



The Case for the University-Model®

There is a question every parent eventually asks, usually sometime around the third year of homeschooling or the first year of high school: How do I give my child the structure and expertise of a classroom without losing the formation that happens at home?

The University-Model® offers a useful answer to that question.

What the University-Model® Actually Is

The University Model® is a hybrid approach to education that divides the week between structured classroom instruction and guided home education. Students attend school two or three days a week, receiving direct teaching from subject-matter experts. On the remaining days, they work through assignments at home under parental supervision.

The name is not accidental. Medieval universities operated on a similar logic: a master taught, students listened, and then they went away to wrestle with the material on their own before returning to recite, discuss, and defend what they had learned. The rhythm of instruction and independent work was not a scheduling compromise. It was a pedagogical conviction. Understanding requires both transmission and digestion.

University-Model® schools recover that conviction and apply it within a classical and Christian context. Parents are not replaced. They are restored to their proper role as the primary educators of their children, supported by teachers who bring genuine expertise to subjects that demand it.

Why the Division of Labor Matters

Parents who love their children and take education seriously often discover that love and seriousness are not sufficient substitutes for training, depth, and time. A parent who is genuinely equipped to teach literature and history may not be equally equipped to teach upper-level mathematics or chemistry. The University-Model® addresses this honestly. It puts trained teachers in front of students for the subjects where trained teachers make a measurable

difference, while keeping parents actively involved in the daily rhythm of education rather than handing it off entirely.

Home instruction days are not glorified study hall. They are the place where the lesson becomes learning. A student who heard a lecture on Monday has to return to that material on Tuesday and work through it, ask questions, struggle, and figure out what she actually understands and what she does not. That process, done under a parent's care, produces a different kind of student than one who moves from class to class, always in the presence of a teacher and never required to think alone.

The Formation That Follows

There is a character dimension here that is easy to miss. Independent work, done consistently over years, builds something that no classroom period can manufacture on its own: self-discipline, intellectual initiative, and the capacity to manage one's own time and attention. These are not peripheral virtues. They are the habits on which a productive adult life depends.

University-Model® students learn early that the teacher is not always present, that the work does not disappear when the bell rings, and that their own effort on ordinary afternoons determines what they are able to do in front of others. That is a formative truth worth learning before a student arrives on a college campus where no one is going to remind him to do anything.

For Christian families, the model carries an additional benefit. Home days—called satellite days at Citadel—are not empty of formation. They are days when parents can connect what their children are learning to what the family believes, where a history lesson becomes a conversation about providence and a logic exercise becomes a lesson in intellectual honesty. Scripture has always demanded careful readers. The University-Model®, by keeping parents inside the educational process rather than outside it, gives families the daily contact with their children's minds that genuine discipleship requires.

What This Requires

The University-Model® asks more of parents than simply dropping a child at the door. It asks parents to show up every day as real participants in their children's education, to know what is being studied, to supervise the work, and to treat home instruction days with the same seriousness as classroom days. It asks students to work without constant supervision and to bring genuine effort to the material on their own.

Families who commit to that tend to find something worth the effort: students who know how to receive instruction and how to work independently, who have teachers who know them well and parents who are engaged with them daily, and who carry into adulthood the habits of mind that genuine learning requires.

That combination is rarer than it should be, but Citadel exists to provide it!