

CHRISTENDOM COLLEGE

CENTER FOR EDUCATIONAL
PHILOSOPHY & LEADERSHIP

Academic Bulletin Fall 2025

Table of Contents

THE MISSION OF CHRISTENDOM COLLEGE	3
THE CENTER FOR EDUCATIONAL PHILOSOPHY & LEADERSHIP	3
DEGREE PROGRAMS	3
M.ED. IN CLASSICAL EDUCATION DEGREE PLAN	4
M.Ed. In Classical Education Degree Cycle.....	4
M.Ed. Course Requirements and Descriptions.....	4
Ed.D. IN EDUCATIONAL LEADERSHIP DEGREE PLAN.....	6
Ed.D. in Educational Leadership Degree Cycle	6
Ed.D. Course Requirements and Descriptions.....	6
ADMISSIONS	9
Requirements	9
Transfer Credit	10
GRADUATION REQUIREMENTS.....	11
GRADING POLICY	11
Minimum Standard	11
Grade Appeals	11
Incomplete Grading Policy	11
ACADEMIC POLICIES	12
Grievance and Complaint Procedures.....	12
Informal Student Complaints	12
Academic Ethics Policy.....	13
Academic Probation	14
Academic Dismissal.....	15
Deferral or Leave of Absence.....	15
Readmission or Reinstatement	15
Adding, Dropping and Changing Classes	16
Withdrawal (Including Medical Withdrawal).....	16
Student Access to Records	17
Receipt of Handbook and Policies.....	17
ABOUT CHRISTENDOM COLLEGE	18

THE MISSION OF CHRISTENDOM COLLEGE

Christendom College is a Catholic coeducational college institutionally committed to the Magisterium of the Roman Catholic Church.

The College provides a Catholic liberal arts education, including an integrated core curriculum grounded in natural and revealed truth, the purpose of which at both the undergraduate and graduate levels is to form the whole person for a life spent in the pursuit of truth and wisdom. Intrinsic to such an education is the formation of moral character and the fostering of the spiritual life. This education prepares students for their role as faithful, informed, and articulate members of Christ's Church and society.

The particular mission of Christendom College, both at the undergraduate and graduate levels, is “to restore all things in Christ,” by forming men and women to contribute to the Christian renovation of the temporal order. This mission gives Christendom College its name.

THE CENTER FOR EDUCATIONAL PHILOSOPHY & LEADERSHIP

Christendom College's Center for Educational Philosophy & Leadership prepares teachers, administrators, and aspiring leaders to transform Catholic education in America. The CEPL offers an M.Ed. in classical education and an Ed.D. in educational leadership via synchronous online classes. These degrees are not a catechized version of modern educational theory. They are a means of renewing and repropounding the time-tested truths of liberal education in primary, secondary, and post-secondary education. These programs engage with modern theories of education to better understand their origins and foundational principles and why those propositions fundamentally fall short of true liberal education. We ground scholars and practitioners in the anthropology, philosophy, history, and theology of education and leadership so they can be prepared to engage with modern educational theory and share the truth of liberal education with those they teach, serve, and work alongside. This program aims to equip leaders who can restore Catholic education through the liberal arts and the Catholic intellectual tradition.

DEGREE PROGRAMS

The Center for Educational Philosophy and Leadership offers a two-year M.Ed. in classical education and a three-year Ed.D. in educational leadership. Both degrees are delivered entirely via online, synchronous instruction. The M.Ed. program allows for part-time and full-time students to take courses at their own pace. The Ed.D. program is full-time and groups students into cohorts that progress through the degree program together. Students in these degree programs should hold a bachelor and/or master degree, have worked in the field of education, or have experience in educational research. These degree programs are for those seeking to be formed and grounded in time-tested principles of liberal education, virtuous leadership, and human anthropology.

M.ED. IN CLASSICAL EDUCATION DEGREE PLAN

The M.Ed. in classical education is an online full-time/part-time program consisting of 30 credit hours (ten three-credit courses) geared for teachers, administrators, and those interested in the philosophy of education and the Catholic intellectual tradition. Emphasizing the philosophy of education, the program will be centered on the history, principles, pedagogy, and methods of the traditional liberal arts approach to education.

M.Ed. In Classical Education Degree Cycle

Semester	Courses
Fall 1	EDUC601 Philosophy of Education (3) EDUC603 History of Education I (3)
Spring 1	EDUC603 Introduction to the Liberal Arts (3) EDUC604 History of Education II (3)
Summer 1	EDUC605 Child Development (3) EDUC606 Teaching and Learning (3)
Fall 2	EDUC607 Classroom Management and Discipline (3) EDUC608 Curriculum and Assessment (3)
Spring 2	EDUC609 Virtue and Leadership (3) EDUC699 Capstone Project (3)

M.Ed. Course Requirements and Descriptions

EDUC601 Philosophy of Education

Description: This course examines the nature of the human person, which constitutes the foundation of education. Students will study the mind, will, passions, imagination, and memory. Central to this study will be the pursuit of virtue and authentic human flourishing. This course draws on the ancient and proven sources of human experience, especially found in the works of Thomas Aquinas.

EDUC602 History of Education I

Description: Description: This course studies the rise and development of the progressive education movement in the United States from 1890-1990, including the philosophy of John Dewey, the rise of the social efficiency movement, and various key figures and ideas.

EDUC603 Introduction to the Liberal Arts

Description: This course introduces students to the history, principles, and methods of the liberal arts, including the Christian acquisition of Greek wisdom, the rise of the universities, the fundamentals of the trivium and quadrivium, as well as the recent resurgence of the classical approaches.

EDUC604 History of Education II

Description: This course undertakes a study of the development of education in the Christian tradition, beginning with the Christian acquisition of Greek wisdom, the development of the universities, and the rise of the trivium and quadrivium.

EDUC605 Child Development

Description: This course provides an in-depth examination of the cognitive, social, and ethical development of the human person. Participants will analyze key developmental theories, focusing on both traditional frameworks and contemporary contributions from scholars such as Piaget, Erikson, and Vygotsky, along with theories related to social-emotional learning. Additionally, students will engage in discussions on critical developmental topics that address the ongoing debate of "nature versus nurture."

EDUC606 Teaching and Learning

Description: Teaching and Learning introduces students to different philosophies of education, considering teaching methodology and the ways in which students learn, drawing on both classical and modern pedagogies. Topics include the student-teacher relationship, memory, experience, outcomes, cultural sensitivity, the role of different teaching/learning styles, and the importance of the liberal arts.

EDUC607 Classroom Management and Discipline

Description: This course equips teachers with the principles and practices of effective classroom management rooted in the classical tradition. Students will explore techniques for cultivating order, fostering virtue, and creating a learning environment that reflects the values of respect, responsibility, and self-discipline.

EDUC608 Curriculum and Assessment

Description: This course examines principles of assessment and curriculum development within context of a liberal arts education, focusing on virtue, integrating traditional and contemporary models. Students will learn to design assessments aligned with the trivium and classical pedagogical aims. The course emphasizes ethical and anthropological considerations in assessment and aims to foster holistic student development through formative and summative evaluations.

EUDC 609 Virtue and Leadership

Description: This course examines the role of virtue in classical and Christian theories of leadership and its foundations in Aristotelian thought and the notion of authentic human flourishing. Various modern theories of leadership will also be examined within their psychological and anthropological contexts.

EDUC699 Capstone Project

Description: This course provides a culminating experience for students to apply the knowledge and skills they have gained in the program. They will produce a presentation and paper to highlight their work, comprised of a focused, in-depth research project or practical intervention within their area of specialization demonstrating their ability to critically analyze educational issues and contribute

meaningfully to the field; this project typically includes a written paper and a presentation to showcase their work

Ed.D. IN EDUCATIONAL LEADERSHIP DEGREE PLAN

The Ed.D. in Educational Leadership is an online, cohort-based program consisting of 54 credit hours (18 three-credit courses). The Ed.D. in Educational Leadership is designed to provide students with a comprehensive formation in leadership, research, and institutional management. The structured three-year degree cycle ensures that students progressively build expertise in educational theory, research methodology, ethical leadership, and administrative strategy while making steady progress toward completing their dissertation. The program's design integrates classical philosophical principles with modern leadership and research methodologies, making it uniquely suited for those seeking to lead educational institutions with both intellectual depth and practical competence.

Ed.D. in Educational Leadership Degree Cycle

Semester	Courses
Fall 1	EDUC800 Qualitative Methods (3) EDUC801 Philosophical Foundations (3)
Spring 1	EDUC802 Quantitative Methods (3) EDUC803 Virtue and Leadership (3)
Summer 1	EDUC804 Mixed Methods (3) EDUC805 Curriculum Development (3)
Fall 2	EDUC806 Administration I (3) EDUC807 Statistics (3)
Spring 2	EDUC808 History of Education I (3) EDUC809 Organizational Change (3)
Summer 2	EDUC810 History of Education II (3) EDUC898 Dissertation Introduction (3)
Fall 3	EDUC811 Ethics, Law, and Policy (3) EDUC 899 Dissertation (3)
Spring 3	EDUC812 Social Justice and Leadership (3) EDUC899 Dissertation (3)
Summer 3	EDUC813 Administration II (3) EDUC899 Dissertation (3)

Ed.D. Course Requirements and Descriptions

EDUC 800 Qualitative Methods

Description: This course examines the qualitative strategies of inquiry (case study, participatory action research, interpretive practice and social action, grounded theory, narrative theory,

ethnography, clinical research) and acquaints students with various qualitative designs and methods. The course will familiarize students with the debates around qualitative inquiry; address ethical dimensions of doing qualitative studies; and students will explore methods for collecting and analyzing qualitative data by conducting a small-scale study.

EDUC 801 Philosophical Foundations of Education

Description: This course examines the nature of the human person, which constitutes the foundation of leadership theory. Students will study the mind, will, passions, imagination, and memory. Central to this study will be the pursuit of virtue and authentic human flourishing. This course draws on the ancient and proven sources of human experience, especially found in the works of Thomas Aquinas.

EDUC 802 Quantitative Methods

Description: This course focuses on descriptive and quasi-experimental methods design with mention of experimental design. Students learn the purpose, appropriate research questions and hypotheses associated with each method, and strengths and weaknesses of each method.

EDUC 803 Virtue and Leadership

Description: Virtue and Leadership examines the spiritual dimension of leadership in the modern era. Readings include both primary and secondary texts treating various attempts, from the ancient, medieval, and modern periods, to unite spirituality, education, and leadership. The spiritual implications of various models and styles of leadership are examined, shedding light on the contemporary challenges of leadership.

EDUC 804 Mixed Methods

Description: This course introduces the student to a way to integrate both quantitative and qualitative methods to study complex research questions that require a multi-faceted, multi-perspective approach. Students learn how mixed methods complement each other and be able apply mixed methods approaches to data collection and analysis

EDUC 805 Curriculum Development

Description: This course examines the foundational role of classical texts in education, exploring their philosophical, historical, and pedagogical significance. Students will analyze key works that have shaped intellectual traditions, engage with debates on their role in curriculum design, and consider strategies for integrating great books and classical learning across disciplines. Emphasis will be placed on the enduring influence of these texts in fostering critical thinking, moral formation, and a well-ordered approach to education.

EDUC 806 Administration I

Description: This course examines the nature and function of administrative leadership, emphasizing the concept and practice of human relations management, through a study of models of organizational culture and administrative leadership. Special attention is paid to the theory of management as well as conflict management and project and strategic management.

EDUC 807 Statistics

Description: This course provides a survey of fundamental descriptive and inferential statistics through an introduction of basic concepts and terminology, including chi-square, analysis of variance, Pearson correlation, and regression analysis. Using statistical software as an analytical tool, students investigate educational issues and phenomena applying a variety of statistical methods resulting in understanding the difference between significance and meaningfulness of data.

EDUC 808 History of Education I

Description: This course examines the historical roots of Christian education beginning with the development of ancient Greek schools through the Renaissance to the Enlightenment. Special attention is paid to the acquisition of Greek wisdom and the development of the trivium. Topics and figures include Augustine, the cathedral schools, the rise of the liberal arts, and certain modern trends.

EDUC 809 Organizational Change

Description: This course focuses on how organizations change and the role of leadership in organizational transformation by examining models and causes of change. Institutional analysis and the mobilizing of resources are treated as well as the nature of institutions themselves. Especially emphasized are the change implementation process, necessary leadership qualities, and the leadership theory that undergirds change, both institutional and individual.

EDUC 810 History of Education II

Description: This course is an exploration of the history of education in America from the colonial era to the present day, focusing on key players, essential movements, and underlying philosophical concepts.

EDUC 898 Dissertation Introduction

Description: In this class, students will be introduced to the Ed.D. dissertation, examining all the major components and stages of the process, including the various chapters, IRB and proposal defense, and data collection and analysis, as well as APA formatting.

EDUC 811 Ethics, Law, and Policy

Description: This course presents an in-depth examination of federal law and state law as they relate to both public and private schools. Topics will include basic legal concepts, relevant court cases, identification of resources, and the application of principles to the crafting of policies and procedures.

EDUC 812 Social Justice and Leadership

Description: This course introduces students to the Catholic notion of social justice, rooted in Catholic social teaching and the Catholic tradition of theological and political thought, offering comparisons to various secular models. The anthropological foundations of social justice will be stressed, and students will read widely in the tradition, from ancient writers to modern encyclicals.

EDUC 813 Administration II

Description: This course examines financial and facilities management. Topics include developing and overseeing budgets, financial forecasting, and maintaining streams of resources. Also, students study facilities management, needs assessment, and construction management, as well as learn to assess and address other related needs.

EDUC 899 Dissertation

Description: In this class, students will work with their chair to write their EdD dissertation. The chair will guide the student through the writing of all five chapters as well as IRB and proposal defense, data collection and analysis, and final submission and defense.

ADMISSIONS

Requirements

Admission will be granted on a competitive basis. Candidates will be admitted who meet the academic qualifications and have a professional background that demonstrates a strong potential for success. Furthermore, they must exhibit an appropriate disposition and express a commitment to character-based leadership and the principles of Catholic education, in addition to meeting the following requirements.

Conditions for admission for M.Ed. students include:

- Completion of the online M.Ed. application
- A baccalaureate degree (B.A. or B.S.) from an accredited institution
- Official transcripts of all post-secondary academic work
- Professional CV/resume
- Two recommendation letters
- A statement of purpose (approx. 300 words) explaining the reasons for enrolling in the program.
- A \$100 application fee payable online or by check to Christendom College.
- An interview with one or more M.Ed. program faculty members may be included in the admission process

Conditions for admission for B.A./M.Ed. students include:

- Completion of the online M.Ed. application
- Completion of at least 87 credits in the B.A. program
- A cumulative GPA of 3.25 or higher in the B.A. program
- Official transcripts of all post-secondary academic work
- Professional CV/resume
- Two recommendation letters
- A statement of purpose (approx. 300 words) explaining the reasons for enrolling in the program.
- A \$100 application fee payable online or by check to Christendom College.

- An interview with one or more M.Ed. program faculty members may be included in the admission process

Conditions for admission for Ed.D. students include:

- Completion of the online Ed.D. application
- A baccalaureate degree (B.A. or B.S.) from an accredited institution
- A masters-level degree from an accredited institution
- Official transcripts of all post-secondary academic work
- Professional CV/resume
- Two recommendation letters
- A statement of purpose (approx. 500 words) explaining the reasons for enrolling in the program.
- A \$100 application fee payable online or by check to Christendom College.
- An interview with one or more Ed.D. program faculty members may be included in the admission process

Deadlines

In the first year of the M.Ed. and Ed. D. programs, admission is granted on a rolling basis. Applications may be submitted through August 1st for consideration of admission into the Fall 2025 semester. Following the first year of the programs, the deadline for submission of all applicant materials for review is April 15th for admission into the following fall semester.

Transfer Credit

Students who wish to have their previous graduate work in education or a related field considered for transfer to Christendom's CEPL and applicable to the M.Ed. in classical education course of study must make this request of the Director of the CEPL and provide official transcripts of such graduate work. Two courses (not exceeding 6 credit hours) taken as a matriculated student from a regionally accredited institution five or fewer years prior to admission with a grade of "B" or better may be transferred into the program, subject to the approval of the Program Director. Transfer credits must be approved by the Director at the time of admission and align with the program.

Students who wish to have their previous graduate work in education or a related field considered for transfer to Christendom's CEPL and applicable to the Ed.D. in Educational Leadership's course of study must make this request of the Director of the CEPL and provide official transcripts of such graduate work. They may also be required to supply course syllabi or catalog course descriptions establishing that the courses correspond to Christendom courses and are of an academic quality sufficient for graduate work.

For the Ed.D. program, no more than twenty graduate credits may be transferred. Credits earned more than ten years before matriculation to the CEPL may not be accepted. Academic credit is not granted for life experience, for course work done on a non-credit basis, nor for independent study outside of a regionally accredited university.

GRADUATION REQUIREMENTS

Conditions for graduation from the M.Ed. program:

- Successful completion of 30 credit-hour degree plan
- Successful completion of capstone project
- Minimum GPA of 3.0 (or a “B” average)
- Courses with substandard grades (D or F) must be retaken within one calendar year at student’s expense (may include retaking a course as an independent study)

Conditions for graduation from the Ed.D. program:

- Successful completion of 54 credit-hour degree plan
- Successful dissertation defense
- Minimum GPA of 3.0 (or a “B” average)
- Courses with substandard grades (D or F) must be retaken within one calendar year at student’s expense (may include retaking a course as an independent study)

GRADING POLICY

Minimum Standard

All M.Ed. and Ed.D. students are required to consistently maintain a B (3.0) average in order to remain in good standing. Students with more than two incomplete courses may be refused permission to register for an upcoming academic term.

Grade Appeals

A student who wishes to appeal a grade should first appeal directly to his or her professor. If the matter is not resolved by a direct appeal to the professor, the student may have recourse to the Director of the Center for Educational Philosophy and Leadership. Appeals to the Director should be made in writing. In the event that the Director is the professor of the course in which the disputed grade occurred, and the matter is not resolved by direct appeal to the Director, the student should appeal to the Vice President of Student Affairs.

Incomplete Grading Policy

If for a grave reason a student is unable to complete the requirements for a course by the end of the semester, he or she may apply in writing to the professor for an extension, either by filling out the Course Extension Request form or by emailing the professor. If the professor approves the request, he or she will submit a temporary grade of “incomplete” and the student will have an extended period in which to submit the remaining work, as determined by the professor; however, the deadline may not extend beyond July 31 for the spring term, October 31 for the summer term, or March 31 for the fall term. A grade of “I” will appear on the student’s transcript until the course work is completed and a final grade is assigned.

ACADEMIC POLICIES

Christendom College provides comprehensive information on Academic Policies that apply to all undergraduate and graduate students, and thus to the M.Ed. and Ed.D. students. Students are provided this information upon acceptance into the M.Ed. or Ed.D. program and can find it online in the digital copy of this handbook. Questions about these policies should be directed to the Director of the Center for Educational Philosophy and Leadership.

- Grievance and Complaint Procedure
- Academic Ethics Policy
- Academic Probation
- Academic Dismissal
- Deferral or Leave of Absence
- Readmission or Reinstatement
- Adding, Dropping and Changing Classes
- Withdrawal (Including Medical Withdrawal)
- Student Access to Records

Grievance and Complaint Procedures

Christendom College seeks to maintain effective and supportive relationships between students and faculty/staff members within the Center for Educational Philosophy and Leadership. Students are encouraged to make efforts to resolve misunderstandings and conflicts with school staff or faculty members before serious problems develop. Students are encouraged where possible to seek resolution through informal means as a first approach to resolving the issue at hand. However, when a student believes he or she has been treated unjustly, in a way that violates his or her personal rights or is in opposition to CEPL policies, the student may complain to the CEPL and expect an appropriate resolution. There are two avenues for registering a complaint with the CEPL. These are the Informal Student Complaint and the Official Grievance. If normal channels of communication break down and/or a situation does not permit or lend itself (e.g. sexual harassment) to informal resolution or does not seem to be resolving itself, students are encouraged to seek recourse through the official grievance process. The CEPL accepts the State Council for Higher Education in Virginia (SCHEV) oversight in resolving complaints from students taking distance education under the aegis of the State Authorization Reciprocity Agreements (SARA).

Issues regarding academic grades are not handled under the grievance policy (for academic grade appeals, please see “Grade Appeals” above).

Informal Student Complaints

Informal Student Complaints are complaints or conflicts which do not escalate, either by their nature or by the request of the student, to the level of an Official Grievance, yet are still important in the evaluation process for the CEPL. Informal complaints should be made to the Director of the Center for Educational Philosophy and Leadership.

Official Grievances

Official Grievances are official complaints of a more serious nature permitted to be submitted by faculty, staff or students. Students who wish to file a grievance must begin by submitting a Student Grievance Form (available in the Student Resources section of a student's MyChristendom account) with their attached grievance letter. Completed grievances are to be returned to the Director of the CEPL. If a student wishes to file a grievance against the Director of the CEPL, the student submits the grievance to the office of the Vice President of Academic Affairs who will appoint appropriate College officials as a committee to investigate and resolve the grievance.

All grievances must be filed within ninety calendar days after the incident/event/issue causing the grievance occurred. After filing a grievance, the student is contacted within ten business days with an initial response, although, often progress will be made sooner than the ten-day time frame. During the entire grievance process every effort is made to respect confidentiality.

The Director of the CEPL, Vice President of Academic Affairs, or their designee investigates the grievance and communicates with the appropriate students, staff, or faculty to address the problem, as is warranted. Resolution of the grievance occurs once the final response or outcome is determined. The student filing the grievance is notified of the action or non-action that will be taken in response to the grievance. If the determined resolution is not perceived to be sufficient by the student, the student may appeal to the Grievance Appeal Committee, by submitting to the office of the President a letter of appeal addressed to the Grievance Appeal Committee. This committee is made up of members chosen by, but not including, the President of the College. The committee will make a decision to hear or decline the letter of appeal. In the case that the appeal committee declines the letter of appeal, the previous resolution decision remains in effect. If the Appeal Committee accepts the letter of appeal, the student will have his or her case heard and subsequently the committee will determine whether a new resolution will take place or the resolution will remain as decided by the prior College official. The decision of the Grievance Appeal Committee is final.

The above-mentioned procedures are for the allowance of student grievances when a student feels he or she is personally afflicted by unjust treatment and seeks fair resolution. Complaints about College policies, simply in their nature, definition, or enforcement, are not to be addressed through this process. Rather, students should initiate contact with the Director of the CEPL.

Grievance on the part of any student will be processed as described in Christendom College's Student Grievance Procedures available on Christendom College's website. This includes but is not necessarily limited to grievances pertaining to probation, dismissal from a graduate program, or improper handling of financial aid. Allegations of the sexual misconduct policy will be handled according to the Sexual Misconduct Response Coordinator. The sexual misconduct policy can be found on [Christendom's website](#).

Academic Ethics Policy

Cheating on tests or other assignments and plagiarism in papers are totally inconsistent

with Christian moral standards and the pursuit of wisdom. Either offense may result in academic dismissal.

Cheating is defined as the use of books, notes, or assistance from other students, or the giving of such assistance, to fulfill requirements - during tests, quizzes, or exams, or by collaboration in the writing of papers or other course-related work -unless specifically authorized by the professor.

Plagiarism is defined as copying verbatim from another person's writing and inserting it into a paper without quotation marks and a bibliographic citation, or paraphrasing information or presenting ideas or a line of argumentation without indicating one's indebtedness in the text and without documentation by a note and bibliographic citation, thus dishonestly presenting another's work, words, organizational structures, or ideas as the student's own.

Use of a paper written for one course to fulfill a similar assignment in another course is academically dishonest; this practice, which in effect deceptively passes off one piece of work as if it were two or more independent assignments is completely unacceptable and incurs the same penalties as other forms of academic dishonesty, namely plagiarism and cheating.

Any student discovered cheating or plagiarizing or using an assignment in one course to fulfill the requirements of another will receive a zero for the test or assignment on which he or she has committed the act of academic dishonesty and will be reported to the Director of the CEPL. Serious acts of academic dishonesty will result in a grade of F in the course and may result in dismissal from the program. A student who knowingly aids or cooperates with a student in such acts of academic dishonesty is subject to similar sanctions.

Use of any large language model generative pre-trained transformer (LLM GPT), such as ChatGPT and Google Bard, in completing any of the work for a course at Christendom College is

55
a violation of the College's policy on academic ethics except where a professor for the course has explicitly allowed the use in the instructions for an assignment and the student has complied with whatever restrictions the professor may have set forth in the instructions for the assignment. Being unaware that a tool used was an LLM GPT does not excuse a violation of this policy. The obligation to know whether it was or not lies with the student, and in a case of doubt the student should check with the professor.

Academic Probation

A student is on probation if his or her Grade Point Average (GPA) falls below 3.0. He or she is permitted to register for one more academic term in order to raise his or her GPA to or above 3.0. Failure to do so may result in the necessity of withdrawing completely from Christendom. Students are permitted to retake courses in order to improve their grades, and the second grade received will replace the previous grade. A student who is admitted to the CEPL on probation has two probationary academic terms in which to maintain a GPA of 3.0 in order to be fully admitted to the either the M.Ed. or Ed.D. programs.

Academic Dismissal

Dismissal from either the M.Ed. or Ed.D. programs can result from substandard performance as determined by the Director of the CEPL. The following reasons can serve as grounds for initiating procedures for academic termination: unsatisfactory progress, poor academic performance, failure to remediate, excessive time in completing degree requirements, and poor disposition.

Deferral or Leave of Absence

Any student who is accepted to the CEPL may choose to defer his or her enrollment for any reason. If the student enrolls in courses within three years of his initial acceptance, he or she does not need to reapply for admission. After three years, the student will need to reapply.

Degree-seeking students may pause the pursuit of their degree at any time. If an M.Ed. student takes a break of no more than two consecutive years, he or she may be automatically reinstated to active student status.

Because the Ed.D. program is sequential and a cohort model, any breaks in study are disruptive. Under special circumstances, with the approval of the Director, Ed.D. students may apply for a one-year leave of absence and return with the next cohort where they left off in the program. Leaves of less than one year are prohibited. Assuming appropriate documentation is provided, the circumstances justifying a leave include but are not limited to personal or family medical conditions, maternity leave, or death in the immediate family.

Students who have paused their course of study—for no more than five consecutive years—due to military service will be automatically entitled to reinstatement in their degree program without the need to reapply. A student who is leaving his or her course of study due to military service should submit a notice of departure in writing to the Director of the CEPL. He or she should also submit a written notice of intent to return to the CEPL no later than three years after the completion of the period of military service. There may be some exceptions to these time frames under the Higher Education Opportunity Act.

Readmission or Reinstatement

A student who has not been granted a leave of absence and who fails to register for coursework for a period of three years will be dropped from the program and cannot petition for reinstatement. In this case, the student must reapply through the normal admissions process to gain admission to the program. Readmission does not change the student's original entry date. Time to degree will be calculated from date of first entry.

Any degree-seeking student who pauses his or her course of study for more than two consecutive years must meet with the Director of the CEPL to determine whether extended absence from the program has been detrimental to his or her ability to complete the degree, and whether there are any courses that need to be repeated. Students returning from military service will be provided with one-on-one academic advising in order to determine what the next steps are for completing their degree. If a particular course of study is no longer available or suitable for the student, these circumstances

will be addressed as well. Students who have not been enrolled for any credits in their graduate program for a period longer than three consecutive years are not eligible for reinstatement and must apply for readmission to the university.

Adding, Dropping and Changing Classes

During the first two weeks of the fall and spring semesters and the first week of the summer semester, students may register for, or add, a course for credit by completing the Add/Drop/Change function in their MyChristendom account. No for-credit student will be admitted to a classroom course after this period.

If a student withdraws from a course within this period, no record of the course will appear on the transcript. If a student withdraws from a course after this period, a grade of “W” will be given for the course. A student who wishes to withdraw from a course must notify the registrar in writing by emailing the registrar. Failure to notify the registrar in writing of one’s intention to withdraw may result in a recorded grade of F. When applicable, the appropriate refund will be issued (or credited to the student’s outstanding balance) according to the schedule indicated below under “financial policies.”

The CEPL reserves the right to cancel a course at any time due to insufficient enrollment, as determined by the Director.

Withdrawal (Including Medical Withdrawal)

After the four-week drop period has ended, students may withdraw from a course and receive a grade of “W” only at the discretion of the Director of the CEPL and only for a documented grave reason of health or other serious incapacity. This policy is applied whether the student is withdrawing from the College or is seeking to withdraw from specific courses.

Students who withdraw from the College before the end of the semester must file a Withdrawal Notice with the Director of the CEPL before officially withdrawing. It is strongly recommended that the student also contact the Student Billing Office to determine the financial consequences of withdrawal. The date of withdrawal used to compute a refund is the date that a completed Withdrawal Notice is filed with and dated by the Director of the CEPL.

In the case of a medical withdrawal, a student should, within a reasonable time, submit a written letter requesting withdrawal to the Director of the CEPL and complete and return a Medical Withdrawal Certification Form. In this case, the date of withdrawal will be determined from the day which the student was no longer able to engage with the course or coursework because of the medical condition or emergency.

This process of withdrawal is distinct from the determination of the final course grades at the time of withdrawal. Normally the grades earned at the end of the semester are assigned to students who withdraw from the College, except in cases of withdrawal for a grave reason of health or other serious incapacity.

Student Access to Records

Student records are private and are available only to authorized members of the faculty or administration who need to see them. Christendom College's policy complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

The CEPL protects student records through MyChristendom a secure third-party Learning Management System (LMS), and through secure on-site storage of student files.

Only relevant CEPL administrators with the appropriate permissions can access a student's personal information in the secure LMS, which uses 256-bit SSL-encrypted connections. Permissions are assigned to members of staff on an as-needed basis only. On the user end, a student's personal information is accessed using two-factor authentication (unless the student personally requests single-factor authentication) and a school assigned username. The LMS performs daily backups and uses servers that are stored in a data center that is physically secured behind a battery of compartmentalized security zones with biometric access controls. Additional security in the event of a catastrophe is provided by redundant security, power supply, and infrastructure protections.

Documents which exist in hard copy are stored in a student's file, which is protected under lock and key on campus in the office of the Director of the CEPL.

Unless a student requests in writing that direct information be held private, the CEPL may release the following direct information to any authorized person on request: name, address, telephone number, date and place of birth, and dates of attendance. Authorized people include prospective employers verifying applications, and officials performing security clearance checks. The student who wishes such information to be private must notify the Director of the CEPL in writing. Student academic transcripts are released only on the direct request of the student.

Receipt of Handbook and Policies

Each student must sign the official form indicating they have read and accept the procedures, policy, and guidelines presented in this handbook. The form is available via the MyChristendom LMS and must be completed prior to the beginning of each academic year.

ABOUT CHRISTENDOM COLLEGE

Christendom College is a coeducational Roman Catholic Liberal Arts College with undergraduate and graduate programs offered in Front Royal Virginia, Donegal (Ireland), and Rome (Italy).

Founded in 1977 in response to the devastating blow inflicted on Catholic higher education by the cultural revolution which swept across America in the 1960s, Christendom's goal is to provide a truly Catholic education in fidelity to the Magisterium of the Catholic Church and thereby to prepare students for their role of restoring all things in Christ.

Christendom's challenging 86-hour core curriculum of carefully selected subjects required for all of its undergraduate students enables them to grow in wisdom and virtue, as well as to acquire the skills most sought by employers: critical thinking, written and oral communication excellence, adaptability, creativity, organization, and responsibility. Graduate programs include an M.A. in Theological Studies, M.Ed. in Classical Education, and Ed.D. in Educational Leadership.

The college's main Front Royal campus overlooks the Shenandoah River with scenic views of the neighboring Blue Ridge Mountains. Students from over 45 states and 5 foreign countries are attracted to the College's dedication to academic excellence, commitment to the restoration of a truly Catholic culture, and its personalized approach to everything from career development to academic counseling.

Upon graduation, many alumni go to such graduate schools as Notre Dame, Johns Hopkins, William & Mary, Catholic University, University of Virginia, Harvard, and Oxford to study everything from Neuroscience to Medicine, Law to Architecture, and Accounting to Dentistry.

Others choose to enter today's workforce where they are able to utilize their well-rounded education to become leaders in a myriad of fields: IT, Sales, Business, Management, Education, Retail, Politics, and everything in between.

Christendom College is accredited by the **Southern Association of Colleges and Schools Commission on Colleges**.