

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. The proposal template should be completed in full and submitted to the University Provost's Office [[mailto: curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu) ]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

**MASTER'S DEGREE PROGRAM**

<b>College/School:</b>	College of Liberal Arts and Sciences
<i>Note: Program ownership is coded at the College/School level first and may not be a center, department or division apart from it.</i>	
<b>Department/Division/School:</b>	School of Civic and Economic Thought and Leadership (CETL)
<b>Proposing faculty group (if applicable):</b>	N/A

<b>Name of proposed degree program:</b>	Master of Arts (MA) in Classical Liberal Education and Leadership
<b>Proposed title of major:</b>	Classical Liberal Education and Leadership
<b>Master's degree type:</b>	MA - Master of Arts
If Degree Type is "Other", provide degree type and proposed abbreviation:	N/A

<b>Is a program fee required?</b>	No, a program fee is not required.
<i>Note: for more information about program fee requests, visit <a href="https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees">https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees</a></i>	
Is the unit willing and able to implement the program if the fee is denied?	N/A

<b>Requested effective term and year:</b>	<b>Fall</b>	2020
(The first semester and year for which students may begin applying to the program)		

**Delivery method and campus or location options:** *select all locations that apply*

Downtown Phoenix   
  Polytechnic   
  Tempe   
  Thunderbird   
  West   
  Other: \_\_\_\_\_

**Both on-campus and**  ASU Online\* - (check applicable campus(es) from options listed above)

ASU Online only (all courses online and managed by ASU Online)

*Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at [asuonline@asu.edu](mailto:asuonline@asu.edu) who can provide you with additional information regarding the online request process.*

<b>Do Not Fill in this information: Office Use Only</b>	<b>CIP Code:</b>
<b>Plan Code:</b>	

**PROPOSAL CONTACT**

<b>Name:</b>	S. Adam Seagrave	<b>Title:</b>	Associate Professor and Associate Director
<b>Phone number:</b>	480-727-2920	<b>Email:</b>	adam.seagrave@asu.edu

**DEAN APPROVAL(S)**

This proposal has been approved by all necessary unit and college/school levels of review, and the college/school(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program.

*Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.*

College/School/Division Dean name:	Fabio Milner	Signature:		Date:	11/20/19
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**Please note:** Proposals for new degrees also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (2 readings), and the Office of the Provost before they can be put into operation.

**The final approval notification will come from the Office of the Provost.**

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## 1. PURPOSE AND NATURE OF PROGRAM

### A. Provide a brief program description:

The MA in Classical Liberal Education and Leadership provides an immersive encounter with primary texts of philosophy, literature, politics, mathematics, and science. This encounter will occur through slow and careful reading, deliberate reflection, and guided discussion of the most thought-provoking and influential texts in human history. In a modern world increasingly separated from an appreciation of fundamentally human experiences and questions, such a course of study answers a growing social demand for balance in education and society. Students who complete this degree program will be equipped to lead more fulfilling lives as lifelong learners. They will also be prepared for jobs as educators, particularly in the rapidly growing sector of "classical" education. In this growing sector of the education industry, and in the education reform movement more broadly, there is an increasing call for content-focused teacher education programs, to which this program will respond. The broad, immersive encounter provided in the program is complemented by an emphasis on texts that illumine the themes of practical wisdom as well as pedagogical, civic, and political leadership. Courses are taught using the Socratic discussion method (inspired by the inquiry-based method of education pursued originally by Socrates) in order to maximize student interaction with course texts, as well as provide classical educators with the pedagogical skills needed to succeed and grow in their work.

**B. Will concentrations be established under this degree program?**  Yes  No  
(Please provide additional concentration information in the curricular structure section – number 7.)

## 2. PROGRAM NEED

Explain why the university should offer this program (include data and discussion of the target audience and market).

The ASU Charter states that the university assumes "fundamental responsibility" for the communities it serves. This MA program is the result of a direct and felt need in the community: the need for teachers in classical-spaced charter schools, for continuing education and a graduate degree program suited to their particular educational niche. It will be a unique academic program serving a growing need in the community as well as an increasingly important national trend in the direction of liberal education. This particular educational need is different from a teacher program that leads to certification, because most teachers in these unique programs do not require a certification for their professional development (or have already received one). Teacher programs leading to certification are already widespread and readily accessible; teacher programs focusing on content, on the other hand, are not.

There is high demand for school educators nationwide, with Emsi data showing 41,000 annual openings for teachers in secondary schools alone nationally. In total, there are approximately 70,000 annual openings for careers in education in related positions such as teachers, administrators, and education counselors.

Analysis suggests that charter schools make up approximately 2,755 of these job openings. At a recent national conference on classical education held at the ASU Sandra Day O'Connor College of Law, industry experts

estimated that there were approximately 500,000 students enrolled in some form of classical education program—including charter schools, private schools, and homeschool associations and cooperatives. This is a strong and growing market nationwide. In the local and regional areas in particular, classical charter systems such as the Great Hearts schools have seen rapid growth in recent years. The Great Hearts system reports overall enrollment growth from just over 5,000 students in 2012-13 to over 17,000 students in 2018-19. This has been reflected in teacher growth as well, from 400 teachers in 2012-13 to 1,451 teachers in 2018-19. There are currently 14,000 students on the waiting list for enrollment in Great Hearts schools in the Phoenix area alone.

The high volume of charter schools with a classical liberal education curriculum in the region supplies a large core market for this particular degree program. This strong core market will be augmented by a substantial national market, as documented above, among teachers at similar schools and within homeschooling cooperatives. The School of Civic and Economic Thought and Leadership provides an undergraduate curriculum focused on classical liberal education and leadership. This is a curricular niche that is not within the predominant expertise of the Teachers College. It is therefore appropriate that the School of Civic and Economic Thought and Leadership take the lead on this degree program, cooperating as appropriate with the Teachers College.

Comparable programs at the University of Dallas and Eastern University both developed in the last five years in response to this market need. St. John's College is also launching a similar program for classical educators next year. The demand for classical schooling is likely to continue along positive trajectories in the future; according to a recent survey by Hart Research Associates, for example, 74 percent of employers would recommend a classical liberal educational approach to college-bound students.

**3. IMPACT ON OTHER PROGRAMS**

Attach any letters of collaboration or support from impacted programs (see checklist sheet). Please submit as a separate document.  
Please see attached (Appendix III).

**4. PROJECTED ENROLLMENT**

How many new students do you anticipate enrolling in this program each year for the next five years?

*Note: The Arizona Board of Regents (ABOR) requires that nine master's degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.*

<b>5-YEAR PROJECTED ANNUAL ENROLLMENT</b>					
Please utilize the following tabular format	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b> <small>(Yr. 1 continuing + new entering)</small>	<b>3<sup>rd</sup> Year</b> <small>(Yr. 1 &amp; 2 continuing + new entering)</small>	<b>4<sup>th</sup> Year</b> <small>(Yrs. 1, 2, 3 continuing + new entering)</small>	<b>5<sup>th</sup> Year</b> <small>(Yrs. 1, 2, 3, 4 continuing + new entering)</small>
Number of Students Majoring (Headcount)	10	20	30	30	30

**5. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable)**

Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.  
NA

**6. STUDENT LEARNING OUTCOMES AND ASSESMENT**

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOE's approval of your assessment plan for this program. Visit the assessment portal at <https://uoeee.asu.edu/assessment-portal> or contact [uoeee@asu.edu](mailto:uoeee@asu.edu) with any questions. Please see attached (Appendix II).

**7. CURRICULAR STRUCTURE**

**A. Curriculum Listing**

<b>Required Core Courses for the Degree</b>			
<b>Prefix and Number</b>	<b>Course Title</b>	<b>New Course?</b>	<b>Credit Hours</b>
CEL 501	Literary Leaders	Yes	3
CEL 503	Classic Texts in Political Philosophy and Justice	Yes	3
CEL 513	Classic Texts in Leadership and Statesmanship	Yes	3
CEL 520	Classic Texts in the Foundations of Logic	Yes	3
CEL 510	Classic Texts in Natural Science and Philosophy	Yes	3
<i>Section sub-total:</i>			15
<b>Open Elective or Research Courses</b> <i>(as deemed necessary by supervisory committee)</i>			
<b>Prefix and Number</b>	<b>Course Title</b>	<b>New Course?</b>	<b>Credit Hours</b>
	<b>Elective Courses</b> (see Section 8 for titles and descriptions of sample courses)		<b>12</b>
<i>Section sub-total:</i>			12
<b>Restricted Electives</b> <i>(Students select one course from the list below. Other courses may be substituted with approval of the academic unit.)</i>			
SLC 598	Topic: Tragedy and Comedy in the Greek Polis	Yes	3
SLC 598	Topic: Greco-Roman Ideas of Leadership and Politics	Yes	3
SLC 598	Topic: The Classical Tradition	Yes	3
LAT 421	Advanced Latin	No	3
GRK 598	Topic: Advanced Greek	Yes	3
<i>Section sub-total:</i>			3
<b>Culminating Experience(s)</b> <i>E.g. – Capstone course, portfolio, written comprehensive exam, applied project, thesis (must be 6 credit hours with oral defense)</i>			<b>Credit Hours</b>
CEL 599: Thesis			6
<i>Section sub-total:</i>			6
<b>Total required credit hours</b>			<b>36</b>

1. List all required core courses and total credit hours for the core (required courses other than internships, thesis, capstone course, etc.).
2. Omnibus numbered courses cannot be used as core courses.
3. Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval.

**B. Will concentrations be established under this degree program?**  Yes  No

**8. COURSES**

**A. Course Prefix(es):** Provide the following information for the proposed graduate program.

- i. Will a new course prefix(es) be required for this degree program?

Yes  No

If yes, complete the [Course Prefixes / Subjects Form](#) for each new prefix and submit it as part of this proposal submission. Form is located under the courses tab.

**B. New Courses Required for Proposed Degree Program:** Provide course prefix, number, title, credit hours and brief description for any new courses required for this degree program.

**Core Courses (15 credit hours required)**

**CEL 501 Literary Leaders, 3 credit hours**

In this seminar we will examine literary leadership in two different respects. We will look at literary depictions of different kinds of leadership at different times and places, in a variety of classic works. At the same time, we will also investigate the ways in which literary artists themselves lead, not only by inventing and adapting different styles and genres, but also and primarily by indirectly shaping the opinions and tastes of their audiences.

**CEL 503 Classic Texts in Political Philosophy and Justice, 3 credit hours**

This course will provide an overview of the four major periods of political thought--ancient, medieval, modern, and post-modern--and engage in close readings of classic texts from each of these periods. The concept of justice will serve as an organizing theme, complemented by analyses of other political concepts such as virtue, the common good, natural law, rights, liberty, and equality. Texts include Plato's *Republic*, St. Thomas Aquinas' *Summa Theologica*, Machiavelli's *The Prince*, John Locke's *Second Treatise of Government*, and John Rawls' *A Theory of Justice*, among others.

**CEL 513 Classic Texts in Historical Leadership and Statesmanship, 3 credit hours**

In this course, students will encounter classic texts featuring analyses and discussions of important historical leaders and their actions. These texts will both situate examples of leadership and statesmanship in their historical context, and highlight timeless principles of wise and effective leadership. Texts include Thucydides' *History of the Peloponnesian War*, Plutarch's *Lives*, Cicero's *On Duties*, Shakespeare's histories, and the writings and speeches of Abraham Lincoln.

**CEL 520 Classic Texts in the Foundations of Logic, 3 credit hours**

This course will provide knowledge of the principles of logical thought through close readings of Euclid's *Elements* and Aristotle's *Organon*. Students will learn and demonstrate Euclidean geometric proofs in class, and will reflect in discussion upon the relationship between Euclidean geometry and the logical principles analyzed in Aristotle's works.

**CEL 510 Classic Texts in Natural Science and Philosophy, 3 credit hours**

In this course, students will study the development of natural philosophy and theories of scientific knowledge from Plato and Aristotle to Newton and Darwin. Particular attention will be given to the period known as the Scientific Revolution, and inspired most famously by Francis Bacon. The relationship between natural philosophy, epistemology, moral philosophy, and political philosophy will be explored throughout.

**Restricted Elective Topics Courses to be offered (3 credits hours required)**

**One elective must be chosen from among the following courses offered by the School of International Letters and Cultures:**

**SLC 598 Topic: Tragedy and Comedy in the Greek Polis [3 credit hours]**

In ancient Greek civic thought, poets wielded influence beyond that even of philosophers. Not merely entertainment, theater was the venue in which the body politic saw itself, and its values, both reflected and

criticized. This course examines the tragedies of Aeschylus, Sophocles, and Euripides, the comedies of Aristophanes, and the criticism of Plato and Aristotle, with a view to their impact on political ideas both ancient and modern. The course will be taught in English and texts will be read in English translation.

**SLC 598 Topic: Greco-Roman Ideas of Leadership and Politics [3 credit hours]**

This course is intended to include a number of rotating topics, in accordance with student interest and faculty availability. These include "Leadership in Epic," "Theorizing the Ancient State," "Education in Antiquity," and "Christianity and Classical Culture." In each of these, both Greek and Roman authors will be studied for their views of the proper function of the leader in the state. The course will be taught in English and texts will be read in English translation.

**SLC 598 Topic: The Classical Tradition [3 credit hours]**

The impact of the ancient Greeks and Romans on the construction of modernity is hard to underestimate, but often poorly understood. This course traces that influence through literature, philosophy, and the arts, and shows how it influences modern societies, including the way that its fundamental ideas are framed. The course will be taught in English and texts will be read in English translation.

**LAT 421 Topic: Advanced Latin [3 credit hours]**

Readings in the Latin masterpieces. Authors read change each year in accordance with needs of the class. May be repeated for credit. Texts will be read in the Latin language; LAT 202 or equivalent proficiency in Latin is a pre-requisite (equivalent proficiency can be determined by foreign language exam administered by SILC).

**GRK 598 Topic: Advanced Greek [3 credit hours]**

Readings in the ancient Greek masterpieces. Authors read change each year in accordance with needs of the class. May be repeated for credit. Texts will be read in the Latin language; GRK 301/302 or equivalent proficiency in ancient Greek is a pre-requisite (equivalent proficiency can be determined by foreign language exam administered by SILC).

**Sample CEL Electives (NOT part of restricted electives course list):**

**CEL 598 Topic: Classic Texts in Faith and Reason, 3 credit hours**

The question of the relationship between faith and reason is a perennial one, occupying political philosophers and theologians from ancient times to the present. This course will explore the relationship between faith and reason through a reading and discussion of the works of Plato, Aristotle, Maimonides, Al Farabi, St. Thomas Aquinas, and others. Themes explored will include the status of divine revelation, the limits of reason, definitions of happiness, and the role of politics.

**CEL 598 Topic: Natural Law and Rights, 3 credit hours**

The ideas of natural law and natural rights have had long, contested, and intertwined histories. Both find their origins in different ways in the classical world, and then undergo significant developments in the medieval and early modern periods. This course will engage the ideas of natural law and natural rights, both in themselves and in their complicated relationship to one another, as well as the impact of each on politics.

**CEL 598 Topic: Classic Texts in Planetary Motion, 3 credit hours**

Copernicus's and Newton's revolutionary transformations of the understanding of planetary motion followed a long and rich history of mathematical analysis and astronomical observation by predecessors such as Ptolemy. This course will introduce students to the history of philosophical and mathematical reflection on astronomical observation and planetary motion.

**CEL 598 Topic: Classic Texts in Evolutionary Biology, 3 credit hours**

This course will provide a thorough exploration of the development of evolutionary theory in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, culminating in the work of Charles Darwin, as well as the subsequent development of evolutionary theory in the 20<sup>th</sup> century and beyond. Particular attention will be paid throughout to the intersections of natural science with natural philosophy, as well as with theology and politics.



**9. FACULTY, STAFF, AND RESOURCE REQUIREMENTS**

**A. Faculty**

- i. **Current Faculty** – Complete the table below for all current faculty members who will teach in the program. If listing faculty from an academic unit outside of the one proposing the degree, please provide a support statement from that unit.

<b>Name</b>	<b>Rank</b>	<b>Highest Degree</b>	<b>Area of Specialization/Expertise</b>	<b>Estimated Level of Involvement</b>
Adam Seagrave	Associate Professor	PhD	Political Theory/American Political Thought	high
Paul Carrese	Professor	PhD	Political Theory/History of Political Thought	high
Catherine Zuckert	Professor	PhD	Political Philosophy/Politics and Literature	high
Michael Zuckert	Professor	PhD	Political Philosophy/American Political Thought	high
Carol McNamara	Academic Professional	PhD	Politics and Literature	medium
Karen Taliaferro	Assistant Professor	PhD	Philosophy and Religion	medium
Zachary German	Assistant Professor	PhD	Political Theory	medium
Charles Drummond	Assistant Professor	PhD	History	medium
Peter McNamara	Professor of Practice	PhD	Political Economy	medium

- ii. **New Faculty** - Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

We recently hired a Director of Graduate Studies to help launch this and future graduate programs. Other than this position, the program can launch with existing faculty.

- iii. **Administration of the program** - Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

Beginning in Fall 2020, the program will be overseen by Colleen Sheehan, recently hired incoming Director of Graduate Studies for the School of Civic and Economic Thought and Leadership. Adam Seagrave, Associate Director of School of Civic and Economic Thought and Leadership, will assist in overseeing the program. Frank Pina, the School of Civic and Economic Thought and Leadership's Manager of Academic Advising, will undertake advising duties for the program. Sheehan and Seagrave will form a graduate admissions committee in Spring 2019 comprised of unit faculty anticipated to teach regularly in the program.

- B. Resource requirements needed to launch and sustain the program:** Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc.

Our existing staff will be sufficient to launch the MA degree program and sustain it into the foreseeable future.

**APPENDIX I  
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS**

(This information is used to populate the [Graduate Programs Search](#)/catalog website.)

1. **Proposed title of major:** Classical Liberal Education and Leadership
2. **Marketing description** *(Optional - 50 words maximum. The marketing description should not repeat content found in the program description.)*

The MA in Classical Liberal Education and Leadership will provide a unique continuing education and professional development opportunity for educators, school leaders, and others interested in studying classic texts from a broad range of disciplines through the Socratic discussion method.

3. **Provide a brief program description** *(Catalog type (i.e. will appear in Degree Search) – no more than 150 words. Do not include any admission or curriculum information)*

The MA in classical liberal education and leadership offered by the School of Civic and Economic Thought and Leadership immerses students in timeless conversations about the big questions of human life. All classes are taught through the Socratic discussion method, and students are provided with regular opportunities to hone their pedagogical leadership skills by leading select course meetings and receiving feedback on their progress as Socratic discussants. As in most graduate programs in the humanities and social sciences, students are evaluated primarily through written assignments that evidence careful thought and reflection, argumentation, and textual analysis. Courses are offered across a wide range of subject areas including literature, politics, philosophy, mathematics and science, and leadership.

4. **Delivery/Campus Information Options:** On-campus only (ground courses and iCourses)

5. **Campus(es) where program will be offered:**

*ASU Online curriculum consists of courses that have no face-to-face content. iCourses are online courses for students in on-campus programs. iCourses may be included in a program, but may not comprise the entirety of a program. On-campus programs must have some face-to-face content.*

*Note: Office of the Provost approval is needed for ASU Online delivery option.*

ASU Online only (all courses online and managed by ASU Online)

**All other campus or location options (please select all that apply):**

Downtown Phoenix       Polytechnic       Tempe       West       Other: \_\_\_\_\_

**Both on-campus and**  ASU Online\* - (check applicable campus(es) from options listed above)

*Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and [Philip Regier](#) (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the [ASU Online Offering form](#) in [Curriculum ChangeMaker](#) to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at [asuonline@asu.edu](mailto:asuonline@asu.edu) who can provide you with additional information regarding the online request process.*

6. **Admission Requirements:**

Applicants must fulfill the requirements of both the Graduate College and The College of Liberal Arts and Sciences.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in liberal arts, political science, history, philosophy, theology, the natural sciences, or a related field, from a regionally accredited institution.



Applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in the last 60 hours of their first bachelor's degree program, or applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in an applicable master's degree program.

**Applicants are required to submit:**

1. graduate admission application and application fee
2. official transcripts
3. proof of English proficiency
4. written statement

**Additional Application Information**

An applicant whose native language is not English must provide proof of English proficiency regardless of current residency.

**7. Application Review Terms (if applicable session):**

Indicate the **first** term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.

*Note: It is the academic unit's responsibility to display program deadline dates on their website.*

<b>Terms</b>	<b>Years</b>	<b>University Late Fee Deadline</b>
<input checked="" type="checkbox"/> Fall (regular) <input type="checkbox"/> Session B	(year): 2020 (year):	July 1st October 1st
<input checked="" type="checkbox"/> Spring (regular) <input type="checkbox"/> Session B	(year): 2021 (year):	December 1st February 8th
<input type="checkbox"/> Summer (regular)	(year):	May 14th

*Note: Session B is only available for approved online programs.*

**Program admission deadlines website address:** [scetl.asu.edu](http://scetl.asu.edu)

**8. Curricular Requirements:**

**Curricular Structure Breakdown for the Academic Catalog:**

*(To be completed by the Graduate College)*

**36 credit hours and a thesis**

**Required Core (15 credit hours)**

- CEL 501 Literary Leaders (3)
- CEL 503 Classic Texts in Political Philosophy and Justice (3)
- CEL 513 Classic Texts in Leadership and Statesmanship (3)
- CEL 520 Classic Texts in the Foundations of Logic (3)
- CEL 510 Classic Texts in Natural Science and Philosophy (3)

**Restricted Elective (3 credit hours)**

**Open Electives or Research (12 credit hours)**

**Culminating Experience (6 credit hours)**

- CEL 599 Thesis (6)

**Additional Curriculum Information**

For the restricted elective, students select one course from an approved list. Students should see the School of Civic and Economic Thought and Leadership for the most current list. Other courses may be substituted with approval of the academic unit.

Open electives and research are selected in consultation with the academic advisor.

**9. Comprehensive Exams:**

**Master's Comprehensive Exam (when applicable), please select from the appropriate option.**

N/A

**10. Allow 400-level courses:**     **Yes**     **No**

*Note: No more than 6 credit hours of 400-level coursework may be included on a graduate student plan of study.*

**11. Committee:**

Required number of thesis committee members (must be at least 3 including chair or co-chairs): 3

Required number of non-thesis option committee members (must be a minimum of one): N/A

**12. Keywords:** List all keywords that could be used to search for this program. Keywords should be specific to the proposed program – limit 10 keywords.

liberal education; liberal arts; great books; classic texts; leadership; core texts

**13. Area(s) of Interest**

**A. Select one (1) primary area of interest from the list below that applies to this program.**

- |  |   |
|--|---|
| <input type="checkbox"/> <a href="#">Architecture &amp; Construction</a>     | <input type="checkbox"/> <a href="#">Interdisciplinary Studies</a>      |
| <input type="checkbox"/> <a href="#">Arts</a>                                | <input type="checkbox"/> <a href="#">Law &amp; Justice</a>              |
| <input type="checkbox"/> <a href="#">Business</a>                            | <input type="checkbox"/> <a href="#">Mathematics</a>                    |
| <input type="checkbox"/> <a href="#">Communication &amp; Media</a>           | <input type="checkbox"/> <a href="#">Psychology</a>                     |
| <input checked="" type="checkbox"/> <a href="#">Education &amp; Teaching</a> | <input type="checkbox"/> <a href="#">STEM</a>                           |
| <input type="checkbox"/> <a href="#">Engineering &amp; Technology</a>        | <input type="checkbox"/> <a href="#">Science</a>                        |
| <input type="checkbox"/> <a href="#">Entrepreneurship</a>                    | <input type="checkbox"/> <a href="#">Social and Behavioral Sciences</a> |
| <input type="checkbox"/> <a href="#">Health &amp; Wellness</a>               | <input type="checkbox"/> <a href="#">Sustainability</a>                 |
| <input type="checkbox"/> <a href="#">Humanities</a>                          |   |

**B. Select one (1) secondary area of interest from the list below that applies to this program.**

- |  |   |
|--|---|
| <input type="checkbox"/> <a href="#">Architecture &amp; Construction</a> | <input type="checkbox"/> <a href="#">Interdisciplinary Studies</a>      |
| <input type="checkbox"/> <a href="#">Arts</a>                            | <input type="checkbox"/> <a href="#">Law &amp; Justice</a>              |
| <input type="checkbox"/> <a href="#">Business</a>                        | <input type="checkbox"/> <a href="#">Mathematics</a>                    |
| <input type="checkbox"/> <a href="#">Communications &amp; Media</a>      | <input type="checkbox"/> <a href="#">Psychology</a>                     |
| <input type="checkbox"/> <a href="#">Education &amp; Teaching</a>        | <input type="checkbox"/> <a href="#">STEM</a>                           |
| <input type="checkbox"/> <a href="#">Engineering &amp; Technology</a>    | <input type="checkbox"/> <a href="#">Science</a>                        |
| <input type="checkbox"/> <a href="#">Entrepreneurship</a>                | <input type="checkbox"/> <a href="#">Social and Behavioral Sciences</a> |
| <input type="checkbox"/> <a href="#">Health &amp; Wellness</a>           | <input type="checkbox"/> <a href="#">Sustainability</a>                 |
| <input checked="" type="checkbox"/> <a href="#">Humanities</a>           |   |

**14. Contact and Support Information:**

<b>Office Location - Building</b> Code & Room: <i>(Search ASU map)</i>	SS 107
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<b>Campus Telephone Number:</b> (may not be an individual's number)	(480) 965-0155
<b>Program Email Address:</b> (may not be an individual's email)	scetl@asu.edu
<b>Program Website Address:</b> (if one is not yet created, use unit website until one can be established)	scetl.asu.edu
<b>Program Director (Name):</b>	Adam Seagrave
<b>Program Director (ASURITE):</b>	sseagrav
<b>Program Support Staff (Name):</b>	Frank Pina
<b>Program Support Staff (ASURITE):</b>	fpina
<b>Admissions Contact (Name):</b>	Adam Seagrave
<b>Admissions Contact (ASURITE):</b>	sseagrav

15. **Application and iPOS Recommendations:** List the Faculty and Staff who will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

NAME	ASURITE	ADMSN	POS
Adam Seagravae	sseagrav	x	x
Frank Pina	fpina	x	x

**(NEW GRADUATE INITIATIVES)****PROPOSAL PROCEDURES CHECKLIST**

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

- Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals. Please see the academic strategic plan website at: <https://provost.asu.edu/curriculum-development>.**
- Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.**
  - Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
  - For questions regarding proposing new courses, send an email to: [courses@asu.edu](mailto:courses@asu.edu)
- Prepare the applicable proposal template and operational appendix for the proposed initiative.**
- Obtain letters or memos of support or collaboration (if applicable).**
  - when resources (faculty or courses) from another academic unit will be utilized
  - when other academic units or degree programs may be impacted by the proposed request
  - if the program will have an online delivery option support will be required from the Provost's office and ASU Online. *(Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request.)*
- Obtain the internal reviews/approvals of the academic unit.**
  - internal faculty governance review committee(s)
  - academic unit head (e.g. Department Chair or School Director)
  - academic unit Dean or their designee (will submit approved proposal to the [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu) email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

**Additional Recommendations**

All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that the Graduate College strongly recommends that academic units establish after the program is approved for implementation.

- Establish satisfactory academic progress policies, processes and guidelines** – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies) and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.
- Establish a Graduate Student Handbook for the new degree program** – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook, provided to students when they are admitted to the degree program and published on the website for the new degree, gives students this information. To be included in the handbook are the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and a link to the Graduate Policies and Procedures website: [http://graduate.asu.edu/faculty\\_staff/policies](http://graduate.asu.edu/faculty_staff/policies).

APPENDIX II  
UOEEE Approved Assessment Plan

University Office of Evaluation and Educational Effectiveness 09-27-2018  
Academic Program Assessment Plan

**MA in Classical Liberal Education and Leadership**

Status: UOEEE Provisional Approval

Comments: UOEEE Approved

Element Outcome Measure Description

Outcome	1		Students graduating from the MA in Classical Liberal Education and Leadership program will be able to form and effectively communicate persuasive interpretations of classic texts in literature, philosophy, politics, history, and related fields.
Plan_2Concepts	1		Graduates will demonstrate knowledge through persuasive interpretations of classic texts and how they relate to political, social, and leadership challenges of current times.
Plan_3Competencies	1		Students will demonstrate skills necessary for success in the areas of comparative analysis, leadership, and education.
Measure	1	1	Course term papers—assigned for particular courses taken in the program. Faculty-developed rubrics will be used to assess the particular skills, concepts and competencies mentioned.
PC	1	1	90% of students will earn at least a B average in course writing assignments during program completion
Measure	1	2	Students will be given regular written tests based on class readings, which will be scored according to faculty-developed rubrics.
PC	1	2	90% of students will earn at least a B average on written tests based on class readings.
Outcome	2		Students graduating from the MA in Classical Liberal Education and Leadership program will be able to verbally communicate ideas and arguments related to the timeless questions of human existence.
Plan_2Concepts	2		Graduates will demonstrate knowledge of the classic questions related to the human experience and methods of preparing persuasive arguments necessary to be a successful educator, administrator, or leader in any field.
Plan_3Competencies	2		Students will demonstrate skills necessary for successfully communicating persuasive arguments, classic perspectives, and lessons related to the timeless questions of human existence.
Measure	2	1	Oral comprehensive exams and/or oral course final exams taken with faculty members. Faculty-developed rubrics will be used to assess the particular skills, concepts and competencies mentioned.
PC	2	1	90% of students will achieve a passing score in oral examinations
Measure	2	2	Students will be graded on their participation in course discussions according to faculty-developed methods in accordance with established best practices.
PC	2	2	95% of students will earn at least a B grade on course participation.

Element Outcome Measure Description

Outcome	3		Students graduating from the MA in Classical Liberal Education and Leadership program will be able to read and understand classic texts in literature, philosophy, politics, history, and related fields.
Plan_2Concepts	3		Graduates will demonstrate knowledge of the classic texts in literature, philosophy, politics, history, and related fields to successfully lead in educational, civic and business organizations and institutions.
Plan_3Competencies	3		Students will demonstrate skills necessary to be successful in the areas teaching, communication, public service, and business.
Measure	3	1	Participation in course discussions—participation will be a component of course grades. Faculty-developed rubrics will be used to assess the particular skills, concepts and competencies mentioned.
PC	3	1	95% of students will earn a passing grade of C or better in course participation

If you have questions, please e-mail [assessment@asu.edu](mailto:assessment@asu.edu) or call UOEEE at (480) 727-1731.



APPENDIX III

Official Submission and Letters of Collaboration/Support

[The College of Liberal Arts and Sciences – Official Submission](#)

**From:** Kimberly Castillo  
**Sent:** Wednesday, November 20, 2019 10:19 AM  
**To:** Curriculum Planning <CurriculumPlanning@exchange.asu.edu>  
**Cc:** Kyle Rader <kwrader@asu.edu>  
**Subject:** Prog Proposal- MA Classical Liberal Education and Leadership

Hi All,

See attached program proposal for the MA Classical Liberal Education and Leadership, let me know if anything else is needed. Thanks!

Best,

**Kim Castillo**

Academic Success Analyst, Graduate Initiatives

Office of the Dean

The College of Liberal Arts & Sciences

**P:** 480-965-0044 | **E:** [Kimberly.E.Castillo@asu.edu](mailto:Kimberly.E.Castillo@asu.edu)



Mary Lou Fulton Teachers College

10/16/2019

Mall - Adam Seagrave - Outlook

Re: SCETL MA proposal

Adam Seagrave

Wed 5/8/2019 12:59 PM

To: Sherman Dorn <Sherman.Dorn@asu.edu>; Carole Basile <Carole.Basile@asu.edu>

Dear Carole and Sherman,

Thank you for your support in our development of this MA program. I will look forward to discussing collaboration opportunities with you later this summer.

All best,

Adam

**Adam Seagrave**

Associate Professor and Associate Director  
School of Civic and Economic Thought and Leadership  
Associate Director  
Center for Political Thought and Leadership  
Arizona State University

email: [adam.seagrave@asu.edu](mailto:adam.seagrave@asu.edu)

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From: Sherman Dorn

Sent: Tuesday, May 7, 2019 5:26:32 PM

To: Carole Basile; Adam Seagrave

Subject: Re: SCETL MA proposal

Dear Adam,

As Carole says, we support the development of your prospective MA and will be happy to talk about collaboration as you move forward.

Sherman

Yours truly,

**Sherman Dorn**

Professor and Director, Educational Leadership and Innovation

**Arizona State University**

Mary Lou Fulton Teachers College

P.O. Box 37100, Phoenix, AZ 85069-7100

O: 602-543-6379 | [sherman.dorn@asu.edu](mailto:sherman.dorn@asu.edu)

10/16/2019

Mail - Adam Seagrave - Outlook

creating knowledge, mobilizing people and taking action to improve education

---

From: Carole Basile <Carole.Basile@asu.edu>  
Date: Tuesday, May 7, 2019 at 5:25 PM  
To: Adam Seagrave <Adam.Seagrave@asu.edu>  
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>  
Subject: Re: SCETL MA proposal

I'm happy to support the program and am putting you in touch with Sherman Dorn, Division Director, who I'm sure would be happy to discuss.

cb

Carole G. Basile  
Dean  
Arizona State University  
Mary Lou Fulton Teachers College  
P.O. Box 871811, Tempe, AZ 85281-1811  
O: [480.965.3463](tel:480.965.3463) | M: [480.310.6887](tel:480.310.6887)

On May 7, 2019, at 3:39 PM, Adam Seagrave <[Adam.Seagrave@asu.edu](mailto:Adam.Seagrave@asu.edu)> wrote:

Dear Dean Basile,

I'm writing to touch base with you regarding an MA degree proposal that I have been working on--in Classical Liberal Education and Leadership, through SCETL (proposal attached). Our MA is an exclusively primary source, Socratic method-focused program along the lines of the St. John's College integrated liberal arts curriculum. Although many of our students will be K-12 teachers, this MA will be very content-oriented rather than pedagogy-oriented--serving particular kinds of teachers in classical education schools or homeschooling cooperatives who are looking for this very specific sort of curriculum. We would, though, certainly be interested in collaborating with MLFTC and your faculty in offering complementary courses and programs as this MA is implemented.

Please let me know if you'd like to meet sometime to discuss our proposed MA. I am currently seeking letters of support from units with overlapping coverage areas, and hope that you will be supportive of our educational efforts with this program. And I look forward to collaborating in some way with MLFTC on this going forward.

All best,  
Adam

<https://outlook.office.com/mail/search/Id/AAQ&ADRjMWZmNWMyLWVIZmUINDISNI1hZTgzLWU3YWUwNjhiYjYxMwAQAINumZ7H9wtPIk5PIGyftzjg%3D> 2/3

10/16/2019

Mall - Adam Seagrave - Outlook

**Adam Seagrave**

Associate Professor and Associate Director  
School of Civic and Economic Thought and Leadership  
Associate Director  
Center for Political Thought and Leadership  
Arizona State University

email: [adam.seagrave@asu.edu](mailto:adam.seagrave@asu.edu)

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—U.S. News & World Report

<SCETL MA in Classical Liberal Ed and Leadership Proposal SCETL\_KCredits\_032219\_1.doc>

College of Integrative Sciences and Arts

**From:** Fabio Milner  
**Sent:** Thursday, December 19, 2019 12:02 PM  
**To:** Kimberly Castillo <Kimberly.E.Castillo@asu.edu>  
**Cc:** Fabio Milner <milner@asu.edu>  
**Subject:** FW: statement of support request

Dear Kim,

Here is the endorsement from CISA.

Best,  
Fabio

**Fabio Augusto Milner, PhD**  
*Associate Dean of Graduate Initiatives*  
*[The College of Liberal Arts and Sciences](#)*  
*Director of Mathematics for STEM Education*  
*[School of Mathematical and Statistical Sciences](#)*  
**[Arizona State University](#)**



Armstrong Hall, Office 214  
P: 480/965-5877 | F: 480/965-2110  
[milner@asu.edu](mailto:milner@asu.edu)  
URL: <https://thecollege.asu.edu/content/fabio-milner>

**From:** "Duane Roen (Dean)" <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Date:** Thursday, December 19, 2019 at 11:53  
**To:** Fabio Milner <[milner@asu.edu](mailto:milner@asu.edu)>  
**Cc:** Kelli Haren <[Kelli.Haren@asu.edu](mailto:Kelli.Haren@asu.edu)>, Asao Inoue <[asao@asu.edu](mailto:asao@asu.edu)>, Cynthia Rose <[Cynthia.Rose@asu.edu](mailto:Cynthia.Rose@asu.edu)>  
**Subject:** RE: statement of support request  
**Resent-From:** <[milner@asu.edu](mailto:milner@asu.edu)>

Hi, Fabio.

I ran the proposal by Andy Mara and Kevin Ellsworth.

CISA is happy to support your proposal for a new MA in Classical Liberal Education and Leadership.

We are also happy to support all of your course proposals for CEL 501, 503, 510, 513, 520.

By the way, Kevin Ellsworth asked if you'd be willing make CEL 513: Classical Texts in Leadership and Statesmanship available to MS in Organizational Leadership students who need elective credit?

Best,  
Duane

Duane Roen  
Vice Provost, Polytechnic campus  
Dean, College of Integrative Sciences and Arts  
**Arizona State University**  
Mail Code: 2780  
7271 E Sonoran Arroyo Mall  
Mesa, AZ 85212-6415  
P: 480-727-1415

**From:** Fabio Milner  
**Sent:** Tuesday, December 17, 2019 2:32 PM  
**To:** Duane Roen (Dean) <[Duane.Roen@asu.edu](mailto:Duane.Roen@asu.edu)>  
**Cc:** Fabio Milner <[milner@asu.edu](mailto:milner@asu.edu)>  
**Subject:** statement of support request  
**Importance:** High

Dear Duane,

Adam Seagrave (SCETL) is working on a new MA program (Classical Liberal Education and Leadership) that needs a letter of support from CISA. Please find the proposal attached as well as proposals for five courses that will be in the program (CEL 501, 503, 510, 513, 520) that also need a letter of support from CISA. Since they are also asking for program support, this statement needs to come from dean-to-dean communication.

Would you please take a look at the attached materials and give us two statements of support, one in regards to the new MA program and another one for the new courses. The Provost's Office needs to see the statement specifically spell out program support and support of the new courses separately.

Thanks so much,  
Fabio

**Fabio Augusto Milner, PhD**  
*Associate Dean of Graduate Initiatives*  
*[The College of Liberal Arts and Sciences](#)*  
*Director of Mathematics for STEM Education*  
*[School of Mathematical and Statistical Sciences](#)*  
**[Arizona State University](#)**



Armstrong Hall, Office 214  
P: 480/965-5877 | F: 480/965-2110  
[milner@asu.edu](mailto:milner@asu.edu)



Department of English, The College of Liberal Arts and Sciences

Updated letter from March 9, 2020

March 9, 2020

Paul Carrese  
Director and Professor  
School of Civic and Economic Thought and Leadership  
Arizona State University

Dear Paul:

The Department of English supports this new program proposal for a SCETL M.A. in Classical Liberal Education and Leadership. You and I, the unit directors, have agreed to meet at a near future date to discuss how English might develop a comparable ENG course number for CEL 513 so as to allow a few cross-listed ENG seats in the SCETL course.

The Department of English also supports the new courses in the proposed M.A. degree: CEL 501, CEL 503, CEL 510, CEL 513 (which might be cross listed, in future, with an English course) and CEL 520.

Sincerely,



Krista Ratcliffe  
Professor and Chair of English

**School of Historical Philosophical and Religious Studies, The College of Liberal Arts and Sciences****Updated letter from October 29<sup>th</sup> 2019.**

10/29/2019

Mail - Adam Seagrave - Outlook

**Re: SCETL MA in Classical Liberal Education and Leadership**

Richard Amesbury

Tue 10/29/2019 1:11 PM

To: Adam Seagrave &lt;Adam.Seagrave@asu.edu&gt;

Dear Adam,

Many thanks for your and SCETLS's receptivity to these suggestions. I am happy to approve the revised proposal and wish you all the best with the program.

Richard

Richard Amesbury

Director, School of Historical, Philosophical &amp; Religious Studies

Professor of Religious Studies

Arizona State University

---

**From:** Adam Seagrave <Adam.Seagrave@asu.edu>**Date:** Tuesday, October 29, 2019 at 12:22 PM**To:** Richard Amesbury <Richard.Amesbury@asu.edu>**Subject:** Re: SCETL MA in Classical Liberal Education and Leadership

Dear Richard,

Thanks very much for getting back to me so quickly with this response. I'm fine with changing the title of this topics course as your faculty suggest. I've attached the revised proposal here with this change reflected on p. 7 (to "Classic Texts in Faith and Reason").

Would you mind sending me a quick email note confirming that now all issues and concerns have been satisfactorily addressed?

Thanks again,  
Adam

**Adam Seagrave**

Associate Professor and Associate Director  
School of Civic and Economic Thought and Leadership  
Associate Director  
Center for Political Thought and Leadership  
Arizona State University

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**From:** Richard Amesbury <Richard.Amesbury@asu.edu>**Sent:** Monday, October 28, 2019 9:51 AM**To:** Adam Seagrave <Adam.Seagrave@asu.edu>**Subject:** Re: SCETL MA in Classical Liberal Education and Leadership

10/29/2019

Mail - Adam Seagrave - Outlook

Dear Adam,

Thanks very much for this. It looks like most of the concerns raised by faculty in SHPRS have been satisfactorily addressed. The only point I would inquire about is whether it might be possible to change the CEL 598 topic "Classic Texts in Philosophy and World Religions" to "Classic Texts in Faith and Reason." The addition of "Classic Texts in" goes some way to addressing the concerns of faculty in SHPRS, but part of what the Religious Studies area were concerned about was the use of "world religions" – one of their areas of focus – in the title of this particular topic. The other issues seem to have been resolved.

Thanks again,  
Richard

Richard Amesbury  
Director, School of Historical, Philosophical & Religious Studies  
Professor of Religious Studies  
Arizona State University

---

**From:** Adam Seagrave <Adam.Seagrave@asu.edu>  
**Date:** Friday, October 25, 2019 at 10:59 AM  
**To:** Richard Amesbury <Richard.Amesbury@asu.edu>  
**Subject:** SCETL MA in Classical Liberal Education and Leadership

Dear Richard,

I'm sending the attached, revised version of our proposal for the MA in Classical Liberal Education and Leadership in which we have attempted to respond thoroughly to each of the letters of impact we have received from colleagues in other units.

We would very much appreciate it if you could look it over and send a quick note to confirm that we have satisfactorily addressed or responded to your questions and concerns. This will be helpful to the members of various committees in their timely evaluation of our revised proposal.

If at all possible, it would be most helpful to receive your response at least before November 8th.

Please feel free to let me know if you have any questions or concerns.

Thank you and all best,

Adam

**Adam Seagrave**  
Associate Professor and Associate Director  
School of Civic and Economic Thought and Leadership  
Associate Director  
Center for Political Thought and Leadership  
Arizona State University

email: [adam.seagrave@asu.edu](mailto:adam.seagrave@asu.edu)

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## Initial Exchange

Dear Paul,

Thank you for consulting with SHPRS on SCETL's proposed MA in Classical Liberal Education and Leadership. I appreciate your allowing us the opportunity to discuss the proposal within our three faculty areas now that the new semester has gotten underway. SHPRS supports the program and recognizes that it aims to offer something different than what we offer but would like to register the following caveats and concerns, which I have grouped according to discipline:

For its part, **History** welcomes the program, provided that:

- a. It will not be publicized or marketed as offering graduate work in history or historical methodology, and
- b. It will not be offered online without a further round of impact letters.

My understanding is that these concerns were conveyed during a meeting of our History leadership with Adam Seagrave, who reassured the historians that the program was on-ground and would not be marketed as a history program.

History also wanted to clarify that CEL 513: Historical Leadership and Statesmanship had a focus different from that of a HIST course. Perhaps this could be achieved by changing "Historical" to "Historic" in the title.

Our **Philosophy** faculty are also supportive and note that the planned courses that cover philosophical texts do not duplicate ones currently offered by Philosophy, and that the SCETL MA is aimed at a different demographic than is our Philosophy MA. They expressed the hope that SCETL would be open to allowing some of our own graduate students to enroll in some of these courses. (Our PhD students in Philosophy are required to take some non-PHI coursework.)

Philosophy does, however, encourage SCETL to consider revising the course titles of CEL 503: Politics and Justice and CEL 510: Natural Science and Philosophy to make clearer that the courses are geared around "Historical Ideas in..." or "Classical Texts in..." or "Ancient and Modern Concepts of..." Clarifying the distinctive content of these courses in the titles would, it is hoped, help to set them apart. Partly this is simply a matter of managing student expectations. For example, although it is clear to those who already have a classical education that "natural philosophy" anticipates what today is called "science," incoming students (particularly those not already in the SCETL program) might benefit from a title that clearly identifies the content and distinguishes it from what Philosophy offers. (For instance, Philosophy currently offers "Studies in Philosophy of Science.")

Finally, **Religious Studies** also welcomes the proposed MA program but voiced concerns about the title of the proposed course CEL 598 Topic: Philosophy and World Religions. The faculty in Religious Studies oppose the use of the phrase "World Religions" (as well as "Western Religion") in the title, because those designations overlap with REL offerings (e.g., REL 391: Historical Perspectives on Philosophy and Religion; REL 385: Contemporary Western Religious Thought; REL 310: Western Religious Traditions). They suggest the alternate title "Faith and

Reason.” The latter title has the additional advantages (a) of more closely fitting the language of the proposed course description and (b) of not using the term “Philosophy.”

To sum up, SHPRS welcomes the program but would like to see some revisions of course titles and understands this impact letter to pertain only to the proposed on-ground degree.

Sincerely,  
Richard

Richard Amesbury  
Director, School of Historical, Philosophical & Religious Studies  
Professor of Religious Studies  
Arizona State University

In response to the points Richard raises in this letter:

- It will not be publicized or marketed as offering graduate work in history or historical methodology
- It will not be offered fully online without a further round of impact letters. As discussed during our in-person meeting, our plan is for this to remain permanently a hybrid program, with some online courses and some required on-ground courses
- The title of CEL 513 has been changed to “Classic Texts in Historical Leadership and Statesmanship,” which we believe will sufficiently distinguish this course from a HIST course
- In response to Philosophy’s suggestion regarding course title changes: we have changed the course titles for all of our core courses and many of our proposed elective courses to begin with the phrase “Classic Texts in...” as the Philosophy faculty suggest. We agree that this will help to distinguish our CEL courses from those offered in other units. And we will certainly welcome any interested Philosophy graduate students into our courses, as well as encourage our students to take Philosophy courses.
- In response to the Religious Studies concern regarding our CEL 598 elective course involving philosophy and religion, we have changed the title to “Classic Texts in Philosophy and Religion,” dropping “World Religions” and adding “Classic Texts.” This seemed desirable to us since it is in line with the direction of alteration for our other course titles, and may be expected to sufficiently distinguish this course from those offered in Religious Studies.

Watts College of Public Service and Community Solutions

From: [Fabio Milner](#)  
To: [Kimberly Castillo](#)  
Cc: [Fabio Milner](#)  
Subject: FW: letter of support  
Date: Thursday, January 23, 2020 5:01:14 PM  
Attachments: [image001.png](#)

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FYI

**Fabio Augusto Milner, PhD**

*Associate Dean of Graduate Initiatives*  
*[The College of Liberal Arts and Sciences](#)*  
*Director of Mathematics for STEM Education*  
*[School of Mathematical and Statistical Sciences](#)*  
[Arizona State University](#)



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URL: <https://clas.asu.edu/content/fabio-milner>

---

From: William Terrill <[wcterrill@gmail.com](mailto:wcterrill@gmail.com)>  
Date: Thursday, January 23, 2020 at 4:59 PM  
To: Fabio Milner <[milner@asu.edu](mailto:milner@asu.edu)>  
Subject: Re: letter of support  
Resent-From: <[milner@asu.edu](mailto:milner@asu.edu)>

Good Afternoon Fabio,

The Watts College of Public Service and Community Solutions is supportive of the new proposed degree titled "Classical Liberal Education and Leadership."

Best regards,

Bill

William Terrill, PhD  
Arizona State University  
Interim Associate Dean, Watts College of Public Service and Community Solutions  
Professor, School of Criminology & Criminal Justice  
Co-Editor, *Policing: A Journal of Policy & Practice*



On Wed, Jan 15, 2020 at 4:02 PM Fabio Milner <[milner@asu.edu](mailto:milner@asu.edu)> wrote:

Dear William,

Adam Seagrave (SCETL) is working on a new MA program (Classical Liberal Education and Leadership) and we've been asked by the Graduate College to provide a letter of support from Watts College. Please find the proposal attached as well the five core courses that will be in the program (CEL 501, 503, 510, 513, 520). Since they are requesting program support, it is my understanding that this statement needs to come from our dean-to-dean communication.

Would you please take a look at the attached materials and provide a statement of support in regards to the program? If you need any additional materials to assist with your review please let me know.

The proposal is in the process of being reviewed at Graduate College and we'd like to request your review and statement by the end of next week (January 24<sup>th</sup>) if possible. If this is not possible, please let me know.

Thanks so much,  
Fabio

Fabio Augusto Milner, PhD  
*Associate Dean of Graduate Initiatives*  
[The College of Liberal Arts and Sciences](#)  
*Director of Mathematics for STEM Education*  
[School of Mathematical and Statistical Sciences](#)  
[Arizona State University](#)



Armstrong Hall, Office 214  
P: 480/965-5877 | F: 480/965-2110  
[milner@asu.edu](mailto:milner@asu.edu)  
URL: <https://thecollege.asu.edu/content/fabio-milner>

New College of Interdisciplinary Arts and Sciences

1/14/2020

Mail - Adam Seagrave - Outlook

**RE: MA degree proposal statement of support request**

Stacey Kimbell &lt;kimbell@asu.edu&gt;

Fri 1/10/2020 1:48 PM

**To:** Adam Seagrave <Adam.Seagrave@asu.edu>**Cc:** Patricia Friedrich <Patricia.Friedrich@asu.edu>

Good afternoon Adam,

Thank you for your patience. New College has reviewed the proposal for a Master's degree in Classical Liberal Education and Leadership by the School of Civic and Economic Thought and Leadership. Overall, we think this is a solid proposal whose need and market niche are clearly defined. We see no significant impingement on our mission. We are happy to support your proposal. If you have any questions, please don't hesitate to reach out to Associate Dean Patricia Friedrich, copied here.

Sincerely,  
Stacey

**Stacey Kimbell**

Executive Assistant to the Vice Provost and Dean

Todd Sandrin

**New College | Arizona State University**

P.O. Box 37100, M/C 1251

Phoenix, AZ 85069-7100

602-543-6150

[skimbell@asu.edu](mailto:skimbell@asu.edu)

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**From:** Adam Seagrave**Sent:** Monday, December 16, 2019 3:36 PM**To:** Stacey Kimbell <kimbell@asu.edu>**Subject:** Re: MA degree proposal statement of support request

Sounds great. Thank you, Stacey.

All best,

Adam

**Adam Seagrave**

Associate Professor and Associate Director  
School of Civic and Economic Thought and Leadership  
Associate Director  
Center for Political Thought and  
Leadership **Arizona State University**

**email:** [adam.seagrave@asu.edu](mailto:adam.seagrave@asu.edu)

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Thunderbird School of Global Management

**From:** [Fabio Milner](#)  
**To:** [Lena Booth](#)  
**Cc:** [Fabio Milner](#); [Kyle Rader](#)  
**Subject:** Re: letter of support  
**Date:** Thursday, January 16, 2020 1:31:48 PM  
**Attachments:** [image001.png](#)  
[image003.png](#)  
[image004.png](#)

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Thanks so much, Lena, for the quick response and support.

Best,  
Fabio

**Fabio Augusto Milner, PhD**  
*Associate Dean of Graduate Initiatives*  
[The College of Liberal Arts and Sciences](#)  
*Director of Mathematics for STEM Education*  
[School of Mathematical and Statistical Sciences](#)  
[Arizona State University](#)



Armstrong Hall, Office 214  
P: 480/965-5877 | F: 480/965-2110  
[milner@asu.edu](mailto:milner@asu.edu)  
URL: <https://thecollege.asu.edu/content/fabio-milner>

---

**From:** Lena Booth <[Lena.Booth@thunderbird.asu.edu](mailto:Lena.Booth@thunderbird.asu.edu)>  
**Date:** Wednesday, January 15, 2020 at 20:37  
**To:** Fabio Milner <[milner@asu.edu](mailto:milner@asu.edu)>  
**Subject:** Re: letter of support  
**Resent-From:** <[milner@asu.edu](mailto:milner@asu.edu)>

Dear Fabio:

Congratulations on this new MA program! It looks very interesting! Thunderbird supports it wholeheartedly and wishing you all the success.

Lena

Lena C. Booth, Ph.D. | Associate Dean of Academic Programs and Finance Professor | Thunderbird School of Global Management | 400 E Van Buren, Suite 800 | Phoenix, AZ 85004 | Phone: 602-496-7061 |  
Email: [lena.booth@thunderbird.asu.edu](mailto:lena.booth@thunderbird.asu.edu) | Website: <http://www.thunderbird.edu>

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*Times Higher Education/Wall Street Journal 2019*



*Thunderbird is a unit of the Arizona State University Knowledge Enterprise*

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**From:** Fabio Milner <milner@asu.edu>  
**Date:** Wednesday, January 15, 2020 at 3:58 PM  
**To:** Lena Booth <Lena.Booth@thunderbird.asu.edu>  
**Cc:** Fabio Milner <milner@asu.edu>  
**Subject:** letter of support

Dear Lena,

Adam Seagrave (SCETL) is working on a new MA program (Classical Liberal Education and Leadership) and we've been asked by the Graduate College to provide a letter of support from Thunderbird. Please find the proposal attached as well the five core courses that will be in the program (CEL 501, 503, 510, 513, 520). Since they are requesting program support, it is my understanding that this statement needs to come from our dean-to-dean communication.

Would you please take a look at the attached materials and provide a statement of support in regards to the program? If you need any additional materials to assist with your review please let me know.

The proposal is in the process of being reviewed at Graduate College and we'd like to request your review and statement by the end of next week (January 24<sup>th</sup>) if possible. If this is not possible, please let me know.

Thanks so much,  
Fabio

**Fabio Augusto Milner, PhD**  
*Associate Dean of Graduate Initiatives*  
[The College of Liberal Arts and Sciences](#)  
*Director of Mathematics for STEM Education*  
[School of Mathematical and Statistical Sciences](#)  
[Arizona State University](#)



School of Politics and Global Studies, The College of Liberal Arts and Sciences

Updated letter October 29<sup>th</sup>, 2019

10/29/2019

Mail - Adam Seagrave - Outlook

Re: SCETL MA in Classical Liberal Education and Leadership

Cameron Thies

Fri 10/25/2019 12:37 PM

To: Adam Seagrave <Adam.Seagrave@asu.edu>

Yes, this looks fine, Adam.

Best,  
Cameron

Cameron G. Thies  
Professor and Director  
School of Politics and Global Studies  
Arizona State University

---

**From:** Adam Seagrave <Adam.Seagrave@asu.edu>

**Date:** Friday, October 25, 2019 at 11:02 AM

**To:** Cameron Thies <CAMERON.THIES@asu.edu>

**Subject:** SCETL MA in Classical Liberal Education and Leadership

Dear Cameron,

I'm sending the attached, revised version of our proposal for the MA in Classical Liberal Education and Leadership in which we have attempted to respond thoroughly to each of the letters of impact we have received from colleagues in other units.

We would very much appreciate it if you could look it over and send a quick note to confirm that we have satisfactorily addressed or responded to your questions and concerns. This will be helpful to the members of various committees in their timely evaluation of our revised proposal. With respect to SPGS, we changed a core course title (to "Classic Texts in Political Philosophy and Justice") and responded to the concern about duplication of the two-course political theory graduate sequence.

Please feel free to let me know if you have any questions or concerns.

Thank you and all best,

Adam

**Adam Seagrave**

Associate Professor and Associate Director  
School of Civic and Economic Thought and Leadership  
Associate Director  
Center for Political Thought and Leadership  
Arizona State University

email: [adam.seagrave@asu.edu](mailto:adam.seagrave@asu.edu)

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**Initial Exchange**

Re: letter of support request

Cameron Thies

Tue 9/24/2019 11:54 AM

To: Adam Seagrave <Adam.Seagrave@asu.edu>

Cc: Susan Kells <Susan.Kells@asu.edu>; Kyle Rader <kwrader@asu.edu>

Okay, I suppose it was the last point you raise that wasn't clear in the proposal: how this course fits in with the other courses in the program. It just looked like a regular political theory course from the syllabus.

Best,  
Cameron

**Cameron G. Thies**

President, International Studies Association

Professor & Director

School of Politics & Global Studies

Arizona State University

6748 Lattie F. Coor Hall

P.O. Box 8733902

Tempe, AZ 85287

p: [480-727-2518](tel:480-727-2518) f: [480-985-3929](tel:480-985-3929)

email: [cameron.thies@asu.edu](mailto:cameron.thies@asu.edu)

web: <https://qgs.clas.asu.edu/>

---

**From:** Adam Seagrave <[Adam.Seagrave@asu.edu](mailto:Adam.Seagrave@asu.edu)>

**Date:** Tuesday, September 24, 2019 at 10:28 AM

**To:** Cameron Thies <[CAMERON.THIES@asu.edu](mailto:CAMERON.THIES@asu.edu)>

**Cc:** Susan Kells <[Susan.Kells@asu.edu](mailto:Susan.Kells@asu.edu)>, Kyle Rader <[kwrader@asu.edu](mailto:kwrader@asu.edu)>

**Subject:** Re: letter of support request

Dear Cameron,

Thank you for taking a look at this course and the MA proposal. We appreciate your general support of the MA program as a whole, as well as your particular questions regarding the CEL 503 course: Classic Texts in Political Philosophy and Justice.

I understand your concern here, and you're right that there is certainly substantial overlap between this single proposed course and these two POS courses taken together. I spoke with Avital in the hallway about this the other day. There are three considerations I would raise in response to the question of value added:

- It is a significant difference that our CEL 503 course is a single course as opposed to two: due to the nature of this degree program, it wouldn't make sense for us to require two courses in the history of political philosophy
- The two existing POS courses don't cover the medieval period--particularly Aquinas--as our CEL course does
- As a core course in the degree program, it is important that CEL 503 be integrated intentionally with the other courses in the program, which will distinguish it substantially from the two POS



courses with overlapping content

I believe these points speak to the question you raise. And certainly, if any of our students in this course are interested in pursuing more focused study of one of these two periods in one of your POS courses, we will encourage them to do so as an elective in the program.

All best,  
Adam

**Adam Seagrave**

Associate Professor and Associate Director  
School of Civic and Economic Thought and Leadership  
Associate Director  
Center for Political Thought and Leadership  
Arizona State University

email: [adam.seagrave@asu.edu](mailto:adam.seagrave@asu.edu)

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**From:** Cameron Thies <[CAMERON.THIES@asu.edu](mailto:CAMERON.THIES@asu.edu)>  
**Sent:** Tuesday, September 17, 2019 8:07 AM  
**To:** Adam Seagrave <[Adam.Seagrave@asu.edu](mailto:Adam.Seagrave@asu.edu)>  
**Cc:** Susan Kells <[Susan.Kells@asu.edu](mailto:Susan.Kells@asu.edu)>; Kyle Rader <[kwrader@asu.edu](mailto:kwrader@asu.edu)>  
**Subject:** Re: letter of support request

Dear Adam,

In general, we support your creation of the MA in Classical Liberal Education and Leadership. However, after looking over the proposed SCETL 503 course and our own course offerings, particularly POS 540 and 541 (descriptions included below), my graduate committee has a few questions and lingering concerns. Principally, the proposed class seems to be a traditional political theory course. It overlaps significantly with both our 540 and 541 classes. Based on the syllabus provided, it would appear to compress the literature included in the two core political theory courses we offer within a single course.

Where the proposed course differs perhaps is that it is ostensibly organized around the concept of justice, though the description provided also states that the course touches on rights, liberty, the common good, etc. This would seem to dilute the focus on justice as the organizing concept. Ultimately, we would like some clarification on what would distinguish this course from a broad survey of political philosophy across the major historical periods specified. In particular, it would be helpful to see how the substantive focus of the course might depart from the survey courses we already offer.

We would not necessarily oppose approval of this course, but would very much like to see some additional clarification on the points above. Namely, what is the value added of this course over what SPGS already provides?

**Ancient Political Theory (540)**

**Course Description:**

Surveys the historical and philosophical developments in political thinking from the ancient Greeks up to the Renaissance. The world studied predominantly is one of profound political conflict and change. Moves from the Greek cities to the edge of modern political developments. The movement encompasses the political transformation from city-states to empires to the establishment of an overarching Christian world order that balances secular and sacred power, only to be challenged if not foundationally shaken by Machiavelli and realism.

Modern Political Theory (541)

Course Description:

Surveys the development of modern political thought from Machiavelli--through Hobbes, Locke, Hume, Rousseau, Burke, Kant, Montesquieu, Constant, Bentham, Mill, and Hegel--to Marx. Focuses on the primary writings of these thinkers as well as reading secondary literature. In addition to focusing on the distinctive contribution and relevance of individual thinkers, further explores certain recurring themes among which are the following: Are freedom and equality foes or friends? What allegiance do we owe the state and why? Do we have rights against the state? What is a just state? Is private property essential to individual liberty? Do laws enhance or threaten liberty? Is self-interest an adequate basis for political allegiance? Why should we pursue the common good, if at all? Are self-interest and the common good reconcilable?

Best,  
Cameron

**Cameron G. Thies**

President, International Studies Association  
Professor & Director  
School of Politics & Global Studies  
Arizona State University

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email: [cameron.thies@asu.edu](mailto:cameron.thies@asu.edu)  
web: <https://pgs.clas.asu.edu/>

---

**From:** Adam Seagrave <[Adam.Seagrave@asu.edu](mailto:Adam.Seagrave@asu.edu)>  
**Date:** Monday, September 16, 2019 at 5:49 AM  
**To:** Cameron Thies <[CAMERON.THIES@asu.edu](mailto:CAMERON.THIES@asu.edu)>  
**Cc:** Susan Kells <[Susan.Kells@asu.edu](mailto:Susan.Kells@asu.edu)>, Reed Wood <[reed.wood@asu.edu](mailto:reed.wood@asu.edu)>  
**Subject:** Re: letter of support request

Hi Cameron,

I've attached the degree proposal draft (please ignore the various highlighting and comments relating to cosmetic changes still to be made) and the syllabus for 503. I'm not sure which 540 you are referring to? Perhaps Susan can help me if I'm not recalling something with this.

All best,  
Adam

**Adam Seagrave**

Associate Professor and Associate Director  
School of Civic and Economic Thought and Leadership  
Associate Director  
Center for Political Thought and Leadership  
Arizona State University

email: [adam.seagrave@asu.edu](mailto:adam.seagrave@asu.edu)

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School of International Letters and Cultures, The College of Liberal Arts and Sciences

Updated letter October 28<sup>th</sup>, 2019

10/29/2019

Mail - Adam Seagrave - Outlook

Re: SCETL MA in Classical Liberal Education and Leadership

Nina Berman

Mon 10/28/2019 8:39 AM

To: Adam Seagrave <Adam.Seagrave@asu.edu>

Cc: Michael Tueller <mike\_tueller@asu.edu>

Dear Adam,

Mike reviewed the proposal carefully. He wrote:

"Just one error, probably a typo. (This error might have been mine, in my note to them.) "GRK 498" should, of course, be "GRK 598."

Otherwise we are good.

Thank you!

Nina

\*\*\*\*\*

**Nina Berman, Director**

School of International Letters and Cultures; Arizona State University; Languages & Literatures Building (LL 440); 851 S. Cady Mall; PO Box 870202; Tempe, AZ 85287-0202

Affiliate, School for the Future of Innovation in Society

<https://silc.asu.edu>; GIVE <https://silc.asu.edu/give>

<http://ninaaberman.wordpress.com/>



---

**From:** Adam Seagrave <Adam.Seagrave@asu.edu>

**Date:** Friday, October 25, 2019 at 11:03 AM

**To:** Nina Berman <Nina.Berman@asu.edu>

**Cc:** Michael Tueller <mike\_tueller@asu.edu>

**Subject:** SCETL MA in Classical Liberal Education and Leadership

Dear Nina and Mike,

I'm sending the attached, revised version of our proposal for the MA in Classical Liberal Education and Leadership in which we have attempted to respond thoroughly to each of the letters of impact we have received from colleagues in other units.

We would very much appreciate it if you could look it over and send a quick note to confirm that we have satisfactorily addressed or responded to your questions and concerns. This will be helpful to the members of various committees in their timely evaluation of our revised proposal.

If at all possible, it would be most helpful to receive your response at least before November 8th.

Please feel free to let me know if you have any questions or concerns.

Initial letter September 6<sup>th</sup> 2019



September 6, 2019

Paul Carrese, Director  
School of Civic and Economic Thought and Leadership

RE: Master's program in Classical Liberal Education and Leadership

The School of International Letters and Cultures (SILC) supports the establishment of a new Master's program in Classical Liberal Education and Leadership, to be offered through the School of Civic and Economic Thought and Leadership (SCETL).

We are particularly excited to participate in the elective courses that will be offered by SILC, including four new courses to be established by us (GRK/SLC 4XX/5XX, Tragedy and Comedy in the Greek Polis; GRK/LAT/SLC 4XX/5XX, Greco-Roman Ideas of Leadership and Politics; GRK/LAT/SLC 4XX/5XX, The Classical Tradition; and GRK 4XX/5XX, Advanced Greek), along with one course to which a graduate component will be added (LAT 421/5XX, Advanced Latin).

Sincerely yours,



Nina Berman  
Director, School of International Letters and Cultures

**College of Liberal Arts and Sciences** School of International Letters and Cultures  
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