Liberal Arts Teaching Pathway

a ClassicalU learning track for public schools and districts

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Appendix A — the Liberal Arts Teaching Pathway, course by course

Fifty courses make up the Liberal Arts Teaching Pathway, each listed below with its own course hours. Hours are the course hours carried in the ClassicalU catalog, rounded to the nearest tenth, verified on 29 October 2026. Every course listed is available within the pathway for assignment by the school's team managers.

Course	Hours
Core modules	**7.2 hours**
Classical School Model & Faculty Culture: Essentials of Classical Teaching Module 1	1.1
Moral Character & Civic Virtue: Essentials of Classical Teaching Module 2	1.5
Liberal Arts & Sciences as an Integrated Whole: Essentials of Classical Teaching Module 3	1.0
Trivium in Classroom Practice: Essentials of Classical Teaching Module 4	1.8
Planning, Instruction & Humane Assessment: Essentials of Classical Teaching Module 5	1.8
Mathematics	**38.4 hours**
Teaching Math Classically	11.5
Teaching Singapore Math	17.0
Contemplative Mathematics: Leading Math Discussion Groups	3.2
Classical Theorems and Proofs: An Introduction to Elegant Mathematics	6.7
Language, Latin and modern	**31.7 hours**
Essential Latin	16.9
Latin for the Grammar School Teacher	5.2
Well-Ordered Language Teacher Training	7.4
Living Languages	2.2
Logic & rhetoric	**13.4 hours**
Teaching Formal Logic	10.6
Teaching the Progymnasmata: A Writing & Rhetoric Symposium	2.8
History & the liberal arts tradition	**55.4 hours**
The Seven Liberal Arts	6.4
The Black Intellectual Tradition and the Great Conversation	13.0
Women in the Liberal Arts Tradition	11.6
A Brief History of Progressive Education – Charter School Course	9.5
Plato: The Great Philosopher-Educator	2.5
Teaching Through Italy: A Guide to In Situ Studies	12.4
Science	**24.4 hours**
Teaching Novare Science	7.1
The Science Mastery Workshop	6.5
The Scientific Revolution: A Short History	10.8

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Course	Hours
Literature & writing	**75.1 hours**
The Art of Poetry	16.5
Narration: A Classical Guide	6.0
Listening, Speaking, Reading, Writing	5.4
Classical Teaching and Writing Symposium	7.9
Performing Shakespeare in Your Classroom	2.5
Teaching Shakespeare's Greatest Plays & Sonnets	11.5
Awakening the Moral Imagination through Fairy Tales and Stories – Charter School Course	3.8
On Teaching Fairy Stories	4.0
Reading and Teaching The Odyssey	7.5
Teaching Three Great Books	8.0
Teaching Vergil's Aeneid: Furor & Pietas	2.0
Arts	**18.9 hours**
Essential Music	4.6
Teaching Music with the Humanities	2.4
Essentials of Drawing	8.1
Common Arts Education	3.8
Pedagogy & classroom practice	**36.0 hours**
Essentials of Effective Teaching	5.5
Principles of Classical Pedagogy	11.1
The Teacher's Playbook: Practical Pedagogy for Classical Educators	3.5
Launching Your Classical Classroom	3.5
Assessing Students Classically – Charter School Course	4.4
The Good Teacher	8.0
Inclusive practice	**13.0 hours**
Restoring Wonder for Every Learner: Universal Design in the Classical Tradition	4.0
Disability and Classical Education: Student Formation in Keeping with Our Common Humanity	2.5
Cultivating Wonder Throughout the School	6.5
Leadership	**11.7 hours**
Essential School Leadership	5.2
Effective Upper School Teaching & Leadership	6.5
Total — 50 courses	**325.2 hours**

Appendix B — how the pathway is delivered, and what team managers can do

The Liberal Arts Teaching Pathway is delivered through the ClassicalU platform, an online teacher-training and professional-development platform. This appendix describes the capacities the school's own team managers have at their disposal. Verified against the live platform on 7 October 2026.

Team access. The school's subscriptions are held as a team in the ClassicalU platform. Each educator has their own account and signs in individually. Team managers — people the school designates — add educators one at a time, send a reusable invite link, or upload a roster spreadsheet; the platform supplies the spreadsheet template and validates it before anything is applied. Managers can also remove educators, individually or in bulk, as staffing changes.

The pathway as a tag. The Liberal Arts Teaching Pathway is applied to the school's educators as a professional category tag that prioritizes each team member's course recommendations. Its courses appear under the Recommended tab when educators sign in to their school team, placing the training the school has purchased in front of them from their first visit and organizing it according to the areas set out in Appendix A.

Assignment — the mode for focusing training. Out of the pathway, the school's team managers assign specific courses to individual educators or to the whole team, each with a deadline the manager sets. Assigned courses appear to the educator under Assigned to me with that deadline shown, and the educator is notified by email when a course is assigned or a deadline changes. Every course in Appendix A is available for assignment; which of them are assigned, to whom, and by when is the school's decision, exercised by its own team managers. An assignment is not a ceiling on the educator's own effort — the remainder of the pathway stays open for them to work through.

What team managers can see. A reporting view shows the team's totals — courses assigned, in progress, completed, not started, and active educators this month — and, educator by educator, how many courses are assigned and recommended, how many are in progress, completed and not started, how many individual topics have been completed, and when that educator was last active. A manager responsible for more than one team can see the same figures rolled up across the teams they manage.

What team managers can export. For any date range a manager chooses, the platform generates a downloadable spreadsheet of the team's activity: educator first name, last name and email; course title and the course's primary presenter; completion status and percentage completed; the assignment deadline; and the total hours the course carries. A manager over several teams can export the same records across all of them, with each row identifying its team.

Group sessions. Where a school runs a lesson together as a faculty session rather than having each educator watch alone, a team manager can record that lesson as complete for the educators who attended, with the option of leaving the lesson's quiz for each educator to take themselves. The action is reversible and is logged with the manager who performed it.

Viewing modes. At the team manager's option, educators may use a Just Watching mode, which sets aside quizzes and assessments for those who want the instruction without the coursework. Progress is recorded the same way in either mode, so an educator who begins in Just Watching keeps the credit for what they have watched if they later switch to the full course.

What this appendix does not undertake. The above describes capacities available within the ClassicalU platform to the school's team managers. It is not a representation about how the school or district will record, document, verify or report this training for its own purposes, nor about what any funding source, accrediting body or state agency will accept as evidence. Those determinations rest with the school and the district. The records described above are housed and maintained in the ClassicalU learning management platform and are available there to every team manager at any time; the supporting course material named in Appendix C is available on request.

Appendix C — statement on content

Scope. This statement covers the 50 courses listed in Appendix A, which together constitute the ClassicalU Liberal Arts Teaching Pathway.

Nonsectarian and non-devotional. The courses in this pathway are a professional-development sequence for teachers, covering pedagogy, subject-matter instruction, assessment, classroom practice and school leadership. They do not provide devotional instruction, catechesis, worship, religious exercises, or training in the doctrine or practice of any particular church or faith community. They do not direct teachers to teach religion, and they do not require any religious commitment of the teacher taking them.

A candid qualification. Classical education is a tradition with a long history, and some courses in this pathway discuss that history — including the part played by Christian institutions and thinkers in the development of the liberal arts — in historical and philosophical terms. That treatment is descriptive rather than devotional, but for that reason the pathway should not be described as entirely neutral on religious and philosophical questions in every respect.

Review on request. ClassicalU will provide, on request by district leadership, full text transcripts of any lecture in this pathway, along with course descriptions, module lists, presenter biographies and sample lessons, so the district can review the actual content rather than rely on this summary.

Provenance and quality. ClassicalU has delivered online professional development for educators since Spring 2017. The 50 courses in this pathway are taught by 40 presenters — experienced classroom teachers, school leaders and academic specialists in the subjects they teach. That figure counts each presenter once, however many courses they appear in: presenters span overlapping courses, so the 50 courses carry 70 course-and-presenter pairings in all, 16 of the 40 presenting more than one course and one presenting seven. Presenter counts and course hours were verified against the ClassicalU catalog on 29 October 2026; credential detail for any presenter is available on request. The training is designed to be content-rich, sustained and classroom-focused rather than a one-time workshop, and it carries quizzes, written work and completion certificates. ClassicalU does not maintain a formal outcomes study or statistically measured evidence base, and does not claim one.