

SHERIDAN CENTER FOR GRADUATE STUDIES: M.A. IN CLASSICAL LEADERSHIP

The Master of Arts in Classical Leadership degree program provides emerging leaders in Catholic education with formation in the great works of the Western intellectual tradition, an essential understanding of classical liberal arts pedagogy, and the practical wisdom necessary for successful school leadership. The flexible course delivery during the school year as well as the affordable tuition make this program unique and well-suited for educators who are working full-time. As part of Benedictine College's vision for transforming culture in America, the Sheridan Center for Classical Studies offers this graduate degree in classical school leadership to support those engaged in the renewal of liberal arts education.

The Master of Arts in Classical Leadership is a 36-credit degree program, offered in six (6) consecutive semesters starting each summer. This program includes six (6) credits in the foundational principles and history of classical education, 10 credits in the practice of educational leadership, 11 credits in classical traditions and pedagogy, and 9 credits in an area of specialization (school leadership, instructional leadership, strategic leadership, or higher education leadership). In addition, all candidates will create a portfolio of professional work demonstrating their understanding of and practical skill in applying school leadership concepts within a classical, liberal arts setting.

Goals

1. Graduates will understand the faculties of the human person within a Catholic anthropology and articulate how this understanding serves as a foundational principle in classical education.
2. Graduates will demonstrate how anthropology determines pedagogy through evaluation of educational philosophies and their efficacy for educating the whole person.
3. Graduates will apply foundational principles of classical education to pedagogical practices across disciplines and grade levels through study of classical methods and works in the classical tradition.
4. Graduates will demonstrate the ability to apply best practices in school leadership in accord with the philosophical foundations and practical principles of the classical education movement.

Outcomes

1. The leader understands the nature of the human person, particularly the faculties of memory, intellect, and will, that are perfected through intellectual and moral virtues whose formation constitutes the core of education.
2. The leader articulates the importance and nobility of teaching as a professional vocation resulting from a Catholic anthropology of the human person and the Church's teaching on the universal right to education.
3. The leader understands the principles of classical education and how they emerged historically.
4. The leader evaluates other educational models and theories considering the anthropology of the human person to determine continuity or rupture with principles of classical education.

5. The leader understands principles of classical education in a variety of subject areas and grade levels, making use of pedagogical tools appropriate to a given lesson or context.
6. The leader demonstrates the ability to coach others in the development of different tools in classical pedagogy across a variety of subject areas and grade levels.
7. The leader exemplifies ongoing development of intellectual and moral virtues through meaningful study of and reflection on the outstanding works in the Western tradition.
8. The leader understands theory and best practices for school management, including engagement of and communication with staff, board members, parents, and community members.
9. The leader applies an understanding of the dignity of the human person and its manifestation in a great diversity of stakeholders within a school system, including students, parents, teachers, support staff, board members, and the broader community.
10. The leader demonstrates the ability to apply theory, principles, and best practices in the administration of a classical school.

The Master of Arts in Classical Leadership program seeks to form candidates in the foundational principles of classical education, to introduce them to the enduring questions of humanity through reading and discussing the great works of the Western tradition, and to instruct them in both pedagogical methods and practical skills for school leadership.

New cohorts begin each summer. Applications open on September 1 and close on April 1 for the upcoming summer.

Admission Eligibility and Criteria

Candidates seeking admission to this program must meet the following eligibility criteria:

- Candidate possesses 3–5 years of teaching experience or other relevant professional experience;
- Candidate holds an undergraduate or graduate degree from an accredited institution;
- Candidate maintained a minimum GPA of 2.75 for the most recent degree earned; and
- Candidate demonstrates sufficient analytical and written skills through completion of application essay prompt.

Degree Requirements

- Students must complete 36 credit hours of course work within six (6) calendar years from the date of initial enrollment.
- A cumulative GPA of 3.0 must be attained in all graduate work.
- Degree candidates must successfully complete portfolio requirements under the supervision of the program director.

Course Format and Delivery

Most courses are delivered online through Benedictine College's course management system. Online courses include a blend of synchronous and asynchronous work. Two courses are delivered ONLY in-person during the summer institute, which occurs in July for the first summer of the program and late June for the second summer. Housing for the summer institute is available through Benedictine College.

Required Courses

Code	Title	Hours
Foundational Principles (6 credits)		6
CLST-5010	Education & the Human Person	
CLST-5020	History & Theory Classical Education	
Foundation in Educational Leadership (10 credits)		10
EDUC-6606	School Leadership, Management & Finance	
EDUC-6622	Educational Law	
EDUC-6642	Educational Leadership	
Foundation in Classical Education (11 credits minimum)		
One 3-credit course in Classical Traditions;		
CLST-6110	Classical Tradition in the Ancient World	3
or CLST-6120	Classical Tradition in the Medieval Worl	
or CLST-6130	Classical Traditn in the Renaissance Wrl	
One 3-credit course in Classical Methods		3
Remaining 5 credits may be fulfilled by any CLST course not already taken		5
CLST-5115	Classical Methods of Reading	
or CLST-5125	Classical Methods for Mathematics	
CLST-5115	Classical Methods of Reading	
CLST-5125	Classical Methods for Mathematics	
CLST-5135	Classical Methods for Sciences	
CLST-5145	Classical Methods Geography & History	
CLST-5215	Classical Method Teach Catholic Faith	
CLST-5225	Classical Methods for Language Instructi	
CLST-6110	Classical Tradition in the Ancient World	
CLST-6120	Classical Tradition in the Medieval Worl	
CLST-6130	Classical Traditn in the Renaissance Wrl	
CLST-6140	Classical Tradition in the Modern World	
CLST-6688	Portfolio	NULL
Select an area of specialization		9
School Leadership		
EDUC-5515	Models & Strat Instructional Leadership	
EDUC-6612	Supervision in Education	
EDUC-6640	Partnering With Parents & the Community	
Instructional Leadership		
EDUC-5515	Models & Strat Instructional Leadership	
EDUC-5532	Foundations of Curriculum Developme K-12	
EDUC-5534	Assessment & School Improvement	
Strategic Leadership (Select 3 of the following)		
BUSI-5551	Human Resource Management	
BUSI-5571	Business Law & Ethical Decision Making	
BUSI-6580	Marketing Strategy	
BUSI-5555	Business Practice & Corporate Soc Respon	
Higher Education Leadership		
EDUC-5560	Foundations in Student Affairs	
EDUC-5561	Practicum in Student Affairs	
EDUC-5610	Higher Education Admin & Governance	
EDUC-5611	Practicum Higher Educ Administration	
EDUC-5620	Foundations of Catholic Higher Education	
Total Hours		36

Portfolio Requirements

Each student will create a portfolio to serve as evidence of each student's mastery of our program's goals and learning objectives. Moreover, this portfolio provides each student with clear documentation of his or her understanding of the foundational principles and pedagogy of the classical, liberal arts tradition as well as the practical skills needed for school leadership.