Moraga were not altogether pleased with the CMRS arrangements in their various forms. The courses were not equivalent—or not as equivalent as one might wish—and the seniors found themselves divided into two camps: the ex-Oxonians and the Stay-at-homes. Why should not all graduates be subject to the same regimen, and on the home campus at that? More negotiations were opened and the courses at Oxford brought more carefully into line.

Early on, Mr Feneley and Br Raphael had approached Sir Christopher Ball, Master at Keble College, with the request that the CMRS students who heretofore were housed at Oxford taking in-house course might now become “regular students” at the University, members of a proper college. The success of the request was that the students who wished could take meals in hall at Keble, row for Keble and for Oxford and use the libraries—all as students of the

University. This made the CMRS experience even more attractive to American students.

In some years there have been as many as 10 Saint Mary's students at CMRS and some years none at all. Perhaps just short of a hundred may have participated, making the Integral Program an important part of Mr Feneley's undertaking.

In conclusion, the arrangement with the Centre for Mediaeval and Renaissance Studies continues with a handful of students taking only a semester of the third year overseas. Upon their return they are responsible for making up the junior laboratory and a January Term course covers the material of the math tutorial. A rearrangement of the laboratory to include only a semester in the junior year and then one in the senior year has been proposed.

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