Catholic Distance University

Catalog & Student Handbook

June 2022 – June 2023

www.cdu.edu

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CDU does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and services. Questions regarding the implementation of this policy may be addressed to the president. Tuition and fees listed are current from June 27, 2022 – June 30, 2023. Information in this catalog is subject to change. Visit cdu.edu for the most current information about policies, programs and courses. Catholic Distance University ("CDU") is not associated with and operates independently from The Catholic University of America ("CUA"). The WVHEPC has authorized CDU to operate as a degree-granting institution of higher education in West Virginia.

Introduction

We live in a unique and exciting moment in the history of the Church. Since the close of the Second Vatican Council, the Church has proclaimed Christ's invitation to actively share in His mission and respond to the universal call to holiness.

All Christians need lifelong formation in the word of God through an authentic, systematic exploration of the mystery of Christ's merciful love. We are called to deepen our faith and, as we enter the third millennium, to be familiar with the documents of the Second Vatican Council, called by Pope Paul VI the *Catechism of Modern Times*.

CDU was established in 1983 to meet the needs of adults who recognize that religious literacy is a lifelong process of growing in the knowledge and love of God. Responding to the needs of modern people, CDU uses an increasingly popular educational format called distance education. This provides adults with the opportunity to adapt the methods, time, and places of learning to their own situations and schedules.

Our curriculum includes Vatican II and other Church documents and abundant readings from Sacred Scripture. The *Catechism of the Catholic Church* brings the word of God to us in a language and style rich in meaning for our day. It also is an integral component of the entire curriculum and serves, along with the Bible, as a required text. In the words of Christ himself, "The truth will make you free." CDU's singular mission is to bring the truth of Christ and his Church to you through various innovative methods of distance education. CDU will assist you in your journey to live out the fullness of God's call in your own life and to bring the good news of Jesus Christ to a hungry world. Growing in the knowledge of God is the path of true joy.

CDU is an institution of higher learning that offers an Associate of Arts in Liberal Arts with a Concentration in Catholic Studies, Bachelor of Arts in Theology, Master of Arts (Theology), Master of Arts in Theology and Educational Ministry, the Catechetical Diploma, Continuing Education, graduate and noncredit certificates. CDU offers Theology courses and online interactive seminars in Catholic doctrine, moral theology, sacraments, scripture, spirituality, bioethics, mariology, liturgy, catechetics, laity, and the *Catechism of the Catholic Church*. CDU also offers Humanities courses in classical languages (Latin, Greek), history, philosophy, and English grammar and composition.

Communicating the mind and heart of the Church through technology

Catholic Distance University (CDU) responds to the need for lifelong spiritual and intellectual formation that includes a deeper knowledge of the teachings of the Church. For over 30 years CDU has educated adults in 60 countries and most US dioceses.

Mission

The mission of Catholic Distance University is to communicate the mind and heart of the Church in a digital world. Using distance education, the university educates teachers and learners worldwide in Catholic theology, the liberal arts, and faith development for the growth of faith, ecclesial service, and leadership for the New Evangelization.

Motto, Vision, Institutional Principles of CDU

The motto of CDU is **Joy from the Truth,** *Gaudium de Veritate*.

Catholic Distance University through its academic programs, its expertise in distance education, and its commitment to a strong learning community, fosters an encounter with the living God in Jesus Christ who is the "way, the truth, and the life." (Jn 14:6)

In his Apostolic Constitution *Ex Corde Ecclesiae*, Pope Saint John Paul II stated that, "[a Catholic university] shares that *Gaudium de Veritate*, so precious to St. Augustine, which is that joy of searching for, discovering, and communicating truth in every field of knowledge." (*Ex Corde Ecclesiae*, 1)

Pope Emeritus Benedict XVI reminded Catholic educators, "First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth." (cf. *Spe Salvi* 4). (Address, Catholic University of America, April 17, 2008)

Pope Francis described the goal of Catholic education, "To prepare hearts, that the Lord might manifest Himself..." (Address: Vatican Global Education Conference, November 21, 2015)

The following principles express the institutional vision:

- Guided by the Apostolic Constitution *Ex Corde Ecclesiae*, Catholic Distance University's curriculum faithfully transmits the teachings of the Catholic Church, promotes the authentic renewal of the Second Vatican Council, and illuminates recent papal documents in support of the New Evangelization.
- Catholic Distance University provides accredited education that reflects a commitment to academic excellence. This includes qualified faculty, a sound curriculum, and systematic academic programs, including graduate, undergraduate, degree and certificate programs that enhance professional careers and foster lifelong learning.
- Catholic Distance University uses distance education to provide universal access to its educational programs and services through the Internet. Digital communication enables CDU to accommodate learners in their various unique circumstances.
- Catholic Distance University serves the Catholic Church's mission of the New Evangelization through partnerships with dioceses and organizations, and uses current research to inform program development and support the educational goals and needs of the faithful, especially the underserved.
- Catholic Distance University fosters a vibrant learning community among students, faculty, alumni, and staff through its interactive online campus and academic programs that deepen the encounter with the living God in communion with the Church.

Educational Effectiveness / Outcomes Statement

Accountability of Mission and Ongoing Assessment

To assess its primary mission, Catholic Distance University is committed to continuing evaluation of how well the institutional outcomes are being met by students participating in CDU courses and programs in view of the ongoing changes in technology that affect an online campus as well as the varying needs of CDU's multi-generational population. Assessment takes place on an ongoing basis through such instruments as course and faculty evaluations, targeted assignment rubrics, program exit surveys, and a juried review of select assignments performed by the Faculty Governance Subcommittee for MA-level comprehensive exams, portfolios, and theses in order to discuss options for refining programs that best serve the needs of the New Evangelization.

The CDU Outcomes Assessment Committee meets three times a year to gather academic and satisfaction data for the Faculty Governance Council on all program outcomes based on specific assignments, surveys, course grades, retention and graduation rates, GPA and program duration, as well as alumni participation in degree-related ministries. This committee develops rubrics that correspond to degree outcomes for the program and juried assessments and suggests criteria to be used in student and program assessment and other surveys that gather assessment from alumni and faculty. Using these data, the Faculty Governance Council addresses the course and program revisions that need to be made. Annually, the CDU Board undergoes its own assessment of committees and functions.

Institutional Goals as the Basis of Program Assessment

Catholic Distance University Institutional Outcomes are valued traits cultivated within the CDU learning community that serve as desired outcomes across all degree and non-degree programs:

Lifelong Formation—We value lifelong formation for service and leadership in the Church and Society. To this end CDU is committed to a comprehensive curriculum that enriches every academic level by promoting the integral growth of its students and providing an awareness of the richness of Gospel principles and the living Tradition of the Church. Lifelong formation instills a capacity for promoting an understanding of the lay vocation and equips Church leaders to give witness to the faith in the world (cf. *Ex corde ecclesiae*, 20).

Faith Development—We encounter the living word of God in a manner that is profound and life-changing, and that deepens faith working through love, preparing them for active participation in the life of the Church" (ECE, 41). To this end Catholic Distance University offers theological and religious education programs and courses that promote the integration of knowledge across the theological disciplines based on the dialogue between faith and reason and leading to the unity of all truth (cf. *Ex corde ecclesiae*, 17).

Theological Understanding for Life and Ministry—We pursue the study of the various theological disciplines so as to become truly competent in the specific sectors in which they will devote themselves to the service of society and of the Church, and, at the same time, be prepared to give the witness of their faith to the world. (cf. Ex corde ecclesiae #20) To this end, Catholic Distance University teaches Catholic theology in a manner faithful to Scripture, Tradition, and the Church's Magisterium that provides an intellectual encounter with changeless truths and strengthens the critical understanding of Gospel principles which enrich the meaning of human life and ministry and shed light on questions in contemporary culture. (cf. *Ex corde ecclesiae*, 20)

Communication for Community—We articulate Church teaching and doctrine with clarity and insight that foster an experience of the communion of the Church and a spirit of missionary evangelization for the transformation of the culture (cf. Ex corde ecclesiae, 48). To this end Catholic Distance University promotes the formation of authentic human community animated by the spirit of Christ, a common dedication to the truth and vision of the human person, offering theological education in a faith-context that forms men and women capable of rational and critical judgment (cf. *Ex corde ecclesiae*, 21, 49). Technology, specifically distance education, is the means by which the University community is developed and sustained.

Collaboration for the Common Good—We demonstrate intellectual and collaborative skills that foster leadership for the common good and which equip students to integrate faith with life and actively participate in the pastoral ministry of the Church. To this end Catholic Distance University's programs and courses foster a fruitful dialogue between the Gospel and culture that is open to Revelation and transcendence (cf. *Ex corde ecclesiae*, 43).

Statement of Educational Effectiveness/Program Outcomes

The mission of Catholic Distance University — to use distance education to communicate the mind and heart of the Church in a digital world — cannot be seen merely in terms of academic programs. All aspects of the university, including the online student life center, the community of board, staff, faculty, and students, and the entire online campus, work together to allow each person to "encounter the living God who in Jesus Christ reveals his transforming love and truth" (cf. Spe salvi 4). Transformed through their encounter with the truth, students are equipped to dialogue with believers and nonbelievers and to be leaven and leaders in Church and non-Church ministries.

Institutional outcomes are regularly assessed using multiple strategies that include both direct and indirect measures of student learning. The assessment program ensures that CDU's degree programs produce their intended outcomes and are educationally effective. While CDU itself does not actively place students in ministry, a high percentage of alumni are currently serving in ministry roles.

The 2022 graduation rates are based on cohorts of students who enrolled in the programs below and completed them within 150% of the program duration time. CDU's graduation rates were 60% for the AA program, 71.4% for the BA program, and 72.2% for the MA in Theology program.

Graduating MA in Theology students in the current (2022) reporting cohort achieved an average GPA of 3.8 in an average time of 4.4 years. For the 2021–2022 terms, student achievement in each MA and MA in Theology and Educational Ministry program outcome confirms that students successfully met and often exceeded the expectations for each outcome. Among 2021-2022 graduate alumni, 69% reported working in Church-related ministries upon graduation.The retention rate for the 2021-2022 academic year is 90.0% for the MA (Theology) degree program and 93.9% for the MA in Theology and Educational Ministry degree program.

Graduating students in BA in Theology program in the current (2022) reporting cohort fulfilled program requirements with an average GPA of 3.46 and an average time of 4.3 years. Most students who enroll in the program either are seeking a Church-related ministry or desire to study the Faith more deeply so that in the future they can participate in volunteer ministries in their parishes. Among 2021–2022 BA alumni, 79% reported working or volunteering in Church-related ministry positions upon completion of their program. For the 2021–2022 academic terms, student achievement in each

BA program outcome confirms that students met the expectations for each outcome. The retention rate for the 2021–2022 academic year is 92.0% for the BA in Theology program.

Graduating students in the AA in Liberal Arts with a concentration in Catholic Studies in the current (2022) reporting cohort fulfilled program requirements with an average GPA of 3.43 and an average time of 3 years. Among 2021–2022 AA alumni, 50% reported working or volunteering in Church-related ministry positions upon completion of their program. For the 2021–2022 terms, student achievement of each AA program outcome confirms that students successfully met the expectations for each outcome. The retention rate for the 2020-2021 academic year is 92.5% for the AA in Liberal Arts degree program.

End of program surveys in the 2021-2022 academic year show 100% stating that they achieved their learning goals, were satisfied with their studies at CDU, felt equipped to teach the Faith, and would recommend CDU to others. This data confirms the value of CDU services and educational offerings. As of September 2022, the number of program students has remained the same as in Fall 2021. Beyond the numbers, outcomes must ultimately be measured in the way that alumni use their gifts and talents in service to the Church — whether that be formally or informally. Perhaps the most significant effectiveness statement is that CDU has been an accredited distance education institution for more than 39 years, being the first to offer online Catholic education in the United States, and is committed to this service of Catholic theology, catechetics, and evangelization for years to come. (Revised 10-17-22)

CDU History

When CDU opened its doors to students in 1983, the school had two staff members, four paper-based courses and a handful of part-time faculty. Over thirty years later, the school has grown into a university having instructed full and part-time students from all 50 states and 60 countries—studying graduate and undergraduate theology and continuing education for adult faith formation. Our faculty has included world-renowned theologians, inspiring teachers, and scripture experts who are all passionate about their faith. Here are highlights of the CDU story:

1983: The school officially opens its doors as the Catholic Home Study Institute (CHSI) and becomes the first catechetical institute in the United States to award the Catechetical Diploma and teach the Faith to adults using distance learning.

1986: CDU gains full accreditation from the Distance Education and Training Council (DETC), which is recognized as a national accrediting agency by the U.S. Department of Education.

1996: The name is changed to the Catholic Distance University as the school expands to offer a fully accredited Master of Arts (Theology) program.

1999: CDU begins offering noncredit continuing education courses.

2000: CDU offers its first online seminar.

2003: Bishop Paul Loverde, DD, Bishop of Arlington, takes the helm as president and chairman of CDU with Bishop Welsh becoming chairman emeritus.

2004: CDU adds a Bachelor of Arts in Theology program for students with ninety or more undergraduate credits.

2005: CDU launches an innovative online campus and student life center.

2006: CDU offers a 100% online MA degree.

2008: CDU marks the beginning of its 25th year educating Catholics in the faith. Marianne Evans Mount takes the helm as president with Bishop Paul Loverde serving as chairman of the Board of Trustees.

2010: CDU begins new partnership program with US dioceses that allows dioceses to offer CDU noncredit courses and seminars at a special tuition rate.

2011: CDU adds another accredited degree program, the Associate of Arts in Liberal Arts with a concentration in Catholic Studies.

2012: CDU offers a Graduate Certificate in Sacred Scripture.

2015: CDU moves to Charles Town, WV, and offers the MA in Theology and Educational Ministry degree and Graduate certificate for Catholic Educators.

2017: CDU offers courses to the incarcerated on tablets approved for use in prisons.

2018: CDU achieves candidacy in the Higher Learning Commission and associate membership in the Association of Theological Schools. CDU offers an Undergraduate Certificate for Catechetical Coordinators.

2020: The Graduate School of Theology is accredited by the Association of Theological Schools.

2021: CDU is accredited by the Higher Learning Commission.

CDU Governance

CDU is a nonprofit university incorporated in the State of Indiana with its main office in Charles Town, West Virginia. The university is governed by a Board of Trustees comprised primarily of public members who are Catholic laity and members of the clergy including four bishops and one priest. The Board Chair is currently Stephen Pryor. Archbishop Timothy Broglio, Archdiocese for the Military Services, USA, serves as Chancellor. The university president is the chief executive officer responsible for day-to-day operations.

The Philosophy of CDU

Ex Corde Ecclesiae and CDU

The Catholic Church has been sponsoring universities for a thousand years and was involved in education for a thousand years before that. When John Paul II issued the apostolic constitution *Ex Corde Ecclesiae* (15 August 1990), he restated the tradition and experience of the Church as it relates to Catholic universities.

He explained the role of faith in the work of the faculty, staff, and students. He also described how research and teaching are illuminated by faith. The university, an intellectual community, is intellectual in a uniquely Catholic way because it respects the truth. As Pope Emeritus Benedict XVI said; "Only in faith can truth become incarnate and reason truly human, capable of directing the will along the path of freedom" (cf. *Spe Salvi*, 23).

It is this faith that nourishes and guides the Catholic university and makes it a genuine intellectual community. The Catholic Distance University takes *Ex Corde Ecclesiae* as its guiding light.

The principles that guide CDU are these:

- "Every Catholic university, as a university, is an academic community which, in a rigorous and critical fashion, assists in the protection and advancement of human dignity and of a cultural heritage through research, teaching and various services offered to the local, national and international communities." (art.12)
- "Since the objective of a Catholic university is to assure in an institutional manner a Christian presence in the university world confronting the great problems of society and culture, every Catholic university, as Catholic, must have the following essential characteristics:

1. A Christian inspiration not only of individuals but of the university community as such;
2. A continuing reflection in the light of the Catolic faith upon the growing treasury of human knowledge, to which it seeks to contribute by its own research;
3. Fidelity to the Christian message as it comes to us through the Church;
4. An institutional commitment to the service of the people of God and of the human family in their pilgrimage to the transcendent goal which gives meaning to life." (art. 13)

Distance Learning for Adults

Distance learning is a method of education in which instructors and students are geographically dispersed yet connected continually through online technology. Students and instructors meet in a virtual course room where lectures are presented, questions are asked, and course materials are discussed.

When choosing distance learning, adult learners can:

- Access coursework from any location. When taking a course online, students can fully participate in group discussions from home, on vacation, at a business destination, or anywhere that life may go.
- Relocate without changing colleges. There is no need to withdraw and transfer to another university (risking the loss of earned credits) if there is a move across the country or around the world.
- Schedule study time to meet individual needs. Online classes allow students to fit studies into the daily rhythms of a work week and natural preferences for day or night work.
- Eliminate the need for driving time, parking hassles and classroom dashes. Distance learning allows students to concentrate on studies and not on complicated arrangements for transportation and family care.
- Learn at a pace that best fits personal learning styles.
- Achieve educational goals when job or family schedules does not allow for on-campus classes and programs

Here are a few things to think about when considering distance education:

- Do you seek a higher level degree but don't have the flexibility to drive to a campus several nights a week?
- Would you like the opportunity to continue your education and faith development at a time and place that is convenient for you and your family?
- Does learning at home appeal to you?
- Are you comfortable using email and accessing the Internet?

- Is being part of an interactive learning community lead by great faculty something you value?
- Are you self-motivated?
- Does the opportunity to interact with adults from all over the world excite you?

If you answered "yes" to these questions, then CDU is the right institution for you.

CDU Distance Learning Formats

All of CDU's courses are offered fully online allowing you to take every one of your classes from the convenience of home. CDU offers three learning formats to meet the varied needs of adult learners. The following descriptions are provided to help explain distance education at CDU and what will work best for you.

Online Courses for Academic Credit

CDU offers three-credit courses in three academic semesters with six term starts per year. Classes meet asynchronously, so students can log into their course rooms when they choose. Each course consists of weekly lessons and a final exam. Most three-credit courses also require a term paper. Exams are proctored through an online proctoring service; refer to the Hardware and Software Requirements section of the Student Handbook to be sure you are properly equipped.

Research shows that interactive classes offer an optimal learning environment. Our unique Online Campus fosters interaction with the professor and other students. Each course includes a weekly presentation, assigned reading and written assignments, and a text-based discussion with questions and responses. The course is available 24 hours a day, which means that students can login and study at times that best fit their busy schedules.

Online Noncredit Independent Study Courses

Noncredit courses are offered in the online independent study format. These two-month courses allow students to work at their own pace under the direction of a course instructor. After enrolling, students taking these courses can access all course materials and assignments online, have direct access to the course instructor, but do not have the opportunity to interact with other students. Students should check the CDU Bookstore for required textbooks.

Online Noncredit Seminars

Each year CDU offers scheduled 3 week online seminars. These seminars consist of three weekly lessons in which students read the lecture, post questions and answers, and complete a one-page written reflection at the end of the seminar. These seminars are open to degree-earning, university level students as well as other adults who are interested in learning more about the Catholic Faith. See website for current listing of seminars.

Personal Help

No matter which course format you choose, personal help is always available. In fact, many students have told us that they receive more personal attention from their CDU courses through distance learning than they did for courses taught in a traditional classroom.

Whether you are a teacher, parent, priest, religious sister, brother, permanent deacon, college student, convert, or simply someone hungry to learn more about the Faith, CDU makes distance learning easy, convenient, and inspiring.

Accreditation

The Higher Learning Commission

CDU is accredited by the Higher Learning Commission (230 South LaSalle Street, Chicago, IL 60604-1411; Tel. 312-263-0456; hlcommission.org.)

The Association of Theological Schools

CDU's Graduate School of Theology is accredited by the Commission on Accrediting of The Association of Theological Schools.

Affiliations

CHEA

CDU is a recognized member of the Council for Higher Education Accreditation (CHEA). CHEA is a national advocate and institutional voice for self-regulation of academic quality through accreditation. CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

Military Tuition Programs

For active duty military personnel and their spouses and dependents, CDU participates in tuition reimbursement through the U.S. Department of Defense.

Veterans Adminstration Programs

For U.S. Military veterans, their spouses and dependents, CDU is a Yellow Ribbon School and fully participates in the education benefits of the U.S. Veterans Adminstration.

WVHEPC

The West Virginia Higher Education Policy Commission has authorized Catholic Distance University to operate as a degree-granting institution of higher education in West Virginia.

Title IV School

The Secretary of Education has determined that Catholic Distance University is an eligible institution under The Higher Education Act of 1965. Please visit the website for information about federal financial aid.

NC-SARA

CDU is an institutional participant in the National Council for State Authorization Reciprocity Agreements (SARA) through West Virginia. The State Authorization Reciprocity Agreement is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. Visit www.cdu.edu for state specific details.

United States Conference of Catholic Bishops (USCCB)

CDU is listed on the USCCB list of approved Catholic colleges and universities offering distance education.

International Federation of Catholic Universities (IFCU)

CDU is a member of the International Federation of Catholic Universities (IFCU), an association of Catholic universities and Catholic institutions of higher learning founded in 1924, approved by the Holy See in 1949, and recognized as an International Non-Governmental Organization by the United Nations in 1952.

Association of Catholic Colleges and Universities (ACCU)

CDU is a member of the Association of Catholic Colleges and Universities (ACCU), which was founded in 1899 to help member institutions strengthen their stated Catholic mission and to foster collaboration among Catholic colleges and universities.

The Newman Guide

CDU is the only fully online Recommended College in *The Newman Guide*, a planning guide for those selecting authentic Catholic colleges and universities. *The Newman Guide* states: "Catholic Distance University has been at the forefront of providing quality, faithful Catholic teaching to students seeking flexibility.

Whether for work, location, family or other reasons, more students are likely to view Catholic Distance University as a unique opportunity to receive an education that will enhance an understanding of their Catholic Faith."

General Information

University Calendar

CDU observes the following Holy Days and holidays throughout the year. On these days the administrative offices are closed:

- Holy Thursday—Thursday before Easter
- Good Friday—Friday before Easter
- Memorial Day—Last Monday in May
- Independence Day—July 4
- Feast of the Assumption—August 15
- Labor Day—1st Monday in September
- Feast of All Saints—November 1
- Thanksgiving—4th Thursday in November
- Day after Thanksgiving—4th Friday in November
- Feast of the Immaculate Conception—December 8
- Christmas Break —December 23 – January 1

How to Apply to a CDU Program

Admission requirements vary depending on the program. Please see each program area for more information. Applications for each program can be completed online at www.cdu.edu, and applications are accepted on a rolling admissions basis (see www.cdu.edu for more information). Applicants will be notified of acceptance through email. Those who are accepted will receive an acceptance letter, program contract, and program worksheet.

How to Register for a Noncredit Course or Seminar

Visit the Continuing Education section of the website at www.cdu.edu.

Course Schedules

Courses taken in the online term-based format are designed either to be completed in 8, 12 or 16 weeks of class time. Students enrolling in these courses should expect to spend 10–17 hours a week completing lessons, participating in online discussions, and posting assignments. Eight or twelve

weeks are allowed for coursework and additional days for students to take a proctored final exam. (refer to University Calendar) Students who take courses online and would like to have printed course materials can print them directly from their computers or have a commercial business provide this service. CDU does not supply printed materials to students taking online courses.

Learning Differences and Accomodations

CDU recognizes that learning styles vary, and learning differences exist among students capable of doing college work. Any student who requests specific accommodations should submit documentation verifying the need for eligibility under the American Disabilities Act (ADA) of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. This documentation should be sent to the ADA Coordinator 30 days prior to the beginning of a course or program.

Documentation must include:

- The credentials of a qualified professional, such as a physician or licensed psychologist, who can attest to the need for accommodation based on a clinical diagnosis.
- A qualified professional's description of the following:
    - the nature of the disability and the accommodation requested;
    - the diagnostic method used to determine the nature of the disability;
    - the applicant's current functional limitations; and
    - the expected progression or stability of the disability.
    - Recommendations for accommodations.

CDU will review all requests for accommodation and will determine if the accommodations can be met reasonably and feasibly. CDU's ADA Coordinator will discuss a plan for accommodations with the student if accommodations are possible. The student is then responsible for informing the instructor at the beginning of each course of any need for accommodation according to the plan. While CDU strives to assist all students, certain services are not feasible. For example, CDU is not able to provide personal tutors, coaches, or assistive technology, and cannot compromise its academic standards or course components.

Students may appeal any ruling regarding accommodations by writing to Academic Leadership.

Special Admission Requirements for International Students

As a global online university, CDU receives many applications each year from all over the world, and we understand the difficulties students may have in communicating with universities in a different country. Our goal is to make the admissions process as smooth as possible. Contact Admissions at 1.888.254.4CDU ext 700 or *admissions@cdu.edu* to answer questions about special requirements for international students.

Bachelor's Degree or Equivalent

International students applying for a graduate degree at Catholic Distance University need the equivalent of a bachelor's degree from an accredited college or university. An official transcript in English must be submitted in an envelope sealed by the institution.

International students seeking admission must present an English evaluation (not just a translation) of their credentials. An English translation differs from an English evaluation. The evaluation refers to:

- the quality of the foreign school attended
- the equivalency of the student's coursework to our undergraduate degrees
- the equivalency of the student's international scores into a U.S. equivalent grade

There are several recognized agencies throughout the country that provide this service; it typically costs about $100.

English language proficiency and testing

Applicants whose native language is not English must provide verification of English proficiency by submitting the results of a standardized test that measures language proficiency. Exemptions are granted for students whose native language is English, or who have obtained a four-year undergraduate degree or a graduate degree from an accredited institution in the United States or other English-speaking countries.

Test of English as a Foreign Language (TOEFL)

See chart for the minimum TOEFL PBT (paper based test) and iBT (Internet based test) scores. Registration materials for these exams can be obtained from Educational Testing Service. Have scores sent directly to CDU. Our TOEFL institutional code number is 6986. TOEFL scores are valid for two years.

International English Language Testing System (IELTS)

Please see the chart for the minimum IELTS score. There is no department code or institutional code for CDU. Please have scores sent directly to CDU. IELTS scores are valid for two years. Information about the IELTS exam can be found at the IELTS web site.

Minimum Test Scores		
Test Type	**Undergraduate Applicant**	**Graduate Applicant**
TOEFL PBT	57	60
TOEFL iBT	61	71
IELTS	6.0	6.5

Transfer Credit Policy

Credits earned at educational institutions accredited by an agency recognized by the U.S. Department of Education or whose courses are endorsed by an accrediting body recognized by the U.S. Department of Education may be substituted for credits earned at Catholic Distance University in the AA, BA, and MA (Theology) programs. Certain requirements must be met, and the number of credits that may be considered for transfer vary by program. Refer to the AA, BA, and MA (Theology) program information for specific information. Credits may also be granted for CLEP, Advanced Placement, DANTES, and International Baccalaureate examinations (see Credit by Exam Policy in the Student Handbook).

Partnerships

Providing opportunities for members of your diocese, parish, or organization to learn more about the Catholic faith is a challenge. Constraints such as geography, staffing, time, and money often get in the way of providing a systemic program of study for lay volunteers, parents, catechists, deacons, Catholic schoolteachers, and parishioners. CDU can help meet this ever-growing challenge with online courses, seminars, and degree programs. Currently CDU has partnerships with dioceses across the United States and Catholic organizations, like the Catholic Medical Association (see website for more details).

CDU offers graduate and undergraduate courses that dioceses may wish to incorporate into their permanent diaconate formation programs. Deacon directors and others are invited to contact the Academic Leadership (eshaw@cdu.edu) for more information.

University Partnerships

Upon completion of the AA in Liberal Arts degree, students may apply their credits toward a bachelor's degree at CDU or at one of our partner institutions, including the American Public University System (APUS), Shepherd University, Belmont Abbey College, and Mount St. Mary's University.

Academic Programs

CDU offers academic programs for undergraduate and graduate level theology. The university also offers the Catechetical Diploma for those seeking an in-depth program in religious education. Many of our partners use CDU's academic programs to train professionals who are already involved in teaching or religious education, preparing for a religious vocation, or studying to be a permanent deacon in the Church.

Noncredit Courses and Seminars

Faith formation is a lifelong journey. Just as we are required to stay current in our professional lives, the Church calls us to continue growing in knowledge of our faith. CDU's noncredit certificates offer adults a carefully designed curriculum of doctrinal, moral, and spiritual formation that combines high quality, faithful teachings in a convenient distance learning format.

CDU noncredit courses and seminars provide a great formation tool. Courses are available online, day or night, to read materials, participate in a group discussion, and ask questions of the instructor. Most courses and seminars only require 2–3 hours per lesson or week, making it easier to fit into demanding schedules.

Group Subsidy Plan

To keep our programs affordable, this plan allows your diocese or group to subsidize the tuition for noncredit online courses and seminars by paying an annual fee. Noncredit courses and seminars are then offered to members of your diocese or group at a lower tuition rate which is paid by the student. Your group also receives a page on the CDU website containing information about what courses and seminars at CDU match your group requirements for catechetical certification, diaconate training, or any other certification programs.

Tuition And Fees

Tuition is set by the board of trustees and is subject to change without notice. Tuition for all courses and programs is accepted in U.S. currency only. Tuition may be paid with Master Card, Visa, Discover Card, or American Express, a debit card bearing one of the previous credit card logos, check, or money order. CDU does not bill for tuition, except for pre-approved third-party payments (Contact the finance office for pre-approval).

Tuition (effective 7.1.22 – 6.30.23)	
Noncredit course	$89 per course
Undergraduate course (including Associate courses)	$320 per credit hour ($960 per course)
Graduate Course	$475 per credit hour ($1,425 per course)
Practicum Fee	$300
Noncredit online seminar	$99 per seminar
Course Audit (non-refundable after start of class)	$300 per course
Academic credit paper courses: Fee for printing/shipping/ handling for incarcerated students	$100 per course
Academic Application Fees (non-refundable)	
Academic application fee	Free
Other fees	
Technology fee (all undergraduate and graduate students)	$50 per credit
Graduate program one-year extension	$300
Undergraduate program one-year extension	$200
Thesis extension fee	$150
Short-term payment plan processing fee	$30 per course*
Copy of official transcript	$10 for electronic transcript; $15 for paper transcript.
Re-Issue lost or destroyed diploma (contact the registrar for requirements)	$50
Late registration or payment for term courses	$100
Proctor Fee	
Comprehensive exam	$150
Comprehensive exam extension fee (one term)	$50

**Tuition and fee schedule is effective 7.01.22 – 6.30.23. Students with unpaid financial obligations at the completion of a course or a degree program will not be awarded a degree, transcript, or course completion certificate until all financial obligations are met.*
** See Paying for Education section of Catalog & Student Handbook for information on payment plans. Short term payment plans must be set up three weeks before the first day of class.*

Collection Policy

The staff works with students to ensure that their tuition remains affordable and all financial options are understood and available. The University expects that students pay tuition and fees fully and promptly and notify the bursar (bursar@cdu.edu) to discuss financial issues if necessary. Academic credentials will not be issued if there is a financial balance on a student's account.

Academic Refund Policy

We believe you will be completely satisfied with your course. However, if for any reason you discontinue your studies during the enrollment period, Catholic Distance University has established the following cancellation and refund policy. To request a refund, please contact the Bursar at bursar@cdu.edu or by phone at 304-724-5000 ext. 708. Refunds will be processed within 30 days of request.

Enrollment Termination: A student may terminate an enrollment at any time during the enrollment period by notifying CDU, preferably in writing.

Cooling-off period: If CDU is notified of cancellation within five (5) calendar days, (a minimum of three (3) business days), after midnight of the day on which the enrollment agreement is accepted, an applicant requesting cancellation in whatever manner within this time will be given a refund of all money paid to CDU. Please note: the Application Fee is non-refundable.

Definition of refundable tuition: The refundable tuition is the total course cost including tuition and associated course fees (technology, proctor and shipping).

Non-Refundable Fees: The following fees are non-refundable after the cooling-off period.

- Payment Plan Fees
- All non-course related fees

If a student is registered for a course for more than 6 months, there is no tuition refund.

Once the course begins, the following schedules will be used to calculate refunds:

I. Online for credit, Practicum, or any fixed-length academic degree course of 16 weeks or less:

Length of course	Portion of the refundable tuition to the student		
1–6 weeks	1st week = 70% 2rd week = 40%	3rd week = 20% 4th week = 0%	
7–10 weeks	1st week = 80% 2nd week = 60% 3rd week = 40%	4th week = 20% 5th week = 0%	
11 weeks	1st week = 80% 2nd week = 70% 3rd week = 60%	4th week = 50% 5th week = 40% 6th week = 30%	7th week = 20% 8th week = 10% 9th week = 0%

*** Note: Week 1 starts on the first day of class and continues 7 days. If classes start on Monday, week 1 starts Monday and ends the following Sunday. Week 2 starts the next Monday.*

Sample Refund Calculation: Student registered for a 3-credit undergraduate course in a 12-week term with a final exam and drops the course in week 3 of the term. The refund calculation is as follows:

Course Charges:

Tuition (3 credits undergraduate)	$960.00
Technology Fee (3 credits)	$150.00
Total Course Cost	$1,110.00

Per the table above, dropping during week 3, for a 12-week course the student is entitled to a 60% refund after registration fee.

Refundable Tuition ($1,110)	$1,110.00
Tuition refunded to student (60% of $1,110)	$666.00

II. Paper courses and courses longer than 16 weeks

When a student cancels after completing at least one graded assignment but less than 50% of the graded assignments, the institution may retain a percentage of all costs paid by the student in accordance with the following schedule:

Percentage completed by the student	Percentage of the refundable tuition returned to the student
Up to 10%	90%
>10%–25%	75%
>25%	50%
>50%–100%	0%

Sample Refund Calculation: Student registered for a 3 credit undergraduate paper course. The student drops the course after completing 3 of the 12 lessons. The refund calculation is as follows:

Course Charges:

Tuition (3 credit undergraduate)	$960.00
Shipping Fee (per course)	$100.00
Total Course Cost	$1,060.00

Per the table before, dropping after completing 3 of 12 assignments, the course is 25% complete and the student is entitled to a 75% refund after registration fee.

Refundable Tuition ($1060)	$1,060.00
Tuition refunded to student (75% of $1060)	$795.00

Satisfaction and Refund Policy for Noncredit Courses

CDU will issue a full refund, minus the cost of any completed coursework, to any students who cancel their continuing education registration within 72 hours after they have been given access to their program, course, or seminar. After that point, CDU will issue no refunds. Students receive automatic access to independent study courses at the time of registration and payment. Students receive access to seminars on the first day of the seminar. To request a refund, please contact the Bursar at bursar@cdu.edu or by phone at 304-724-5000 ext. 708. Refunds will be processed within 30 days of request.

Paying for Education

Planning is key to financing your education. To assist our students, CDU offers several options to pay for tuition:

- Short Term Payment plan
- Sallie Mae private loans
- CDU accepts Federal Financial Aid. Students wishing to participate should complete the Free Application for Federal Student Aid (FAFSA). Only students who have completed all of the admissions requirements for the AA, BA, and MA programs will be eligible for financial aid at this time.

CDU students may be eligible for tax credits.

Contact our Bursar at 1.888.254.4238 ext. 708 or bursar@cdu.edu to learn more about the options available to pay for your education.

Scholarships, Grants and Other Free Sources

While CDU does not offer scholarships at this time, students are encouraged to research other sources to help pay for a degree. Many companies have tuition reimbursement programs to help employees and their families earn a college degree. A growing number of Catholic parishes and dioceses offer tuition assistance to adults studying at CDU. To serve current military personnel, families, and veterans, CDU participates in tuition assistance for all U.S. military services. (In most cases, the military reimburses 100% tuition up to a maximum of $250 per credit and $4,500 per year.)

Here are a few suggestions to learn more about possible free sources available to finance a CDU education:

- Check state agencies at https://www2.ed.gov/about/contacts/state/index.html
- Talk to the training/human resources department where you work
- Ask the parish director of religious education, parish priest, Catholic school principal and/or diocesan office for tuition assistance information when studying at CDU
- Visit www.todaysmilitary.com for benefits to military personnel
- Visit www.gibill.va.gov for benefits available to spouses of veterans or dependents of veteran
- Visit www.billraskob.org to learn more about interest free student loans

Sallie Mae Private Loans

While it is wise to borrow only when necessary, a loan from a private lender may be the best answer when searching for ways to finance a CDU education. CDU's status as a Title IV school allows graduate and undergraduate program students to borrow at very competitive interest rates. The Sallie Mae online application is quick and easy with many students receiving loans within a few days.

Log on to www.SallieMae.com/student-loans to learn more about the Signature Student Loan and to start the application process. After completing the online application, Sallie Mae will process your loan, obtain school certification, and distribute loan proceeds to the financial aid office. Applications can also be requested over the phone.

Tax Credits for Students

The Secretary of Education has determined that Catholic Distance University is an eligible institution under The Higher Education Act of 1965. This recognition allows students to consider deferment of certain federal student loans and possible tax credits for tuition payments. These tax credits can provide dollar-to-dollar reductions in your final tax liability.

The Lifetime Learning Credit: Please consult your tax advisor for your eligibility to claim the credit.

The American Opportunity Credit: Please consult your tax advisor for your eligibility to claim the credit.

Status as a Title IV school also offers some students the option to **defer federal education loan payments**. A deferment is a period of time during which no payments are required and interest may not accrue. Students who are at least half-time (as defined by the U.S. Department of Education) are eligible to apply for deferments. Requests for deferments must be certified by CDU and approved by the lender.

Students are encouraged to visit the IRS web site at https://www.irs.gov and talk to their accountant to learn more about possible tax credits.

529 Plans

A 529 plan is a tax-advantaged savings plan designed to encourage saving for future college costs. 529 plans, legally known as "qualified tuition plans," are sponsored by states, state agencies, or educational institutions and are authorized by Section 529 of the Internal Revenue Code.

As a Title IV eligible institution, CDU is able to accept funds from 529 plans. If you run into difficulty using your 529 funds to pay for your CDU education, please contact the bursar's office (bursar@cdu.edu) so we can help.

Military Assistance

For over 30 years, CDU has educated service members, veterans, and military families. We have a proven track record of delivering theological education online to military students around the world and are able to consider special needs that may arise due to deployment, combat situations, and other circumstances unique to the military. While many universities offer degree programs for the military, CDU addresses the intellectual and spiritual hunger of students as they come together to form a virtual community united in the pursuit of knowledge, truth, and the love of God.

Active participation in government programs

As an HLC-accredited university, CDU is approved by the Department of Defense as a provider of voluntary education. CDU participates in the following programs:

VA GI Bill® educational benefits

- GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.
- Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we will not:
  - Prevent their enrollment;
  - Assess a late penalty fee to;
    - Require they secure alternative or additional funding;
    - Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.
  - However, to qualify for this provision, such students may be required to:
    - Produce the VA's Certificate of Eligibility by the first day of class;
    - Provide written request to be certified;
    - Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

Tuition Assistance (TA) for all branches of active duty military

Steps for using Military TA: We recommend you start this process at least 4 weeks prior to your course start date:

1. Apply for admission to our university
2. Register for courses; all branches require registration prior to approval.
3. Students utilizing Military TA funding are reminded to meet with their Education Services Officer (ESO) for a TA briefing prior to enrolling and requesting TA funds.
4. Notify bursar at bursar@cdu.edu that you intend to use Military TA as your payment method.
5. Request degree plan from Registrar at registrar@cdu.edu.
6. Log into your branch education portal and follow their process for enrolling and requesting TA. You will need to make a separate request for each course with a unique start date (use TA school code: 3389A).
7. If your branch does not automatically forward your TA authorization, send your ESO-approved forms to us via fax 866-755-8763 or email bursar@cdu.edu.
8. Disclose all sources of aid: Contact the financial aid office if you plan to use multiple sources of aid, such as FSA or other scholarships.

Branch TA Portals

Each branch of the service has a specific TA process. Please select your branch portal for the most up-to-date information.

- Air Force (form AF 1227)—Help line: 877- 596-5771, Option 7
- Army—GoArmyEd (form DA 2171)—Help line: 800-817-9990
- Coast Guard (form ETQC 1560)—Help line: 405-954-1360
- Marine Corps (form NAVMC 10883)
- National Guard (form Army DA 2171)
    - Air Force—Help line: 877-596-5771
    - GoArmyEd—Help line: 800-817-9990
- Air Force—Help line: 877-596-5771

  Please see website for coordinating web addresses.

Available Resources

- TA Decide (https://www.dodmou.com/TADECIDE)
- College Navigator/College Scorecard (https://collegecost.ed.gov/)

Additional Benefits for Military-affiliated Students

- For our **Active Duty Military and Reservists** utilizing Tuition Assistance, we offer need-based **grants** up to a maximum of $100/credit hour, which can fund the additional CDU tuition beyond the military TA cap of $250/credit hour.
- For our **Military Veteran Students**, we participate in the **G.I. Bill® Yellow Ribbon Program**, which means we agree to make a limited number of additional funds available for eligible students to maximize their GI Bill benefits. Learn more at https://www.benefits.va.gov/gibill/.
- **Credit for military education and training courses**, including CCAF, JST, DANTES, and ACE-evaluated training.
- A 10% **tuition discount to all military-affiliated students** including active duty, reservist, military spouses and dependents and veterans who are ineligible for any other scholarship or assistance program. A Uniformed Services ID Card is required.

Knowledgeable Military Support Staff

Our staff has years of training and experience in meeting the unique financial and academic needs of military members, veterans, and their families. To learn more, email our Bursar or call 1.888.254.4238 ext. 708.

Military Policies

- **Leave of Absence:** For serious reasons, a student may apply for a leave of absence not to exceed 180 days. During this leave, elapsed time does not accrue toward the maximum completion time allowed for finishing the program. A letter requesting leave should be addressed to the Registrar. For Active Service Members, the LOA for a course or program can be extended beyond 180 days for Military Service operations. Appropriate documentation should be submitted to the Registrar@cdu.edu.

- **Return of Military TA Funds Policy:** A student that paid for all or a portion of their course(s) using Military Tuition Assistance (TA) who withdraws from school or a course during an enrollment period in which the student began attendance will have the amount of TA funds he/she did not earn calculated according to federal regulations (Department of Education Title IV of the Higher Education Act of 1965, section 484B). The percentage of TA funds that is earned is the number of calendar days the student has been enrolled for the enrollment period up to the day the student withdrew, divided by the total calendar days in the enrollment period.

  For percentages less than or equal to 60%, the percentage is multiplied by the amount of TA funds awarded for the enrollment period to determine the amount of TA funds earned. The amount of TA funds that has not been earned, and must be returned, is the complement of the amount earned. For percentages greater than 60%, the TA funds for the enrollment period are considered 100% earned.Once the amount of TA funds that was not earned has been calculated, federal regulations require that the school return a portion of the unearned funds equal to the lesser of the institutional tuition charges multiplied by the unearned percentage of funds or the entire amount of unearned funds. For a schedule of returning TA funds visit the CDU website.

Financial Aid

Our Financial Aid Office is available to help you apply for Federal and State Financial Assistance as well as Private Student Loans. The responsibility of financing your education lies with you and your family. The Federal Financial Aid Program is available for students who qualify and is based upon your financial need. Our Financial Aid Office will guide you through the application process. You can reach us by e-mail at FinancialAid@cdu.edu or by phone at 304-724-5000, ext. 733.

There are several types of aid available, including various state, federal and private student loan programs as well as gift aid including grants and scholarships. CDU participates in the Federal Pell Grant program and the Federal Direct Loan programs. To qualify for federal student aid (grants and loans), you have to meet certain requirements. The Department of Education outlines necessary basic eligibility requirements (https://studentaid.gov/understand-aid/eligibility) to qualify for federal student aid. Additional aid for our military students may be found on our military assistance page. (https://cdu.edu/military-assistance/)

Federal Financial Aid must be reapplied for each academic year using the FAFSA (https://studentaid.gov/h/apply-for-aid/fafsa). CDU's FAFSA school code is 041242. Students must be fully accepted into an eligible program to receive Federal Financial Aid. Currently, only the following programs are eligible for Federal Financial Aid:

- AA in Catholic Studies (CIP code 24.0101)
- BA in Theology (CIP code 39.0601)
- MA (Theology) (CIP code 39.0601)
- MA in Theology and Educational Ministry (CIP code 39.0601)

For the purposes of Federal Financial Aid, fulltime status for Undergraduate programs is considered 12 credits in a 16 week semester and fulltime for Graduate programs is considered 6 credits in a 16 week semester.

Types of Aid

Federal Pell Grant

Federal Grant that is based on Need. The award is gift aid and does not need to be repaid. Students must be enrolled at least ¼ time to be eligible for Pell Grant in an undergraduate program. Graduate students are not eligible for the Federal Pell Grant. Eligibility is based on Need.

Federal Subsidized Direct Loan Program

Federal Loan that is based on Need. This award is borrowed aid and must be repaid. Students must be enrolled at least ½ time to be eligible for the Subsidized Direct Loan Program. Principal and interest MAY BE deferred until after student leaves college or attends less than half time. Payment is deferred until six months after student leaves the University or attends less than half time.

Federal Unsubsidized Direct Loan Program

Federal Loan that is NOT Need Based. This award is borrowed aid and must be repaid. Students must be enrolled at least ½ time to be eligible for the Unsubsidized Direct Loan Program. Principal and interest IS NOT deferred while the student attends college. Payment is deferred until six months after student leaves the University or attends less than half time.

Annual Limits for Subsidized and Unsubsidized Loan		
Dependent Undergraduates (with approved PLUS Loan)		
	Subsidized	**Additional Unsubsidized**
First Year	$3,500	$2,000
Second Year	$4,500	$2,000
Third Year and Beyond	$5,500	$2,000
Independent Undergraduates & Dependent Students with unapproved PLUS Loan		
	Subsidized	**Unsubsidized and Additional Unsubsidized**
First Year	$3,500	$6,000
Second Year	$4,500	$6,000
Third Year and Beyond	$5,500	$7,000
Graduate and Professional Students	$0	$20,500

Federal Parent Loan for Undergraduate Students (PLUS LOAN)

Credit Based loan for parents of dependent undergraduates. The loan can cover educational costs up to the cost of attendance.

Private Loans

Credit-based loan for parents of dependent students or independent students. Rates and conditions vary by provider.

Veterans' Benefits

Benefits provided for Veterans and Dependents of Veterans. Benefit is based on service provided to military branches. Contact the Veterans Administration or a Veterans Service Officer for information.

Disbursements

Direct Loans

First-Time, First Year Borrower: Disbursements will be made 30 days after the academic year or program start date and again at 14 days after the beginning of the second module in the semester. All subsequent disbursements will be made 14 days after the beginning of the module.

Subsequent Borrowers, Parent PLUS Loans, and Graduate PLUS Loans: All disbursements will be made 14 days after the beginning of the module.
NOTE: ALL STUDENTS MUST HAVE RECORDED ATTENDANCE IN THE CURRENT MODULE IN ORDER TO RECEIVE A DISBURSEMENT.

Federal Pell Grant

All disbursements will be made 14 days after the beginning of the module.

State and Institutional Grants Vary

Dependent on individual requirements

Private Loans Vary

Dependent on individual requirements

Additional Resources

- Federal Student Aid website: https://studentaid.gov/
- Direct Loan Basics (visit the Financial Aid section of our website to view document)
- Financial Aid at a Glance (visit the Financial Aid section of our website to view document)
- Financial Aid Shopping Sheet: https://www2.ed.gov/policy/highered/guid/aid-offer/index.html
- Paying for College: http://www.consumerfinance.gov/paying-for-college/
- College Navigator/College Scorecard: https://collegecost.ed.gov/

Federal Direct Loan Counseling

Federal Direct Loan Entrance Counseling

Federal Direct Loan Entrance Counseling must be completed by anyone who is a first time borrower of the Federal Subsidized, Federal Unsubsidized, or PLUS Loan. Entrance Counseling is meant to provide the borrower with enough information to understand the terms of borrowing student loans. Students should also follow the link (https://cdu.edu/wp-content/uploads/2019/02/direct-loan-basics-students.pdf) to review Direct Loan Basics for Students.

Catholic Distance University provides and ensures that Loan Entrance Counseling is completed at the Federal Student Aid website, https://studentaid.gov/entrance-counseling/. Students must go the website and login to complete their Entrance Counseling session.

Entrance counseling includes, but is not limited to, explanations on topics such as:

- Use of a Master Promissory Note (MPN)
- Importance of repayment
- Consequences of default
- Sample repayment schedules
- Borrower's rights and responsibilities
- Information on the National Student Loan Data System (NSLDS)
- Borrower's maximum eligibility periods
- Responsibility for all accruing interest on Federal Direct Loans
- Borrowing aid wisely

Federal Direct Loan Exit Counseling

Catholic Distance University will notify students via email of the requirement to complete loan exit counseling online at the Federal Student Aid website, https://studentaid.gov/exit-counseling/ within 30 days of their withdrawal, enrollment of less than ½ time, or completion of their program.

In addition, students are directed to review exit information outlined in the Federal Exit Counseling Guide for Federal Student Loan Borrowers. The Guide can be found at https://studentaid.gov/sites/default/files/exit-counseling.pdf.

Exit counseling includes, but is not limited to, explanations on topics such as:

- Use of a Master Promissory Note (MPN)
- Repayment obligation
- Consequences of default
- Sample repayment schedules
- Borrower's rights and responsibilities
- National Student Loan Data System (NSLDS)
- Possible loss of eligibility for additional Direct Subsidized Loans
- Borrowing aid wisely

Deferment

Understanding the repayment process for your federal student loans can go a long way toward building a solid financial foundation. Deferment (https://studentaid.gov/h/manage-loans) offers a way for you to temporarily postpone or lower your loan payments while you're back in school, in the military, experiencing financial hardship, or in certain other situations. Reach out to our financial aid office or your loan carrier if you need assistance with loan repayment.

National Student Loan Data System

If you are a potential student, student or parent of a student and have entered into an agreement concerning Title IV loans we are required to inform you that the loan will be submitted to the National Student Loan Database. The National Student Loan Data System (NSLDS) is the U.S. Department of Education's (ED's) central database for student aid. NSLDS receives data from

schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data.

Additional Resources

- Repayment Estimator (https://studentloans.gov/myDirectLoan/repaymentEstimator.action)
- 10 Things to Do before Repaying Student Loan (https://cdu.edu/wp-content/uploads/2019/07/10-things-to-do-before-you-make-your.pdf)
- Borrower's Rights and Responsibilites (https://cdu.edu/wp-content/uploads/2019/07/Borrowers-Righrs-and-Responsibilites.pdf)
- StudentLoans.Gov (https://studentloans.gov/myDirectLoan/index.action)

Cancellation, Withdrawal, Add/Drop Period

Add/Drop Period

All students will have an Add/Drop Period through attendance of the end of the second week of instruction after module start date.

Official Withdrawals

In order for a student to be considered an Official Withdrawal, the student must provide official notification of the intent to withdraw from Catholic Distance University. A student may terminate enrollment in an individual course or withdraw from a program at any time by notifying the university. Withdrawal requests should be emailed to the Registrar at registrar@cdu.edu or mailed to the Registrar's Office at 300 South George St., Charles Town, WV 25414.

Withdrawal Date

The withdrawal date for an official withdrawal is defined as the date the student begins the official withdrawal process or provides written notice of their intent to withdrawal.

Unofficial Withdrawal

Students who do not provide official notification to Catholic Distance University of their intent to withdraw are considered unofficial withdrawals.

Withdrawal Date

If the student ceases attendance without providing official notification due to circumstances beyond the student's control, the withdrawal date is the date the school determines is related to that circumstance. For students that do not return from an approved leave of absence, the withdrawal date is the last date of attendance of an academically related activity. The withdrawal date for all other instances where a student withdraws without providing official notification is the mid-point of the payment period or the last documented date of attendance at an academic event, whichever is later.

Date of Determination

The Date of Determination for students who are considered unofficial withdrawals is the latter of the student's official withdrawal date, or the date of notification. For students who do not officially withdraw, the date of determination is no later than 30 days after the end of the earlier of the:

- Payment period
- Academic year
- Student's educational program

Consumer Information

We have compiled key consumer information about our university to help prospective students make informed decisions regarding their education. Also, in compliance with state and federal regulations, we annually notify our students (via email and/or online campus electronic announcement) about the availability of this information. We invite you to review the following consumer information.

Accreditation

See Accreditation section of this catalog.

Cost of attending school

Cost of Attendance (COA) is established in accordance with The Higher Education Act of 1965 for use in determining Federal Student Aid eligibility. COA is the estimate of a student's educational expenses for one academic year (two 16-week semesters). These budgets include direct costs, such as tuition and fees, and indirect costs, like room and board. Detailed direct cost information is available under the Admissions>Tuition and Fees tab on the website. Cost of attendance varies depending on your credit hour enrollment and housing status. Students are not allowed to receive aid that exceeds their cost of attendance. It is important to budget wisely and make responsible borrowing decisions.

2022-2023 COA Budgets					
Cost	**AA/BA Full-time Living With Parent (*)**	**AA/BA Full-time Living Independently (*)**	**AA/BA Part-time Living With Parent (**)**	**AA/BA Part-time Living Independently(**)**	**MA (***)**
Tuition and Fees	$8,880	$8,880	$4,440	$4,440	$6,300
Room and Board	$2,871	$8,612	$2,871	$8,612	$8,612
Other (****)	$3,290	$3,290	$1,645	$1,645	$2,990

(*) Direct Cost is based on 12 credits per semester, 24 credits per year.

(**) Direct Cost is based on 6 credits per semester, 12 credits per year.

(***) Direct Cost is based on 12 credits per year.

(****) Cost includes books, supplies, transportation and personal expenses.

For the purposes of Federal Financial Aid and COA budgets, full-time status for undergraduate programs is considered 12 credits in a 16-week semester. Full-time for graduate programs is considered 6 credits in a 16-week semester. COA for students with enrollments that exceed standard full-time enrollment per year may be evaluated on a case by case basis upon request. Our net price calculator is available on the website https://cdu.edu/net-price-calculator/ to help you assess your total cost of attending school.

Additional student financial statistics, including median loan debt as calculated by the Department of Education, may be viewed at College Scorecard.

Due to the limited time CDU has participated in Federal Financial Aid and the unique nature of the CDU student population, we provide the following median loan debt calculated for all of our graduates that utilized federal financial aid while attending CDU.

Median Loan Debt upon Graduation (calculated for graduates as of 6/30/2019)	
Degree Program	**CDU Loan Debt**
AA	$14,600.00
BA	$10,642.00
MA	$15,867.00

Drug and Alcohol Policy

CDU is committed to achieving an alcohol and drug-free workplace. Details of the Drug and Alcohol policy can be found under the Policies section of the website and Student Handbook. Students convicted of a drug-related violation under federal or state law can be disqualified for federal student aid. Review the Department of Education's drug convictions policy (https://studentaid.gov/understand-aid/eligibility/requirements/criminal-convictions) if you considering using federal student aid.

Family Education Rights and Privacy Act (FERPA)

See full FERPA policy in Student Handbook section

Federal Loan Cohort Default Rate

Catholic Distance University works directly with students throughout the entire Financial Aid process to ensure they understand their obligations for borrowed aid and thereby minimize the cohort default rate. CDU has been participating in the Federal Loan Program since 2016, and our current Federal Loan Cohort Default Rate as calculated by the Department of Education for the FY 2018 cohort is 7.6. This was issued as an unofficial CDR rate based on the number of borrowers.

Notice of Nondiscrimination

(https://cdu.edu/policies/#title-ix)

Program Completion Rates

CDU reports graduation rates annually to the Integrated Postsecondary Education Data System (IPEDS), as required by the U.S. Department of Education and the Higher Education Opportunity Act (HEOA). IPEDS graduation rates are for undergraduate first-time, full-time degree seeking students. This information may be viewed via College Navigator for the current reporting year.

Due to the unique nature of the CDU student population, very few of our students meet the IPEDS cohort definition for graduation rates. Accordingly, CDU provides the following information as a more useful tool for students to measure our success. The following completion rates include non-first-time, full-time and part-time degree seeking students and excludes noncompliant students.

Graduation Rates for 150% Time

Program	Cohort Year	Program Duration	150% Time Period	150% Completion Rate	Average GPA	Average Time to Completion
AA	2021	4 years	6 years	N/A*	3.76*	3.8 yrs*
BA Completion	2021	6 years	9 years	75%	3.71	3.9 yrs
MA	2021	5 years	7.5 years	71%	3.78	4.2 yrs

**After excluding non-compliant students, there were insufficient data to report on a current (2021) cohort for the AA degree program. Non-compliant students are defined as students that were provisionally accepted but did not complete full program acceptance requirements, are on academic probation or leave of absence, have an approved program extension or have an accounting hold on their account.*

Safety and Security (Clery Act)

Effective learning requires a safe environment. CDU complies with the Higher Education Opportunity Act of 1965 and the Safe and Drug Free Colleges and Communities Act and Amendments of 1989. As an educational institution offering 100% of our programs online, Catholic Distance University is exempt from the Clery Act compliance obligations, including the annual ASR.

Student Demographics

Information on our student population is compiled and reported annually to the Integrated Postsecondary Education Data System (IPEDS). Detailed information can be found on the IPEDS website.

State of West Virginia Policy on Registered Sex Offenders

CDU is located in the State of West Virginia, which requires sex offenders to register with the State Police. West Virginia makes this information available to law enforcement agencies and to the public on a Sex Offender Registry. If you have trouble accessing this link try copying and pasting the following URL into your web browser: https://apps.wv.gov/StatePolice/SexOffender/Disclaimer?continueToUrl=http%3A%2F%2Fapps.wv.gov%2FStatePolice%2FSexOffender.

State Contact Information for Student Complaints

Catholic Distance University is committed to our students and hopes that all students are pleased with the education and service they receive at the University. In the rare event that a student is not satisfied, they may file a complaint according to the Complaint/Grievance Policy.

Financial Aid Policies

Satisfactory Academic Progress (SAP) Policy

In order to be considered to be making satisfactory progress towards a degree, a student must both maintain quantitative (completion ratio) and qualitative (GPA) standards. The student's progress will be evaluated every sixteen (16) weeks. If the student's cumulative Grade Point Average (GPA) or completion rate is less than the minimum required at that point in the student's program the student will be placed on a SAP Warning. The student may receive financial aid due during the warning period, but if the student fails to achieve the required grade average or completion rate at the end of the following evaluation period, the student will be SAP Cancelled and no longer eligible for financial aid for that program.

At the end of each semester, the student's cumulative grade average will be determined and must meet the required minimum GPA listed in the chart below. If the student has less than the average specified in the following chart based upon the number of evaluation periods of attendance, he or she will be placed on FA Warning for one evaluation period. If at the end of the FA Warning evaluation period the student does not regain satisfactory performance the student is SAP Cancelled and is no longer eligible for financial aid until he or she achieves satisfactory performance.

Evaluation Weeks	Number of Credits Attempted*	Required GPA at End of Period		Required Completion Rates of Attempted Credits
		Undergraduate	Graduate	
16	12	2.00	3.00	66.67%
32	24	2.00	3.00	66.67%
48	36	2.00	3.00	66.67%
64	48	2.00	3.00	66.67%
80	60	2.00	3.00	66.67%
96	72	2.00	3.00	66.67%
112	84	2.00	3.00	66.67%
128	96	2.00	3.00	66.67%
144	108	2.00	3.00	66.67%
160	120	2.00	3.00	66.67%
176	132	2.00	3.00	66.67%
192	144	2.00	3.00	66.67%

**Credits listed are for undergraduate fulltime students' reference*

In addition to maintaining the grades specified above, a student must successfully complete two-thirds of the credit hours attempted. Attempted credit hours include completed courses, failed courses, repeated courses, withdrawn courses, and incomplete courses as well as those that received a grade of A, B, C, D, F. A student's completion rate is measured at the end of each 16-week evaluation period. If the student has not completed two-thirds of the cumulative credit hours attempted to date based on the chart above, the student will be placed on warning. If at the end of the following evaluation period, the student has still not raised the completion rate to two-thirds of the cumulative hours attempted, the student will be SAP cancelled. It should be noted that students are expected to complete the requirements for their courses in the scheduled time frame, but in no case may the credit hours attempted exceed 1.5 times the credit hours required to complete the program (e.g., 120 credits required for undergraduate degree x 150% = 180 credits). Program maximum time frame is defined as 1.5 times the credit hours required to complete the program.

Appeal Process

If a student fails to make Satisfactory Academic Progress (SAP) after the warning term, he/she may file an appeal on the basis of: injury, illness, the death of a relative, or other special circumstances with appropriate documentation. The appeal must explain why he/she failed to make SAP and what has changed in his/her situation that will allow him/her to make SAP at the next evaluation. A record of the appeal and the final determination will be maintained in the student's file. The Appeal Committee will review the student's appeal and special circumstances. If the appeal is granted, a student will be considered to be making satisfactory academic progress and aid will be awarded on a term by term basis. The student will be assigned a status of Financial Aid Probation. In some cases, the student will require more than one term to meet the SAP standards. If the student has been placed on Financial Aid Probation, an academic plan must be developed that would ensure that the student will be able to meet the SAP standards by a specific point in time. The committee will review the student's progress at the end of each academic period. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV federal financial aid as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan.

Transfer Credits—Qualitative

A student's program GPA is calculated using only grades earned at CDU in courses that are applicable to the student's program. Transfer credits do not apply when calculating the student's GPA at CDU. Transfer credits include credits for all courses not completed at CDU that are applied toward the completion of the student's degree program.

Transfer Credits—Quantitative

Credits taken at other institutions and applied toward the student's program at CDU are included in both attempted and completed hours when measuring the student's pace toward completion.

Program Changes

Students who change programs at CDU are re-evaluated to determine which credits apply to the new program. Only credits that apply to the new program are counted. The student's SAP status will be reset with an effective date of the program change and will be evaluated at the end of each

completed semester in the new program. If the student changes back to a program he or she was previously in, the student's SAP status will reflect the status of the original program.

Repeat Courses

Grades for prior attempts are excluded when calculating the qualitative component (GPA). However, credits from all attempts are included when assessing if the student meets the quantitative component (Credits). Although a student may successfully complete a course more than once, only the first passing grade is counted as a completion when calculating the quantitative component.

Concurrent Enrollment

CDU evaluates SAP for the program based on completed weeks and credits of the semester, regardless of whether or not the student is enrolled concurrently. All credits completed at CDU applicable to the primary program will apply toward the primary program's GPA.

Federal Return to Title IV Policy

A recipient of Federal Title IV financial aid who withdraws from school during a payment period or period in which the student began attendance will have the amount of Title IV funds he/she did not earn calculated according to federal regulations (34 CFR 668.22). Any student who withdraws will have Pell Grant recalculated based on the number of credits the student attempted. The percentage of Title IV financial aid that is earned for a payment period is the number of calendar days the student has been enrolled for the payment period up to the day the student withdrew, divided by the total calendar days in the payment period.

The percentage is multiplied by the amount of Title IV financial aid for the payment period for which the Title IV financial aid was awarded to determine the amount of Title IV financial aid earned. The amount of Title IV financial aid that has not been earned for the payment period, and must be returned, is the complement of the amount earned. The amount of Title IV financial aid earned and the amount of Title IV financial aid not earned will be calculated based on the amount of Title IV financial aid that was disbursed or could have been disbursed for the payment period upon which the calculation was based.

Once the amount of Title IV financial aid that was not earned has been calculated, federal regulations require that the school return a portion of the unearned funds equal to the lesser of the institutional charges multiplied by the unearned percentage of funds or the entire amount of unearned funds in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal PLUS Loans
4. Federal Pell Grants

If the amount of unearned Title IV financial aid disbursed exceeds the amount that is returned by the school, the student (or parent, if a Federal PLUS Loan) must return or repay, as appropriate, the remaining amount. Any loan funds that must be returned by the student (or parent for a PLUS loan) are repaid in accordance with the terms and conditions of the promissory note. If the student is required to return unearned grant funds, the student is required to return the amount of the unearned grant funds that exceeds 50 percent of the grant funds received.

If the amount disbursed to the student is less than the amount the student earned, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. The school will notify the student and or parent of post-withdrawal disbursement once an amount can be determined.

Withdrawal from the Program

You may withdraw from the school at any time after the cancellation period and receive a pro rata refund for the current course if you have completed less than 60 percent of the scheduled days through the last day of attendance in that course.

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution of their intent to withdrawal and does not give confirmation that he or she will return for a future course within the same semester.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress, failure to abide by the rules and regulations of the institution, absences in excess of maximum set forth by the institution, and/or failure to meet financial obligations to the School.
- The institution identifies the student never started a class.
- The student fails to return from a leave of absence.

For the purpose of determining a refund under this section, the date of withdrawal is defined as the date the student begins the official withdrawal process or provides written notice of their intent to withdraw. If the student ceases attendance without providing official notification due to circumstances beyond the student's control, the withdrawal date is the date the school determines is related to that circumstance. The withdrawal date for all other instances where a student withdraws without providing official notification is the mid-point of the payment period or the last documented date of attendance at an academic event, whichever is later.

Refunds must be paid within 45 days of the date the institution determines the student to have withdrawn. This date is the latter of the student's official withdrawal date, or the date of notification. For students who do not officially withdraw the date of determination is no later than 30 days after the end of the earlier of the:

- Payment period
- Academic year
- Student's educational program

NOTE: *A student who is on an approved leave of absence may not receive a loan disbursement, but may retain in-school status for the purposes of Title IV loans. However, the student should be aware that if he or she does not return from an approved leave of absence, the grace period of the loan may decrease, as the withdrawal date is set retroactively. For example, if a student withdraws on the thirtieth day of a semester 100 days in length, the student will have earned 30 percent of the aid received (30/100 = .30). The unearned 70 percent would be subject to the return policy and would have to be repaid within 45 days.*

Program Goals

MA (Theology) Degree Program Goals

By the end of the program, the student will be able to:

- Articulate and apply principles of Catholic theology and God's relationship to the created order to the problem of authentic happiness and the edification of the human community.
- Demonstrate how the New Testament fulfills the Old Testament with regard to Jesus Christ, the Church as the People of God, and its sacramental life.
- Explain the role of philosophy in theological controversies in Church history and in the development of Church doctrine.
- Synthesize the development of the Catholic Church's understanding of the relationship between Sacred Scripture, Sacred Tradition, and the Magisterium, and their significance with respect to historical and contemporary challenges.

MA in Theology and Educational Ministry Program Goals

By the end of the program, the student will be able to:

- Articulate and apply principles of Catholic theology and God's relationship to the created order to the problem of authentic happiness and the edification of the human community.
- Demonstrate how the New Testament fulfills the Old Testament with regard to Jesus Christ, the Church as the People of God, and its sacramental life.
- Faithfully and effectively teach Catholic doctrine, spirituality, and morals, while ministering in pedagogically and culturally diverse contexts.
- Synthesize the development of the Catholic Church's understanding of the relationship between Sacred Scripture, Sacred Tradition, and the Magisterium, and their significance with respect to historical and contemporary challenges.

Graduate Certificate Program Goals

Students who complete the Graduate Certificate in Sacred Scripture should be able to:

- Demonstrate acquaintance with the full range of Scriptural texts and the relationships among them
- Exhibit familiarity with and apply ancient and modern interpretive tools and hermeneutical methods
- Illustrate how scholarship is related to Catholic theological and doctrinal concepts
- Read and interpret Scriptural texts on their own in light of the best scholarship and Church tradition.

Students who complete the Graduate Certificate in Church History should be able to:

- Summarize knowledge of major stages in Catholic Church history
- Identify and analyze at least one major historical event in the Church
- Apply theological and secular methodologies to Church history and their relationship to one another
- Interpret trends in ecclesial historiography
- Develop necessary reading skills to critically engage historical texts in light of the best scholarship and Church tradition.

Students who complete the Certificate for Catholic Educators will be able to:

- Teach, promote, and defend the Catholic Faith
- Demonstrate knowledge of Church teaching and the ability to access, interpret, and apply these teachings in various Church and Catholic education settings.

BA Program Goals

By the end of the program, the student will be able to:

- Exhibit an understanding of how Catholic theology informs the Christian vocation in the world to serve the common good, defend the dignity and transcendence of the human person, and apply principles of moral living.
- Demonstrate a fundamental knowledge of the relationship between the Old and New Testaments in light of Catholic teachings.
- Exhibit a capacity to explain and utilize philosophy in the study of theology.
- Integrate knowledge of Church history and the teachings of Catholic theology, including through Church documents, to evaluate and clearly respond to contemporary challenges.

AA Degree Program Goals

By the end of the program, the student will be able to:

- Exhibit an understanding of the central teachings in the Catechism of the Catholic Church in relation to the common good of human society, the dignity and transcendence of the human person, and principles of moral living.
- Demonstrate a fundamental knowledge of the Old and New Testament Scriptures in light of Catholic teachings.
- Exhibit a capacity to explain and apply the relationship between faith and reason.
- Exhibit an understanding of key concepts in Church history and their effect on human culture and civilization.

Undergraduate Catechetical Coordinator Certificate

The Undergraduate Catechetical Coordinator Certificate is intended to provide students with the ability to:

- Articulate the fundamental doctrines of faith and morals of the Catholic Church, using the Catechism of the Catholic Church, Sacred Scripture, and Sacred Tradition.
- Explain the Holy Bible as a unified story, with the New Testament anticipated by the Old, and the Old Testament fulfilled in the New.
- Explore the nature, mission, and purpose of catechesis, with emphasis on biblical catechesis, development of doctrinal lesson planning, and the principles, tasks, and methods that the Church promotes.

Catechetical Diploma Program Goals

Students who complete this program should be able to:

- Synthesize the essential and fundamental content of Catholic Doctrine as described in the Catechism of the Catholic Church,
- Explain the Profession of Faith with increased understanding,
- Demonstrate knowledge of Sacred Scripture by describing the essential theological concepts of Church teaching and worship derived from the Scriptures, and demonstrate how Jesus Christ is the center of Salvation History,
- Describe the nature of the Church and the vocation of the laity in furthering the mission of Jesus Christ,
- Identify with greater precision the foundations of Catholic morality and its applications in his or her life,
- Describe the preparation, celebration, and effects of the Sacraments, and incorporate sacramental theology within the work of catechesis,
- Integrate catechetical principles and methods for faithful catechesis particularly in directing religious education or evangelization programs, and
- Understand the proper relationship of Christian prayer, Sacred Scripture, and doctrinal truths to influence a Catholic approach to daily life.

Continuing Education Program Goals

Students who complete CDU's independent study noncredit courses and seminars should be able to do one or more of the following:

- Identify the essential and fundamental content of Catholic doctrine, sacraments, and prayer, focusing on the *Catechism of the Catholic Church*.
- Summarize essential scriptural concepts and themes to assist in reading and praying the Bible.
- Apply the foundations of Catholic morality particularly as current literature, media, and contemporary issues challenge them.
- Describe the history of the Catholic Church in America and its significance for defending religious freedom today.
- Use catechetical principles and methods for faithful catechesis.
- Integrate a basic understanding of the proper relationship of prayer, doctrinal truths, and current issues with living as a disciple of Christ.
- Appreciate and apply spiritual principles and practices that have been approved by the Church.

CDU University Calendar Fall 2022-Fall 2023

Calendar for Upcoming Terms	FALL I 2022	FALL I 2022	FALL II 2022	WINTER I 2023	WINTER I 2023	WINTER I 2023	WINTER II 2023	SUMMER I 2023	SUMMER I 2023	SUMMER II 2023	FALL I 2023	FALL I 2023	FALL II 2023
Length of term	12 week	8 week	8 week	12 week	8 week	4 week	8 week	12 week	8 week	8 week	12 week	8 week	8 week
	12	8	8	12	8	4	8	12	8	8	12	8	8
Registration opens	6/27/22	6/27/22	6/27/22	10/31/22	10/31/22	12/6/22	10/31/22	3/20/23	3/20/23	3/20/23	7/3/23	7/3/23	7/3/23
Financing Deadline (short term payment plan sign-up closes)	8/8/22	8/8/22	10/10/22	12/26/22	12/26/22	1/16/23	2/27/23	5/8/23	5/8/23	6/12/23	8/7/23	8/7/23	10/9/23
Tuition Payment Deadline	8/15/22	8/15/22	10/17/22	1/2/23	1/2/23	1/23/23	3/6/23	5/15/23	5/15/23	6/19/23	8/14/23	8/14/23	10/16/23
Course preview opens	8/19/22	8/19/22	10/21/22	1/6/23	1/6/23	1/27/23	3/10/23	5/19/23	5/19/23	6/23/23	8/18/23	8/18/23	10/20/23
First Day of Class/Term Begins	8/22/22	8/22/22	10/24/22	1/9/23	1/9/23	1/30/23	3/13/23	5/22/23	5/22/23	6/26/23	8/21/23	8/21/23	10/23/23
Last day to register for a course	8/26/22	8/26/22	10/28/22	1/13/23	1/13/23	2/3/23	3/17/23	5/26/23	5/26/23	6/30/23	8/25/23	8/25/23	10/27/23
Last day to Drop a course (no W on transcript)	9/2/22	9/2/22	11/4/22	1/20/23	1/20/23	2/5/23	3/24/23	6/2/23	6/2/23	7/7/23	9/1/23	9/1/23	11/3/23
Last Day for any refund /Last day to Withdraw from class (W on transcript)	10/16/22	9/18/22	11/20/22	3/5/23	2/5/23	2/19/23	4/16/23	7/16/23	6/18/23	7/23/23	10/15/23	9/17/23	11/19/23
Last Day of Class	11/11/22	10/14/22	12/16/22	3/31/23	3/3/23	2/24/23	5/12/23	8/11/23	7/14/23	8/18/23	11/10/23	10/13/23	12/15/23
Exams open to students	11/11/22	10/14/22	12/16/22	3/31/23	3/3/23	2/24/23	5/12/23	8/11/23	7/14/23	8/18/23	11/10/23	10/13/23	12/15/23
Completed coursework/exams	11/16/22	10/19/22	12/21/22	4/5/23	3/8/23	3/3/23	5/17/23	8/16/23	7/19/23	8/20/23	11/15/23	10/18/23	12/20/23
Grades visible in Student Portal	11/19/22	10/22/22	12/24/22	4/8/23	3/11/23	3/11/23	5/20/23	8/19/23	7/22/23	8/23/23	11/18/23	10/21/23	12/23/23

Dates subject to change. Please refer to the University Calendar on cdu.edu for the latest information.

							Easter Break						
							Winter II						
							4/3-4/10/23						

Graduate School of Theology

Master of Arts (Theology)

CDU's Master of Arts (Theology) program provides study of Sacred Scripture, philosophy, theological concepts, moral principles, the sacramental system, spirituality, and Church history.

The MA program is useful for individuals seeking careers in church work, those involved in teaching or religious education, and those preparing for a religious vocation. Many students choose the MA, however, to gain a systematic understanding of the teachings of the Church to enhance and inform their professional and spiritual lives, their families, and service to the Church and the world. Students can pursue their particular interests through the choice of electives.

Admission Requirements for MA (Theology)

- Complete the free online application for admission.
- Have an official transcript from the accredited institution where you completed your undergraduate degree sent to registrar@cdu.edu.
- Have someone who is familiar with your academic or professional work submit a letter of recommendation to registrar@cdu.edu.
- Submit a brief statement of purpose (250 words or less) to registrar@cdu.edu on why you are pursuing online graduate study in theology.

Students will be notified of acceptance via email shortly after all materials have been submitted and reviewed.

Accepted students may begin by taking one of three courses: THEO 503 The Catholic Theological Tradition, THEO 510 Revelation and Faith, or SCRPT 530 Introduction to Scripture and Salvation History.

General Program Requirements for MA (Theology)

- 36 Credits (24 Core Credits plus 12 elective credits, which may include an optional 3-credit thesis.)
- One comprehensive exam (COMP 699) to be taken when all coursework is complete.
- Students accepted into the MA program will have five years to complete degree requirements.

Investment:

- Tuition- $1,425 x 12 courses = $17,100
- Technology fee $150/course x 12 courses = $1,800
- Comprehensive Exam fee = $150
- Books $100/course (estimate) x 12 courses = $1,200
- **Total: $20,250**

Core Curriculum for MA (Theology)

Complete all 8 three-credit online courses

Course Number	Course Title	Credits
THEO 503	The Catholic Theological Tradition	3
THEO 510	Revelation and Faith: Fundamental Theology	3
THEO 541	Theology of Church	3
THEO 552	Sacraments and Liturgy	3
THEO 560	Fundamental Moral Theology	3
THEO 632	Christology	3
PHIL 508	Philosophy for Theology	3
SCRPT 530	Introduction to Scripture and Salvation History	3

All courses are 8 weeks long unless otherwise noted.

Master of Arts in Theology and Educational Ministry

The MA in Theology is a variation of the standard graduate theology degree, specifically tailored to Directors of Religious Education (DREs), secondary school teachers, and catechists. This MA program option requires 36 credits, culminating with a program portfolio and practicum. The program includes courses in Social Teachings, Salvation History, Catholic Spirituality, and Ecumenism, in addition to basic core theology courses, which will fully equip DREs and teachers in their important role of faith formation in parishes and schools. Learners selecting this option will have the necessary coursework to provide sound religious formation for Catholic youth and adults, and accurate information to discuss the Faith with those who may be seeking a faith life or who are otherwise unaffiliated with the Catholic Church.

Admission Requirements for MA in Theology and Educational Ministry

- Complete the free online application for admission.
- Have an official transcript from the accredited institution where you completed your undergraduate degree sent to registrar@cdu.edu.
- Have someone who is familiar with your academic or professional work submit a letter of recommendation to registrar@cdu.edu.
- Submit a brief statement of purpose (250 words or less) to registrar@cdu.edu on why you are pursuing online graduate study in theology.

Students will be notified of acceptance via email shortly after all materials have been submitted and reviewed.

Accepted students may begin by taking one of three courses: THEO 503 The Catholic Theological Tradition, THEO 510 Revelation and Faith, or SCRPT 530 Introduction to Scripture and Salvation History.

General Program Requirements for MA in Theology and Educational Ministry

- Complete 33 core credits, 3 elective credits
- Program Portfolio and Practicum
- One comprehensive exam (COMP 699) to be taken when all coursework is complete.
- Students accepted into the MA program will have five years to complete degree requirements.

Investment:

- Tuition- $1,425 x 12 courses = $17,100
- Technology fee $150/course x 12 courses = $1,800
- Comprehensive Exam fee = $150
- Books $100/course (estimate) x 12 courses = $1,200
- Practicum fee $300
- **Total: $20,550**

Core Curriculum for MA in Theology and Educational Ministry

Complete all 11 three-credit online courses

Course Number	Course Title	Credits
THEO 503	The Catholic Theological Tradition	3
THEO 510	Revelation and Faith: Fundamental Theology	3
THEO 541	Theology of Church	3
THEO 552	Sacraments and Liturgy	3
THEO 560	Fundamental Moral Theology	3
THEO 632	Christology	3
THEO 640	Presenting the Faith in the Modern World: Dealing with Hard Questions	3
THEO 682	Forming a Catholic World View: Catholic Social Teachings	3
RELED 560	Principles of Catholic Education	3
SCRPT 530	Introduction to Scripture and Salvation History	3
SPIR 501	Applied Catholic Spirituality	3
Elective	Students must, in consultation with the program advisor, choose one additional elective course that relates to their teaching interest.	3
PRACT 697	Practicum	0

All courses are 8 weeks long unless otherwise noted.

Graduate Certificates

The program is offered through the Graduate School of Theology, which is accredited by the Commission on Accrediting of the Association of Theological Schools. The CDU Graduate School of Theology aims to provide a transformative learning experience in the digital space and to develop leaders for the new evangelization in the 21st century. Graduate Certificates provide deep, focused study of an aspect of theology at the graduate level. Credits earned are transferable to the MA degree program as students may decide later to pursue a full degree.

Anyone with a Bachelor's degree from an accredited institution may enroll in Graduate Certificate programs.

Graduate Certificates are offered in the following areas:

- Sacred Scripture
- Church History
- Certificate for Catholic Educators

Admission Requirements for Graduate Certificates

- Complete the free online application for admission.
- Have an official transcript from the accredited institution where you completed your undergraduate degree sent to registrar@cdu.edu.
- Have someone who is familiar with your academic or professional work submit a letter of recommendation to registrar@cdu.edu.
- Submit a brief statement of purpose (250 words or less) to registrar@cdu.edu on why you are pursuing online graduate study in theology.

Students will be notified of acceptance via email shortly after all materials have been submitted and reviewed.

Accepted students may begin by taking one of three courses: THEO 503 The Catholic Theological Tradition, THEO 510 Revelation and Faith, or SCRPT 530 Introduction to Scripture and Salvation History.

Investment:

- Tuition- $1,425 x 6 courses = $8,550
- Technology fee $150/course x 6 courses = $900
- Books $100/course (estimate) x 6 courses = $600
- **Total: $10,050**

Graduate Certificate in Sacred Scripture

This certificate program is designed for students with an undergraduate degree who wish to study Sacred Scripture in depth. The 18 credits earned can be applied to the Master of Arts (Theology).

General Program Requirements for Graduate Certificate in Sacred Scripture

- Completion of 9 core Scripture credits
- Completion of 9 elective Scripture credits
- Students accepted into the program will have three years to complete certificate requirements.

Core Courses for Graduate Certificate in Sacred Scripture

Course Number	Course Title	Credits
THEO 503	The Catholic Theological Tradition	3
SCRPT 530	Introduction to Scripture and Salvation History	3
SCRPT 615	History of Biblical Interpretation (12 weeks)	3

All courses are 8 weeks long unless otherwise noted.

Elective Courses for Graduate Certificate in Sacred Scripture

Select from the courses below for a total of 9 required credits.

Course Number	Course Title	Credits
SCRPT 520	Pentateuch	3
SCRPT 570	The Letter to the Romans	3
SCRPT 581	The Gospel of St. John	3
SCRPT 640	Isaiah and the Prophets (12 weeks)	3
SCRPT 662	The Synoptic Gospels (available in 2020)	3

All courses are 8 weeks long unless otherwise noted.

Graduate Certificate in Church History

This certificate program is designed for students with an undergraduate degree who wish to study Church History in depth. The 18 credits earned can be applied to the Master of Arts (Theology).

General Program Requirements for Graduate Certificate in Church History

- Completion of 12 core credits
- Completion of 6 elective history credits
- Students accepted into the program will have three years to complete certificate requirements.

Core Courses for Graduate Certificate in Church History

Course Number	Course Title	Credits
THEO 503	The Catholic Theological Tradition	3
CHIST 514	Church History I: Early Christians to Middle Ages	3
CHIST 524	Church History II: Renaissance to Modern Church	3
THEO 632	Christology	3

All courses are 8 weeks long unless otherwise noted.

Elective Courses for Graduate Certificate in Church History

Select from the courses below for a total of 6 required credits

Course Number	Course Title	Credits
CHIST 544	History of the American Catholic Church	3
SCRPT 530	Introduction to Scripture and Salvation History	3
SCRPT 615	History of Biblical Interpretation (12 weeks)	3
SCRPT 640	Isaiah and the Prophets (12 weeks)	3

All courses are 8 weeks long unless otherwise noted.

Graduate Certificate for Catholic Educators

The 18-credit Graduate Certificate for Catholic Educators provides an overview of basic Catholic theology, scripture, and Catholic social teaching. Credits earned toward the certificate can later be applied to the MA in Theology and Educational Ministry degree. Students will be prepared to provide sound religious formation for Catholic youth and adults and accurate information to discuss the faith with those who may be seeking a faith life or who are unaffiliated with the Catholic Church.

General Program Requirements for Graduate Certificate for Catholic Educators

- Completion of 18 core credits
- Students accepted into the program will have three years to complete certificate requirements.

Core Courses for Graduate Certificate for Catholic Educators

Course Number	Course Title	Credits
THEO 503	The Catholic Theological Tradition	3
RELED 560	Principles of Catholic Education	3
THEO 682	Forming a Catholic World View: Catholic Social Teachings	3
SCRPT 530	Introduction to Scripture and Salvation History	3
SPIR 501	Applied Catholic Spirituality	3
THEO 640	Presenting the Faith in the Modern World: Dealing with Hard Questions	3

All courses are 8 weeks long unless otherwise noted.

General Graduate School of Theology Information

CDU's Graduate School of Theology is accredited by the Commission on Accrediting of The Association of Theological Schools. The CDU Graduate School of Theology aims to provide a transformative learning experience in the digital space and to develop leaders for the new evangelization in the 21st century.

Transfer Credit and Work Experience

In the MA (Theology) and the Master of Arts in Theology and Educational Ministry degree programs, a maximum of 6 theology graduate credits earned within the last 5 years with a grade of 3.0 or higher may be transferred if earned from an institution(s) accredited by an agency recognized by the U.S. Department of Education or whose courses are endorsed by an accrediting body recognized by the U.S. Department of Education.. Acceptance of transfer credit is at the discretion of Academic Leadership. *Students from John Paul Catholic University's former online MA in Biblical Theology are able to transfer additional credits per our Articulation Agreement with John Paul the Great Catholic.* Contact the CDU Admissions office for details. An official transcript is required. CDU does not grant graduate credit for work experience. All students who take graduate courses and wish to receive credit and/or a final grade report must have undergraduate transcripts on file. CDU does not guarantee acceptance of transfer credit to another institution. Students should check with the receiving institution prior to registering for courses to ensure that credits earned at CDU will be accepted.

Graduate Library Resources

CDU maintains an online library for students that is staffed by a librarian, and course authors provide bibliographies and supplemental reading lists with course materials. This information is useful for term papers and course work. Woodstock Theological Library has granted borrowing privileges to full-time CDU students. The library, located on the campus of Georgetown University in Washington, DC, has 195,000 volumes and 700 periodicals. Local students may visit the library in person and distant students may use the inter-library loan system. Full-time program students are welcome to call the librarians for personal assistance. A CDU student ID card is needed for library loans.

Taking Graduate-Level Courses Without Applying to the Program

CDU offers the option of taking undergraduate and graduate courses without applying to an academic program. Assignments, testing requirements, and tuition are the same for all students. To take an undergraduate course, submit proof of high school graduation or GED or your college transcripts. To take a graduate course, request that an official transcript be sent from the accredited college or university where an undergraduate degree was earned. Courses successfully completed can be applied toward a CDU degree program. Contact Admissions for more information.

Undergraduate Programs

Master of Arts (Theology) Accelerated Track

CDU offers an accelerated track for undergraduates wishing to pursue an MA degree after completing their CDU BA degree.

Qualifications for Admission to the Accelerated Track

Current undergraduate theology students may apply to the program through the Admissions Office. Students are eligible if they meet the following requirements:

- Complete 21 credits in the CDU BA in Theology major.
- Earn a 3.0 average in these CDU courses.
- Obtain a recommendation from a CDU course instructor.

Students who have already received a CDU BA degree are not eligible for the accelerated track. Students should be aware that military benefits may not cover the full cost of the accelerated program. For questions regarding military benefits, contact the Bursar, bursar@cdu.edu.

Credits that Transfer for Acceptance into the CDU MA Program

Students who are not currently enrolled at CDU should apply to the BA in Theology Program if they wish to pursue this track.

Students may take up to nine (9) CDU graduate credits in this track and will be charged the graduate tuition for these credits. Specific courses eligible for the accelerated track will correspond to the student's particular program and concentration. Contact the Registrar for a list of BA/MA course correspondences.

In the case of cross-listed courses, students wanting credits for the accelerated track must register for the graduate course listing and satisfactorily complete graduate student requirements.

If the student elects to defer enrollment in the MA (Theology) program, he or she has up to five years, after which the student must reapply for admission to the program. A student must complete a BA before pursuing the MA (Theology) degree.

Bachelor of Arts in Theology Program

The Bachelor of Arts in Theology program helps students expand their knowledge of the Catholic faith and develop the skills needed to competently explain the essential teachings of the Catholic Church using Sacred Scripture, Sacred Tradition, magisterial documents, and significant texts.

Admissions Requirements for BA in Theology

- Submit a free program application and one letter of recommendation from church, employer, teacher, or counselor.
- Submit evidence of high school completion/GED.
- Students who have completed some college should also have official college transcripts submitted directly from those institutions.

General Program Requirements for BA in Theology

- 39 theology major credits (24 required credits and 15 theology elective credits)
- 81 general education/elective credits
- Students have six years to complete the program

Transfer Credit

A maximum of 81 undergraduate credits earned with a minimum grade of 2.0 from an institution(s) accredited by an agency recognized by the U.S. Department of Education or whose courses are endorsed by an accrediting body recognized by the U.S. Department of Education may be transferred to fulfill general education/elective credits. CDU offers courses to help fulfill the general education/elective requirements.

Those who submit official transcripts with credits earned in the past five years must have at least a 2.0 GPA from the most recent accredited issuing institution. If the overall GPA is below a 2.0, the student must successfully complete a first course at CDU with a grade of 2.0 or higher before being accepted into the program and applying for federal financial aid.

Students with official transcripts that are over five years old must successfully complete a first course at CDU with a grade of 2.0 or higher before being accepted into the program and applying for federal financial aid. CDU reserves the right to deny admission to students with more than three transcripts from different institutions.

A maximum combination of up to 30 CLEP, Advanced Placement, DANTES and/or International Baccalaureate credits may be accepted. These credits count against the maximum total number of allowable transfer credits. For more information, see the Credit by Exam Policy.

Transfer of Theology Credits

A maximum of 6 undergraduate theology credits can be transferred in. Transfer credit must have been earned no more than five years prior to transfer and grade must be at least a 2.0 and submitted via an official transcript to be evaluated for transfer. Acceptance of transfer credit is at the dis-

cretion of Academic Leadership, who determines if transfer credits align with the BA curriculum.

Investment:*

- Tuition- $960 x 13 courses = $12,480
- Technology fee $150/course x 13 courses = $1,950
- Books $100/course (estimate) x 13 courses = $1,300
- **Total: $15,730**
  *This total does not include the 27 required General Education courses that may be fulfilled with transfer credit

Required Theology Major Courses

Course Number	Course Title	Credits
SCRPT 210	Reading Scripture Theologically	3
SCRPT 230	Introduction to Scripture and Salvation History	3
THEO 204	Foundations of Catholicism	3
THEO 213	God, Man, and the Universe	3
THEO 232	Jesus Christ: God, Man, and Savior	3
THEO 253	Sacraments: Masterworks of God	3
THEO 268	Principles of Moral Theology	3
THEO 343	Vatican II: The Church and Her Liturgy	3

All courses are 8 weeks long unless otherwise noted.

**Students who have already studied Catechism I and II at the AA Level are exempt from taking THEO 204. These students are required to take three additional elective credits.*

Theology Electives – 15 credits

Students can fulfill the additional 15 credits of theology electives by choosing additional CDU courses.

Required Philosophy Minor Courses

Students must complete a total of six undergraduate courses (18 credits) in Philosophy at CDU, or two additional courses over and above the existing four-course distribution requirement for the BA.

Course Number	Course Title	Credits
PHIL 205	Introduction to Philosophy with Plato and Aristotle	3
PHIL 235	Elements of the Philosophy of the Human Person	3
PHIL 260/THEO 280	National Catholic Bioethics Center Catholic Bioethics I (new in Summer 2023)	3
PHIL 311	Ethics	3
PHIL 315	Metaphysics	3
PHIL 320	Modern Philosophy (new in Fall 2023)	3
PHIL 330	Contemporary Philosophy (new in Summer 2023)	3
PHIL 340	See for Yourself: An Introduction to Epistemology	3
PHIL 370	The Nature of Nature: An Introduction to a Catholic Philosophy of Science	3

Required History Minor Courses

BA students now have the opportunity to earn a Minor in History to complement their Major in Theology. To earn the Minor in History, students must complete all six undergraduate courses (18 credits) in History and Church History at CDU.

Course Number	Course Title	Credits
CHIST 214	Church History I: Early Christians to Middle Ages	3
CHIST 223	Church History II: Renaissance to Modern Church	3
CHIST 244	History of the Catholic Church in America	3
HIST 201	Ancient Civilization	3
HIST 211	Christian Civilization	3
HIST 221	A Global Civilization	3

A maximum of 3 transfer credits may be applied toward the Minor, upon review and approval by Academic Leadership. Contact Dr. Elizabeth Shaw (eshaw@cdu.edu) with any questions.

General Education/Electives

CDU generously accepts transfer credits from other institutions accredited by an agency recognized by the U.S. Department of Education or whose courses are endorsed by an accrediting body recognized by the U.S. Department of Education. Most students meet the general education requirements through a combination of transfer credit and by taking courses at CDU. ENG 105 must be taken at CDU.

The general education requirements enhance the study of theology while fulfilling a broad, liberal arts education and stimulate a desire for lifelong learning, wonder, and the courage to live an authentic Christian life in and through specific vocational paths and in our common vocation as human persons.

The requirements reflect an ongoing commitment to academic excellence, the unity of all truth, and the integration of faith and reason. Grounded in the Western intellectual tradition and *Ex corde ecclesiae*, the curriculum introduces students to the fundamental knowledge, authors, and diverse learning experiences needed to become well-educated Catholics and beacons of light and truth in a rich, diverse global society.

Subject	Credits
English Language Arts	9 credit hours
Social Sciences (i.e., history, sociology, economics, political science)	18 credit hours
Natural Sciences (i.e., biology, chemistry, physics, geology)	6 credit hours
Mathematics/Computer Science (i.e., mathematics, statistics, computer usage)	6 credit hours
Classical or Modern Languages	6 credit hours
Humanities and Fine Arts (i.e., art, music, scripture, theology.) Additional scripture or theology courses not used for the major may be taken at CDU.	6 credit hours
Philosophy	12 credit hours
Electives	18 credit hours

General education/elective credits must be at the 100 level or higher and one must have received a grade of 2.0 (C) or higher from an accredited institution. Experiential credit cannot be used in place of academic credit.

General education/elective credits may also be fulfilled via the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST).

General education courses ensure that students cultivate the skills, knowledge, and habits of mind that are essential in every field of study. To learn more, view the General Education Outcomes.

General Education Outcomes

Information Literacy
Graduates of this program will be able to demonstrate information literacy by adequate research appropriate to the field of study, and determine the suitability of sources.

Cultural Literacy
Graduates of this program will be able to demonstrate awareness and comprehension of cultural symbols and values, as well as historical and cultural development, and communicate informed conclusions with cultural sensitivity.

Critical Thinking
Graduates of this program will be able to analyze their research, address divergent opinions, and apply sound reasoning to determine an informed conclusion to the issue at hand.

Communication
Graduates of this program will be able to give evidence of suitable verbal and written skills that clearly communicate informed conclusions regarding issues at hand to a variety of audiences for a variety of purposes.

Associate of Arts in the Liberal Arts with a Concentration in Catholic Studies

CDU's Associate of Arts in the Liberal Arts degree program provides a high-quality, entry-level associate degree in liberal arts with an emphasis on the Catholic intellectual tradition. Our AA offers a fully online liberal arts program for the professional development of catechists, parents, aspiring Catholic school teachers, professional career-seekers in the Catholic Church, and anyone else who may later seek a higher degree in liberal arts. Upon completion of this degree, students have the option to earn a bachelor's degree in theology at CDU.

Admissions Requirements for Associate of Arts in Liberal Arts

- Submit free program application and one letter of recommendation from church, employer, teacher, or counselor.
- Submit evidence of high school completion/GED with at least one of the following documents:
    - Official high school transcript* submitted from the school where the diploma was earned
    - GED Certificate issued from the state where it was earned
    - Official Homeschool Transcript* or Certificate as required by the state of issue along with graduation date. (For homeschooled students from states that do not issue official state transcripts, either a GED exam, SAT, or ACT scores may be required along with transcript. Alternatively, students may successfully complete a first course at CDU prior to program admission.)
    - Official College Transcript* that indicates HS graduation date or official college transcript along with a copy of high school diploma indicating the graduation date
    - Foreign transcripts* that have been validated as a HS diploma equivalent

    **Those who submit official transcripts with credits earned in the last 5 years must have at least a 2.0 GPA from the most recent issuing accredited institution. If the GPA is below a 2.0 or the transcript is more than five years old, the student must successfully complete a course at CDU with a minimum grade of 2.0 before being accepted into the program and applying for federal financial aid. CDU reserves the right to deny admission to students with more than three transcripts from different institutions.*
- Students who have completed some college should also have official college transcripts submitted directly from those institutions.

General Program Requirements for AA in Liberal Arts

- 60 Credits (33 Catholic Studies Core Credits, 24 General Education Core Credits and 3 Elective Credits)
- Students have four years to complete the program

Transfer Credit

Up to 27 General Education credits earned with a minimum grade of 2.0 from an institution(s) accredited by an agency recognized by the U.S. Department of Education or whose courses are endorsed by an accrediting body recognized by the U.S. Department of Education may be transferred provided that these credits meet the requirements of the program.

A maximum combination of up to 15 credits from CLEP, Advanced Placement, DANTES and/or International Baccalaureate may be accepted. These credits count against the maximum total number of allowable transfer credits. For more information, see the Credit by Exam Policy.

Theology Transfer Credit and Work Experience

A maximum of six undergraduate theology credits can be transferred in. Transfer credit must have been earned no more than five years prior to transfer and grade must be at least a 2.0 and submitted via an official transcript to be evaluated for transfer. Acceptance of transfer credit is at the discretion of Academic Leadership who determines if transfer credits align with the CDU AA curriculum.

Investment:*

- Tuition- $960 x 11 courses = $10,560
- Technology fee $150/course x 11 courses = $1,650
- Books $100/course (est) x 11 courses = $1,100
- **Total: $13,310**

  **This total does not include the 9 required General Education courses that may be fulfilled with transfer credit*

Catholic Studies Core

Course Number	Course Title	Credits
CHIST 214	Church History I: Early Christians to the Middle Ages	3
CHIST 224	Church History II: Renaissance to Modern Church	3
ENG 105	Introduction to Composition for Theology	3
HIST 201	Ancient Civilization*	3
HIST 211	Christian Civilization*	3
HIST 221	A Global Civilization*	3
PHIL 205	Introduction to Philosophy with Plato and Aristotle*	3
PHIL 235	Elements of the Philosophy of the Human Person*	3
SCRPT 103	Survey of the Old Testament	3
SCRPT 106	Survey of the New Testament	3
THEO 101	*Catechism of the Catholic Church,* Part I	3
THEO 102	*Catechism of the Catholic Church,* Part II	3
THEO 103	The Moral Life: Living the Virtues	3

All courses are 8 weeks long unless otherwise noted.

**Students must complete their choice of two of the following courses: HIST 201, HIST 211, and HIST 221. These replace the Western Civilization courses.*

**Students must complete their choice of one of the following courses: PHIL 205 and PHIL 235.*

General Education Requirements

Subject	Credits
English Language Arts	3
Natural Sciences (i.e., biology, chemistry, physics, geology)	3
Mathematics/Computer Science (i.e., mathematics, statistics, computer usage)	3
Classical or Modern Languages	3
Social Sciences (i.e., history, sociology, economics, political science)	9
Humanities and Fine Arts (i.e., art, music, scripture, theology.) Additional scripture or theology courses not used for the major may be taken at CDU.	3
Electives	3

The general education credits must be at the 100 level or higher and one must have received a grade of C or higher from an accredited institution. Experiential credit cannot be used in place of academic credit.

General Education requirements may also be fulfilled via the College Board's Advanced Placement (AP) program and College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing (DSST).

General education courses ensure that students cultivate the skills, knowledge, and habits of mind that are essential in every field of study.

General Education Outcomes

Information Literacy
Graduates of this program will be able to demonstrate information literacy by adequate research appropriate to the field of study, and determine the suitability of sources.

Cultural Literacy
Graduates of this program will be able to demonstrate awareness and comprehension of cultural symbols and values, as well as historical and cultural development, and communicate informed conclusions with cultural sensitivity.

Critical Thinking
Graduates of this program will be able to analyze their research, address divergent opinions, and apply sound reasoning to determine an informed conclusion to the issue at hand.

Communication
Graduates of this program will be able to give evidence of suitable verbal and written skills that clearly communicate informed conclusions regarding issues at hand to a variety of audiences for a variety of purposes.

CDU offers the following courses to help students meet general education requirements:

Course Number	Course Title	Credits
BIO 101	General Biology	3
BIO 150	Nutrition	3
CHIST 214	Church History I: Early Christians to Middle Ages	3
CHIST 224	Church History II: Renaissance to Modern Church	3
CHIST 244	History of the Catholic Church in America	3
COSCI 101	Computer Essentials	3
ENG 105	Introduction to Composition for Theology	3
ENG 111	Introduction to Literature	3
ENG 310	Literary Apologetics for Theology	3
GREEK 101	Biblical Greek I* (12 weeks)	3
GREEK 201	Biblical Greek II* (12 weeks)	3
GREEK 301	Advanced Biblical Greek * (12 weeks)	3
HIST 201	Ancient Civilization	3
HIST 211	Christian Civilization	3
HIST 221	A Global Civilization	3
HUM 228	Introduction to Comparative Religions: Judaism and Islam	3
HUM 260	Theology of Sacred Architecture	3
LATIN 101	Latin I revised* (12 weeks)	3

LATIN 201	Latin II* (12 weeks)	3
MATH 105	General Mathematics for Liberal Studies	3
PHIL 235	Elements of the Philosophy of the Human Person	3
SCRPT 103	Survey of the Old Testament	3
SCRPT 106	Survey of the New Testament	3
SCRPT 370	Letter to the Romans	3
SCRPT 381	The Gospel of St. John	3
SPAN 101	Introduction to Spanish Language and Culture for Ministry	3
SPAN 201	Conversational Spanish for Ministry II	3
SPIR 301	Applied Catholic Spirituality	3
THEO 101	*Catechism of the Catholic Church*, Part I	3
THEO 102	*Catechism of the Catholic Church*, Part II	3
THEO 290	Theology of Sacred Architecture	3
THEO 419	Thought of Thomas Aquinas	3
THEO 498	Holy Land: The Fifth Gospel	3
THEO 499	Italy: Crossroads of Christianity	3

All courses are 8 weeks long unless otherwise noted.

The 300 and 400 level courses are only open to BA students.

**These language classes cannot be used for both foreign language general education requirements and AA program electives.*

Undergraduate Catechetical Coordinator Certificate

The Catechetical Coordinator Certificate is an undergraduate academic certificate program for Church leaders, employees, and catechists who desire a comprehensive certification in Catholic teachings and theology and practical ways to teach these principles.

Admissions Requirements for Undergraduate Catechetical Coordinator Certificate

- Submit free program application
- Send official transcript(s) from high school, GED, or undergraduate institutions attended.

General Program Requirements for Undergraduate Catechetical Coordinator Certificate

- Complete 18 credits from the required courses
- Students have three years to complete the program

Investment:

- Tuition- $960 x 6 courses = $5,760
- Technology fee $150/course x 6 courses = $900
  - Books $100/course (estimate) x 6 courses = $600
  - **Total: $7,260**

Required Courses for the Undergraduate Catechetical Coordinator Certificate

Course Number	Course Title	Credits
THEO 204	Foundations of Catholicism	3
SCRPT 230	Introduction to Scripture and Salvation History	3
THEO 232	Jesus Christ: God, Man, and Savior	3
THEO 253	Sacraments: Masterworks of God	3
THEO 268	Principles of Moral Theology	3
RELED 433	The Art of Catechesis: Dynamic Renewal	3

All courses are 8 weeks long unless otherwise noted.

Catechetical Diploma

CDU is authorized to award the Catechetical Diploma, a valuable teaching credential in the Church. CDU was the first Catechetical Institute in the United States to award the Catechetical Diploma and teach the Faith to adults using distance education exclusively.

Responding to the commission Christ gave to his followers to make disciples of all nations, each person is called to share the Gospel message of God's love. Through systematic study of the profession of Faith, liturgy, Sacred Scripture, moral teachings, and spirituality, students achieve this ecclesiastical teaching certificate and equip themselves to teach the Faith with authority and confidence.

Admissions Requirements for Catechetical Diploma

- Submit free program application and letter of recommendation.
- Send official transcript(s) from high school, GED, or undergraduate institutions attended.

General Program Requirements for Catechetical Diploma

- 36 Credits (33 Core Credits plus 3 Elective Credits)
- Catechetical Project (Essay, Research Paper, or Lesson Plan)
- Minimum 2.0 GPA
- Students have five years to complete the program

Investment:

- Tuition- $960 x 12 courses = $11,520
- Technology fee $150/course x 12 courses = $1,800
- Books $100/course (estimate) x 12 courses = $1,200
- **Total: $14,520**

Required Courses for Catechetical Diploma

Course Number	Course Title	Credits
RELED 433	The Art of Catechesis: Dynamic Renewal	3
SCRPT 103	Survey of the Old Testament	3
SCRPT 106	Survey of the New Testament	3
SCRPT 230	Introduction to Scripture and Salvation History	3
SPIR 301	Applied Catholic Spirituality	3
THEO 204	Foundations of Catholicism	3
THEO 213	God, Man, and the Universe	3
THEO 232	Jesus Christ: God, Man, and Savior	3
THEO 253	Sacraments: Masterworks of God	3
THEO 268	Principles of Moral Theology	3
THEO 343	Vatican II: The Church and Her Liturgy	3

All courses are 8 weeks long unless otherwise noted.

Elective Courses for Catechetical Diploma

Course Number	Course Title	Credits
CHIST 214	Church History: Early Christians to the Middle Ages	3
CHIST 224	Church History: Renaissance to the Modern Church	3
CHIST 244	History of the Catholic Church in America	3
HIST 211	Christian Civilization	3
HUM 228	Introduction to Comparative Religions: Judaism and Islam	3
PHIL 311	Ethics	3
PHIL 315	Metaphysics	3
SCRPT 210	Reading Scripture Theologically	3
THEO 103	The Moral Life: Living the Virtues	3
THEO 419	The Thought of Thomas Aquinas	3

All courses are 8 weeks long unless otherwise noted.

Theology Credit Transfer and Work Experience

At the discretion of Academic Leadership, CDU will accept a maximum of six undergraduate theology credits earned with a minimum grade of 3.0, provided they meet the requirements of being Catholic theology from a Catholic institution and align with CDU's BA in Theology curriculum.

Credits must have been earned no more than five years prior to transfer. If they are accepted, these six credits may apply to the 39 credits required for the major in theology. An official transcript is required. CDU does not grant undergraduate credit for work experience.

CDU does not guarantee acceptance of transfer credit to another institution. Students should check with the receiving institution prior to registering for courses to ensure that credits earned at CDU will be accepted.

Policy on High School Transcripts

AA, Undergraduate Catechetical Coordinators Certificate, Catechetical Diploma

For those who have earned no college credit elsewhere prior to enrollment, CDU must have an official state high school transcript. For homeschooled students from states that do not issue official state transcripts, either a GED exam, SAT, or ACT scores may be required along with transcript. Alternatively, students may successfully complete a first course at CDU prior to program admission.

Taking Undergraduate Courses without Applying to the Program

CDU offers the option of taking undergraduate and graduate courses without applying to an academic program. Assignments, testing requirements, and tuition are the same for all students.* To take an undergraduate course, submit proof of high school graduation or GED or your college transcripts.** To take a graduate course, request that official transcripts from any accredited institutions attended previously be submitted directly from the institutions. Courses successfully completed can be applied toward a CDU degree program. Contact Admissions for more information.

* With the exception of tuition for high school students enrolled by special arrangement in THEO 280/PHIL 260 and THEO 281/PHIL 261.

** Admission requirements vary for current high school juniors and seniors seeking to enroll in THEO 280/PHIL 260 and THEO 281/PHIL 261 by special arrangement. Please inquire at admissions@cdu.edu.

Undergraduate Library Resources

CDU maintains an online library for students that is staffed by a librarian, and course authors provide bibliographies and supplemental reading lists with course materials. This information is useful for term papers and course work. Woodstock Theological Library has granted borrowing privileges to full-time CDU students. The library, located on the campus of Georgetown University in Washington, DC, has 195,000 volumes and 700 periodicals. Local students may visit the library in person and distant students may use the inter-library loan system. Full-time program students are welcome to call the librarians for personal assistance. A CDU student ID card is needed for library loans.

Noncredit Programs

Noncredit Certificates at CDU

Faith formation is a lifelong journey. Just as we are required to stay current in our professional lives, the Church calls us to continue growing in knowledge of our faith. CDU's continuing education programs offer adults a carefully designed curriculum of doctrinal, moral, and spiritual formation that combines high quality, faithful teachings in a convenient distance learning format.

CDU's continuing education program includes noncredit certificates, group subsidy plans, non-degree independent study courses, and three-week online seminars for adult enrichment and catechist formation in the Faith.

Truth means more than knowledge: knowing the truth leads us to discover the good.
(Benedict XVI, 2008)

Far from being just a communication of factual data – 'informative' – the loving truth of the Gospel is creative and life-changing – 'performative.' (cf. *Spe Salvi*, 2)

Catholic Distance University recognizes the desire that many Catholic adults have to study the Faith in order to integrate it into the current culture and to share the Faith with others. Catholic adults, by nature of their Baptism, are called to an ongoing reflection on the 2000-year heritage the Church has recorded and developed in order to integrate the Faith into contemporary society.

In response, CDU offers several noncredit certificates designed to provide a systematic approach to the study of Catholic doctrine, Sacred Scripture, Catholic morality, Church history, Vatican II and catechetical principles and methods.

- Basic Certificate in Apologetics
- Certificate in the *Catechism of the Catholic Church*
- Basic Certificate in Catechetics
- Advanced Certificate in Catechetics
- Basic Certificate in Catholic Education
- Basic Certificate in Christian Morality
- Basic Certificate in the New Testament
- Basic Certificate in the Old Testament
- Basic Certificate in Prayer and Spirituality
- Basic Certificate in Vatican II
- Basic Certificate in Church History
- Basic Certificate in Sacred Scripture
- Diocesan Lay Leadership

Basic Certificate in Apologetics

Given our increasingly secular society and the atheistic worldview often promoted by the mainstream media and academic/scientific establishment, the need to strengthen the faith of Catholics and equip the faithful to better explain and share the Faith has never been greater.

This need is especially evident in the large number of young people who are leaving the Catholic Faith, especially during and after college.

By participating in the seminars for this certificate program, you can strengthen your faith and equip yourself to better explain and share with family and friends why Catholics believe what we do about God, Jesus, Salvation, Church, Suffering and Evil.

Certificate Requirements:

Completion of the following six apologetics seminars:

- Proclaiming the Reality of God: Compelling Evidence of God's Existence (June 13 – July 4, 2022)
- Making the Case for Christ (August 8 – 29, 2022)
- Why Would a Loving God Allow Evil, Pain, and Suffering? (2023)
- How Are We Saved? The Catholic View of Salvation (June 12 -- July 3, 2023)
- Why Do We Need the Church? (2023)
- The Art of Evangelization through Apologetics (October 3 – 24, 2022)

Certificate in the *Catechism of the Catholic Church*

Benedict XVI reminded Catholics that the *Catechism of the Catholic Church* is "a precious and indispensable tool" for the task of evangelization. Those who study the *Catechism* will be able to give reasons for what they believe, enabling them to assist the numerous people who are experiencing a crisis of Faith in our contemporary society. Most dioceses of the United States require catechists to have a basic course on the *Catechism of the Catholic Church*. Those who achieve the CDU Certificate in the *Catechism of the Catholic Church* will have the confidence and ability to assist others in using the Catechism of the Catholic Church to find answers to questions about Church doctrine, liturgical life, Christian morality, and prayer.

Requirements for the Certificate in the Catechism of the Catholic Church

- Completion of five courses in the *Catechism of the Catholic Church* Series

Course Number	Course Title	CEUs*
THEO N004	Introduction to the *Catechism*	2
THEO N005	The Profession of Faith	2
THEO N006	The Celebration of the Christian Mystery	3
THEO N007	Life in Christ	3
THEO N008	Christian Prayer	2

** Continuing Education Units/Clock Hours*

Basic Certificate in Catechetics

This catechetical formation program aims to help catechists acquire the essential knowledge and skills needed to hand on the Faith. Ideally, this initial formation should precede the beginning of your catechetical ministry. Catechists who complete these basic courses/seminars should have the confidence and skills to be a parish catechist.

Certificate Requirements

- Completion of four theology courses on the *Catechism of the Catholic Church*
- Completion of one (1) required Catechetics course*
- Completion of one (1) required Scripture course**

Course Number	Course Title	CEUs*
THEO N005	The Profession of Faith	2
THEO N006	The Celebration of the Christian Mystery	3
THEO N007	Life in Christ	3
THEO N008	Christian Prayer	2
*RELED N001	Basic Catechetics for Discipleship, Part 1	1
**SCRPT N004	Introduction to Scripture and the Gospel Message	1

* *Continuing Education Units/Clock Hours*

Advanced Certificate in Catechetics

Those who teach with authority change lives. Children, young people, and adults eagerly respond to knowledgeable and trained catechists. This training takes commitment, dedication, confidence, and zeal. With the Advanced Certificate in Catechetics (ACC) program, CDU can help lay volunteers, religion teachers, and parents become true catechists – those prepared to teach the Faith with wisdom and knowledge.

Certificate Requirements:

- Prerequisite certificate: Basic Certificate in Catechetics
- Completion of the following required catechetical course:
  RELED N042 Forming Disciples: Basic Tasks of Catechesis
- Completion of any 2 Scripture online seminars or independent study courses
- Completion of 1 online seminar or independent study course on Church History
- Completion of 1 online seminar on Social Teachings or the independent study course:
  THEO N106 Constitution on the Church in the Modern World or one independent study course on Social Teachings (available 2022-2023)
- Completion of 1 online seminar or independent study course on Spirituality

Basic Certificate in Catholic Education

Speaking to Catholic Educators in America, Benedict XVI remarked:

In every aspect of their education, students need to be encouraged to articulate a vision of the harmony of faith and reason capable of guiding a life-long pursuit of knowledge and virtue. As ever, an essential role in this process is played by teachers who inspire others by their evident love of Christ, their witness of sound devotion and their commitment to that *sapientia Christiana* which integrates faith and life, intellectual passion and reverence for the splendor of truth both human and divine, steadfast in faith and witness. (Benedict XVI, May 5, 2012.)

Each of the following courses addresses ways that Catholic Educators can fulfill their essential roles of teaching, inspiring, and witnessing the Church's patrimony of integrating life with the harmony of faith and reason.

Certificate Requirements:

Completion of the following five independent study courses:

- RELED N066 The Catholic School: Identity and Leadership (1 CEU)
- RELED N034 Pioneers in American Catholic Education (1 CEU)
- RELED N042 Forming Disciples: The Basic Tasks of Catechesis (1 CEU)
- RELED N004 NDC: Vitalizing the Catechetical Ministry (1 CEU)
- THEO N168 JPII: The Culture of Life (1 CEU)

Completion of one of the following independent study courses or seminars:

- RELED N001 Basic Catechetics for Discipleship (1 CEU)
- RELED N036 Teaching High School Religion (1 CEU)
- RELED N113 Missionary Discipleship: Encounter Jesus and Spread the Good News (1 CEU)

Basic Certificate in Christian Morality

St. John Paul II clearly defined Christian Morality in the encyclical *Veritatis Splendor.* In that magnificent document, he describes morality as "not so much about rules to be followed, but about the *full meaning of life*. This is in fact the aspiration at the heart of every human decision and action, the quiet searching and interior prompting which sets freedom in motion. ...Today more than ever we need to have clarity about how the gift of freedom can lead us to the absolute Good, God Himself Who has revealed Himself fully in Jesus Christ" (*VS* 7)

St. John Paul II further points out that " the Second Vatican Council called for a renewal of moral theology, so that its teaching would display the lofty vocation which the faithful have received in Christ..."(*VS* 7). This vocation not only requires finding Christ in order to follow Him, but inviting Christ to walk the path of life with each person. (*VS* 7)

Certificate Requirements:

Course Number	Course Title	CEUs*
THEO N007	Life in Christ	3
THEO N068	The Way to Inner Peace and Mercy	1
THEO N106	Constitution on the Church in the Modern World	1
THEO N163	Basics of Morality	1.5
THEO N164	The Ten Commandments: One – Five	1.5
THEO N165	The Ten Commandments: Six – Ten	1

* *Continuing Education Units/Clock Hours*

Basic Certificate in the New Testament

"Besides the four Gospels, the canon of the New Testament also contains the epistles of St. Paul and other apostolic writings, composed under the inspiration of the Holy Spirit, by which, according to the wise plan of God, those matters which concern Christ the Lord are confirmed, His true teaching is more and more fully stated, the saving power of the divine work of Christ is preached, the story is told of the beginnings of the Church and its marvelous growth, and its glorious fulfillment is foretold." (DV 20)

Certificate Requirements:

Course Number	Course Title	CEUs*
SCRPT N061	The Acts of the Apostles	1
SCRPT N066	The Gospel of St. Matthew	1
SCRPT N067	The Gospel of St. Mark	1
SCRPT N068	The Gospel of St. Luke	1
SCRPT N162	The Gospel of St. John	1
SCRPT N174	The Letters of St. Paul, Part I	1

** Continuing Education Units/Clock Hours*

Basic Certificate in the Old Testament

"Now the books of the Old Testament, in accordance with the state of mankind before the time of salvation established by Christ, reveal to all men the knowledge of God and of man and the ways in which God, just and merciful, deals with men. These books, though they also contain some things which are incomplete and temporary, nevertheless show us true divine pedagogy. (1) These same books, then, give expression to a lively sense of God, contain a store of sublime teachings about God, sound wisdom about human life, and a wonderful treasury of prayers, and in them the mystery of our salvation is present in a hidden way. Christians should receive them with reverence" (DV 15)

Certificate Requirements:

Course Number	Course Title	CEUs*
SCRPT N022	Introduction to Genesis	1
SCRPT N034	The Historical Books of the Old Testament	1
SCRPT N050	The Psalms: Israel's Prayer and Ours	1
SCRPT N145	Wisdom Books of the Old Testament	1
SCRPT N146	Christ: The Suffering Servant of Isaiah	1
SCRPT N148	The Prophets and Morality	1

* *Continuing Education Units/Clock Hours*

Basic Certificate in Prayer and Spirituality

Pope Francis reminds us that prayer is a way of life—a spiritual way of living day to day:

"Pray always, without ever losing heart" (Lk 18:1). This is the Christian way of life: remaining steadfast in prayer, in order to remain steadfast in faith and testimony. Here once again we may hear a voice within us, saying: "But Lord, how can we not grow weary? We are human... even Moses grew weary...!" True, each of us grows weary. Yet we are not alone; we are part of a Body! We are members of the Body of Christ, the Church, whose arms are raised day and night to heaven, thanks to the presence of the Risen Christ and his Holy Spirit. Only in the Church, and thanks to the Church's prayer, are we able to remain steadfast in faith and witness. (Pope Francis Homily, Oct, 16, 2016.)

Each of the following courses address ways of praying that are meant to bear fruit in daily living.

Certificate Requirements:

Course Number	Course Title	CEUs*
THEO N008	Christian Prayer	1
THEO N158	Liturgy of the Hours	1
SPIR N037	Scriptural Foundations of the Hail Mary	1
SPIR N055	Eucharistic Devotions	1
SPIR N057	The Our Father: Gateway to Scripture	1
SPIR N156	Classics in Prayer and the Spiritual Life	1

* *Continuing Education Units/Clock Hours*

Basic Certificate in Vatican II

The Second Vatican Council, according to Benedict XVI, "is a powerful appeal to us to make a daily rediscovery of the beauty of our faith, to understand it deeply through a more intense relationship with the Lord, and to live out our Christian vocation to the full." This Basic Certificate in Vatican II will equip a person with knowledge of the most significant documents that were developed by the Council Fathers, and with an increased appreciation for the universal vocation to holiness that the baptized are called to embrace.

Certificate Requirements:

Course Number	Course Title	CEUs*
THEO N105	The Constitution on the Church, *Lumen Gentium*	1
THEO N106	The Constitution on the Church in the Modern World, *Gaudium et spes*	1
THEO N107	The Constitution on Divine Revelation, *Dei verbum*	1
THEO N108	Constitution on the Sacred Liturgy, *Sacrosanctum concilium*	1
SPIR N064	Vatican II: Lay Spirituality	1
CHIST N161	History of Vatican Council II	1

* *Continuing Education Units/Clock Hours*

Basic Certificate in Sacred Scripture

Pope Benedict XVI strongly encouraged Christians to read and reflect on the Bible by pointing out both the significance of the Scriptures as the basis for ecumenical discussion and the importance of being knowledgeable about the strong connections between the Old and New Testaments. This Basic Certificate in Sacred Scripture will indicate that one has obtained an overview of the structure and content of the Bible as well as the Catholic approach to the use of Sacred Scripture.

Certificate Requirements:

- Completion of 2 required Scripture independent study courses (SCRPT N004 Introduction to Scripture and the Gospel Message **and** SCRPTN113 The Way Catholics Use Scripture: Pope Benedict's *Verbum Domini)*
- Completion of any 2 Scripture independent study courses focusing on the Old Testament
- Completion of any 2 Scripture seminars or independent study courses focusing on the New Testament

Subsidy Plan

CDU welcomes the opportunity to partner with your diocese, parish, or group to provide high quality online programs in adult faith formation. With an online option from CDU, you can increase the number of adults who receive solid formation and certification through programs from CDU that are delivered in a convenient, flexible, and adult-friendly format. A subsidy plan allows groups to subsidize the tuition for noncredit online courses and seminars by paying an annual fee. Noncredit online courses and seminars are then offered to group members who use an access code to discount the tuition, which is paid by the member.

Group Subsidy Plan partners receive a portal on the CDU website containing information about what courses and seminars at CDU match the requirements for catechetical certification, diaconate ongoing training, or other certification programs. This portal makes it easy to access information about your programs. CDU's marketing department will help to promote seminars and courses to maximize the number of adults who benefit from the subsidy.

Catholic Distance University

Student Handbook

Academic Students

This handbook is published as an appendix to the Catalog

2022 - 2023 Edition

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Welcome to CDU

Message from the President

Dear Students,

Thank you so much for enrolling at CDU. Our programs integrate inspiring, Catholic content, always faithful to the Church's teachings, with state-of-the-art learning management technologies that enable you to access your education in the comfort of your home or wherever you choose.

CDU has been a pioneer since 1983 using flexible, convenient distance technologies to bring high quality educational programs to each learner. You will explore the riches of Sacred Scripture, Church documents, Papal documents, and the wisdom of the Saints and Doctors of the Church.

You will never be alone at CDU. Our outstanding faculty and friendly staff will guide you every step of the way. Every day our students from all over the world experience the communion of the Church by praying for one another in our online chapel, catching up in the online cafe, and sharing their family milestones through the online photo gallery. Our online campus, easy-to-navigate learning platform called Canvas, and our carefully chosen faculty encourage an engaging, dialogic approach to learning that is modeled on the conversational pedagogy of Jesus Christ in the Gospels. In each of our courses, we emphasize the importance of faculty-guided discussion and student interaction that research confirms is the best way for adults to learn.

We look forward to serving you throughout your educational journey.

Sincerely in our Lord,

Marianne Evans Mount, Ph.D
President

Introduction to Online Education

The following information will help the student become and effective online learner and successfully meet the requirements of each accredited online course.

CDU has offered distance learning courses for 35 years. Our online education model is effective and challenging, and offers students the flexibility needed to earn an accredited Master of Arts (Theology), Master of Arts in Educational Ministry, one of three graduate certificates, a Bachelor of Arts in Theology (through our bachelor's program), an undergraduate Catechetical Coordinator Certificate, an Associate of Arts in Catholic Studies, or the Catechetical Diploma Undergraduate Catechetical certificate program, while continuing personal and work obligations.

Online education places the student in control of achieving education goals—whether these include earning a degree or gaining a life-changing knowledge of the faith and love for God through non-credit courses. Since online education requires accepting responsibility for the discipline required to complete the assignments, a student will have the satisfaction in knowing that individual hard work and self-discipline have been instrumental in academic success. A student will discover how best to study, when and where to study most effectively, how to make the most efficient use of time, and which subjects require extra review. Most importantly, students will find that making and maintaining a realistic schedule will facilitate success.

Hardware and Software Requirements

To take courses, you need a fully functioning computer, tablet, or smartphone with an Internet connection and web browser. For courses with audio or video, Adobe flash or a media player may be needed. A printer is also strongly encouraged.

Final exams for academic courses are taken using Examity®, an online proctoring service, which requires:

- Desktop computer or laptop (not a tablet or Chromebook)
- Webcam and microphone (built-in or external)
- Connection to network with sufficient internet speed: at least 2 Mbps download speed and 2 Mbps upload
- Operating systems: Windows XP or newer, Mac OS X 10.8 (Mountain Lion) or newer
- Browser with pop-up blocker disabled: Google Chrome v39 or later, Mozilla Firefox v34 or later, Internet

Help with Canvas LMS

The learning management system and Populi (the system in which the student registered) are separate systems, but the username will be the same for both systems. CDU offers an outstanding Learning Management System (LMS), Canvas, which serves as a home for the many online classes, as well as for the Student Life Center. The direct link to CDU's online campus is: https://cdu.instructure.com/login/canvas.

When logging on to Canvas for the first time, if you do not know your Password, use the Forgot Password link to reset your password. A link will be sent to your CDU email account with instructions to assign/change your password. Canvas is known for being intuitive to use, but Canvas Guides and the Help Desk can further assist students in navigating the system. Students find the Canvas tool intuitive, but the student is encouraged to read and watch the helpful user guides and videos available at https://community.canvaslms.com/community/answers/guides/.

If the student continues to have problems logging into a course at any time, call the 24/7 Canvas Support Hotline at 844-702-5218. If help is needed while in the CDU Campus or in a CDU course, click the "Help" link at the lower, left sidebar. Online chat sessions are also available at the "Help" link.

Get the Mobile App: The Canvas guide for your mobile device is available at https://community.canvaslms.com/docs/DOC-4048. Once the mobile app is downloaded from the app store (no credit card information is needed — skip that screen if requested), select Catholic Distance University.

Student Support

CDU's faculty and staff is fully dedicated to student online success, and are committed to supporting students in achieving personal goals as quickly and efficiently as possible. The success of each and every student is important. The Canvas Dashboard serves as the entry point to the CDU campus. In addition to academic courses, students have access to the Student Life Center which houses the Student Life Help Desk, Resource Center, and the Café for social conversation. Student Life staff members are available in the Student Life Center, via Canvas message, and at studentlife@cdu.edu to assist students in getting involved in the CDU community.

To derive the greatest benefit from studies, it is strongly suggested that students begin and end each lesson with a prayer to the Holy Spirit. CDU students are remembered at Mass offered by the dedicated priests who serve on the staff. Faculty and staff are united with students by prayers and love for Jesus Christ, for whom this sacrifice to learn more about him and the Church will be repaid a hundredfold. "He offers us 'his yoke', the way of wisdom of the Gospel which is neither a doctrine to be learned nor an ethical system but rather a Person to follow." (Benedict XVI, https://w2.vatican.va/content/benedict-xvi/en/audiences/2011/documents/hf_ben-xvi_aud_20111207.html)

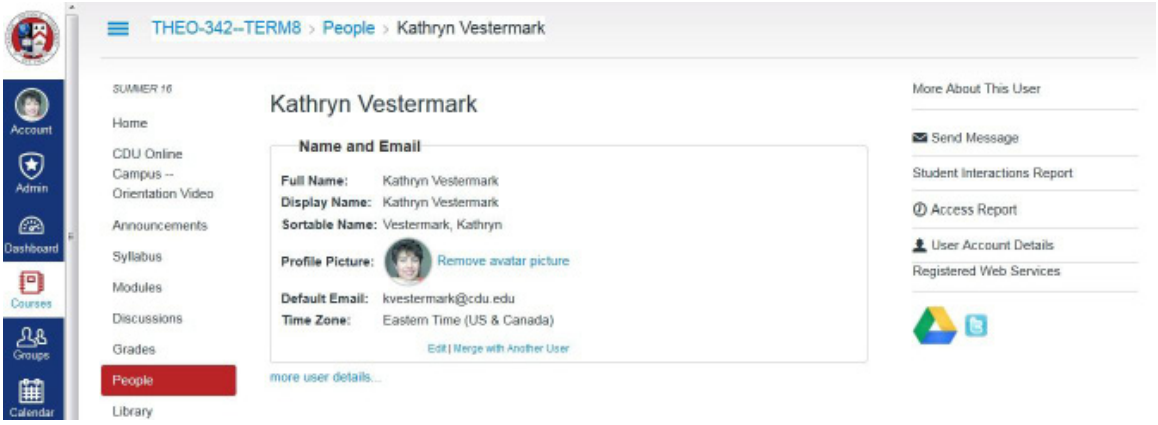
The Importance of Communicating with CDU

Personal contact is a very important way to ensure the students will earn their degrees in a timely fashion. We are here to assist in any way possible. Our office hours are Monday through Friday, 9 a.m. to 5 p.m., EST. Students may leave a message after office hours and on weekends. The office is closed on U.S. Federal holidays and on Holy Days of Obligation. Please refer to the University Calendar on the CDU website for the current schedule of closures. If a student has any questions, please email the appropriate staff contact below or call (888) 254-4238:

- Admissions (admissions@cdu.edu) ext. 700
- Noncredit Registrar (continuingeducation@cdu.edu) ext. 713
- Finance (bursar@cdu.edu) ext. 708
- Financial Aid (FinancialAid@cdu.edu) ext. 733
- Registrar (registrar@cdu.edu) ext. 716
- Student Life (studentlife@cdu.edu) ext. 732
- Technology (itsupport@cdu.edu) ext. 705
- Office of the President (mmount@cdu.edu) ext. 717
- Faculty Chair and Academic Advising (eshaw@cdu.edu) ext. 703
- Academic Leadership (eshaw@cdu.edu) ext. 701
- Marketing (mwhite@cdu.edu) ext. 717
- Title IX Coordinator (TitleIX@cdu.edu) ext. 727

Contacting Faculty

In each courseroom, in the left side navigation tool, under "People," is the personal information for the faculty member (as well as all the other registered students).

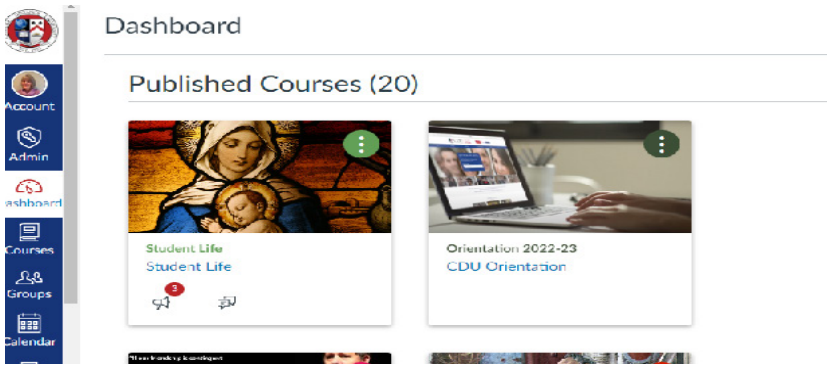


Getting Started

Contact Admissions at 1.888.254.4238 ext 700 or admissions@cdu.edu to answer questions about how to get started with a program. The director of admissions will discuss the various options available to best meet all academic and professional goals and will help a prospective student start the application process.

Orientation

Every new student at CDU is expected to complete an Orientation course prior to starting class in a subsequent term. In Orientation, students have an opportunity to become familiar with Canvas, the Learning Management System (LMS) that is used for all academic courses. Topics covered include navigation, posting to discussions, submitting assignments, receiving instructor comments, and using the remote proctoring software used for proctored exams. Students also learn how to access the Student Life Center and Library for resources that will be important throughout their CDU career. It is recommended that students who enroll before the beginning of a term complete Orientation prior to the first day of academic classes in order to be well prepared. Orientation is free, will be found on the Canvas dashboard, and the time required is around two hours.



Other valuable videos and links to help the student successfully navigate and properly utilize a variety of resources in the online campus are available in the Resource Center of the Student Life area. These helpful tools provide a comprehensive orientation to CDU's online campus and the resources available to successfully complete coursework and interact with professors and fellow students.

Student ID Cards

Student ID Cards are available upon request. Please contact the registrar's office (registrar@cdu.edu) to obtain a student ID Card.

Student Identity Verification Policy

A multi-faceted student identity verification process for all students taking courses in CDU's degree and certificate programs ensures that the student who earned the credit or completion document is the same individual who completed the course assignments and assessments.

Students wishing to enroll in a course must first set up a unique, password-protected account in Populi. Upon enrolling in a course for the first time, each student is assigned a unique student identification number, and name, address, social security number, email address, and phone numbers are collected. Course registration takes place through the password-protected account in Populi, and the student identification number is required for each course registration.

Prior to receiving a grade upon completion of a course, students must submit an official transcript of previous academic work completed at other institutions. The name and social security number, if available, are matched to the student application or enrollment form.

Once a student's registration has been authorized by the registrar, he or she must register for the online campus with a user ID and confidential password. This measure ensures that course rooms are also password protected and that within the online course room, students can securely submit assignments directly to faculty.

An online proctoring system for final exams is used in which a student needs to present a government-issued identification card during an authentication process when logging into the exam. The exam session is taped and the video is reviewed by a reviewer for anomalies including failure to produce a government-issued identification card. Any anomalies are further reviewed by a member of the CDU staff, including possibly a faculty member. In this way the proctoring service certifies the identity of the student and verifies that the student is the one officially enrolled in the course.

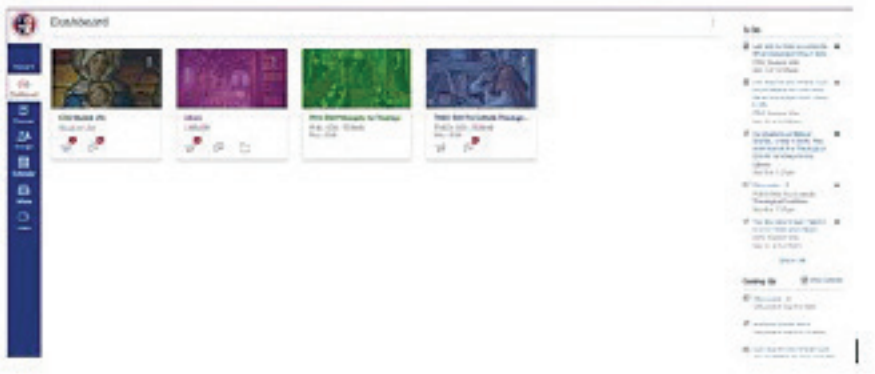
The final grade is issued to the student through Populi. Students access their transcripts using their student identification number and password. In all these ways, CDU verifies that the student who receives the final grade for the course is the student who completed the assignments and assessments.

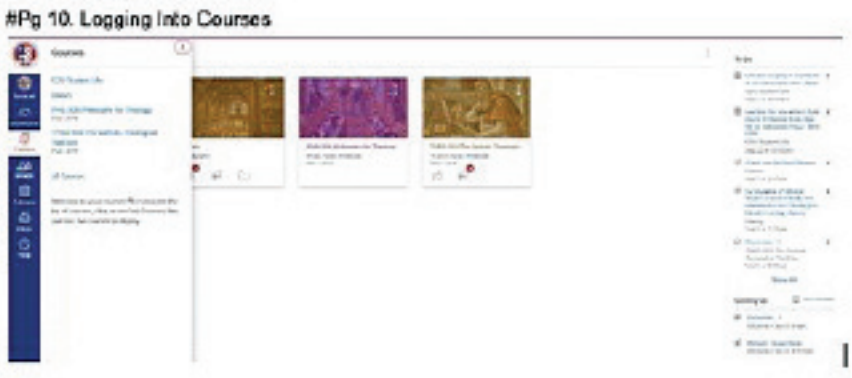
Navigating a Course

Each of the courses follows a special format designed for optimum learning at a distance. Some special features of this form of study and tips for success are discussed below and are also available in video format.

Logging into Canvas

When logging into Canvas, a student will arrive at the Dashboard. the Dashboard contains information regarding due dates, unread messages, and university-wide announcements.





To access the course, students click on the Course Card, or they may access via the Courses link on the left sidebar.

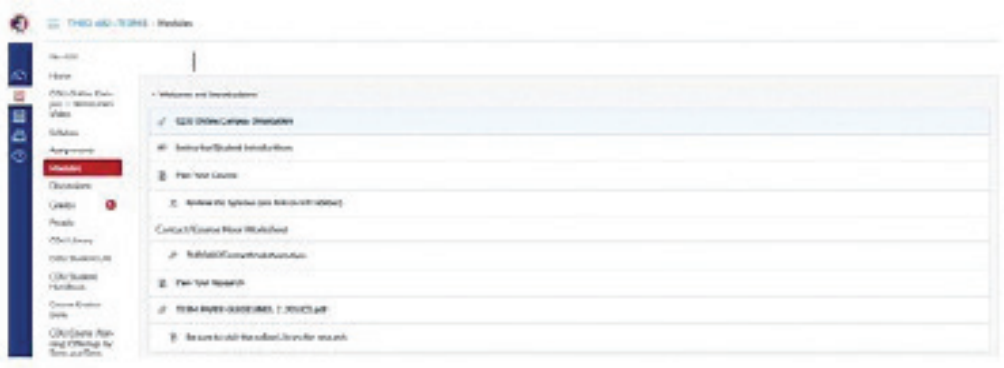
In the landing page of the courseroom, students will first find the course syllabus. After the students review the syllabus, they should return to the landing page and sign into the course by clicking on the link to the student introductions:

After the self-introduction, students should proceed to the course content which is also linked from the home page and grouped by modules. Each module is named according to the week of the course:

Each module includes a sequence of material beginning with the lesson objectives, the key words, the lesson content, the lesson assignments, the quiz (if applicable) and the weekly discussion forum in which students are required to participate. The module as a whole will look something like this.

At the navigation bar to the left, the student will find other items in the courseroom that include information about the Final Exam, a link to the library, the CDU Student Life Center, the Catalog with Student Handbook, program planning tools, and other links. When an item is chosen, it will be highlighted in red as shown. Keep in mind that the exact appearance of the navigation bar will vary by course and with only those features that the faculty has made available.

Each module has a faculty facilitated discussion area where students exchange ideas related to the course materials. Students should frequently (daily is best) review the contents of the weekly lesson module.



Learning Objectives and Key Words

Each course module begins with listing the learning objectives and key words for that lesson. The learning objectives identify the most important concepts to be mastered so that students achieve program goals. The keywords are terms that need to be known. Even if a student is familiar with these terms, it is important to take note of how the faculty uses or defines them in the context of the course.

Students begin by reading the lesson objectives. When this is completed, the student then clicks the "next" tab to move to review the key terms. When the student hits "next" again, the student moves directly into the lesson itself. By continuing to click on "next" at the conclusion of each page within the module, the student navigates through the lesson appropriately.

The Class Lecture and Content

The lesson itself is equivalent to a lecture in a traditional classroom and may be in either written or audio/video form, or a combination of text and media. In many courses, the lesson is divided into sequential units through which the student navigates. Sometimes faculty have added quizzes and assignments into the flow of the lesson itself, which in other cases would be available as a weekly assignment and/or quiz (if applicable) after the lesson. Remember that in some courses the faculty member has designed the content in such a way that the later material cannot be completed until the completion of earlier material.

With online education, however, a student can be certain that another student will not distract the faculty member and/or divert the lecture. Occasionally, lesson material has been hidden from the students' view by the faculty member. If it seems as though this material should be made visible, the student should inform the faculty member.

Reading Assignments

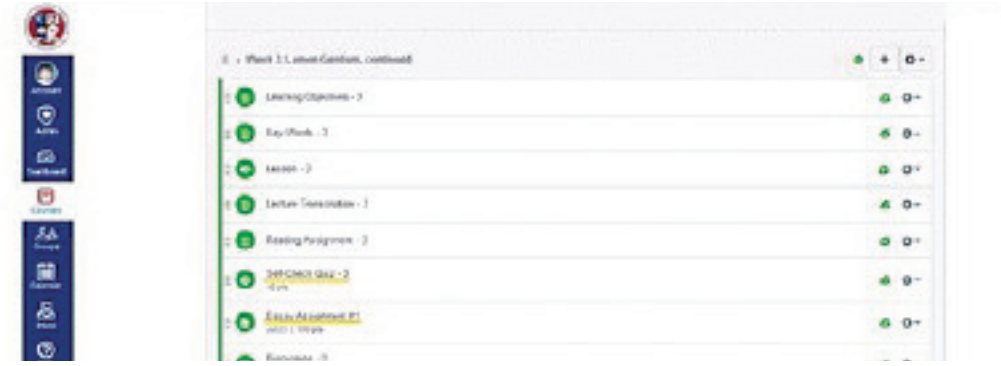
The next item in the weekly module is the list of reading assignments for that lesson. The reading assignments will be drawn from course textbooks, Church documents, related sources or the anthology of readings.

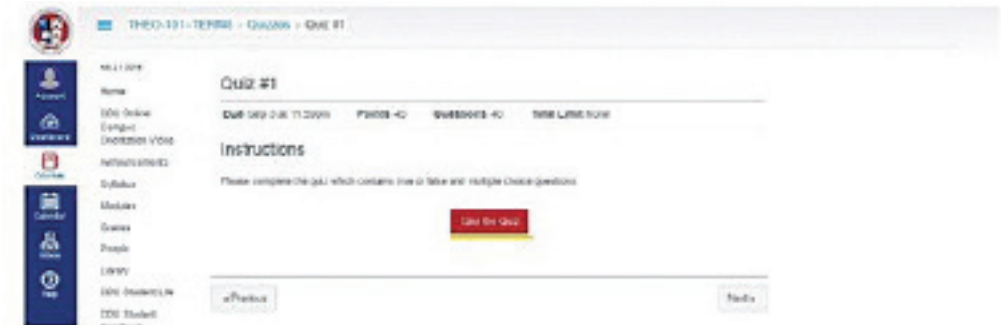
Textbooks

Each faculty member selects textbooks, Church documents, and/or an anthology of readings to supplement the lessons. Students may purchase required texts by linking to our bookstore through our website or in the Resource Center page in the Student Life area. Church documents are available online for free at the Vatican website (www.vatican.va) and elsewhere.

Written Assignments and Quizzes

The weekly module also contains a link to any written assignment or quiz. Some quizzes are automated and will be taken online and submitted with the press of a button. All written assignments, including term papers, will be submitted online. This may be done in one of two ways: either through text entered directly into Canvas:





Or, through uploaded documents:

Term Paper

The course requirement may include a term paper. For graduate courses, the term paper typically must be ten to twelve typed, double-spaced pages. For undergraduate courses, the term paper typically is five to seven typed, double-spaced pages. The format should follow *A Manual for Writers of Term Papers, Theses and Dissertations* by Kate Turabian. All term paper topics must be approved by the faculty member, and substantially similar term papers submitted for one course may not be used to fulfill a requirement for a subsequent course without the express authorization of the course instructor. The topic of a paper or project may be reworked for a subsequent course provided this is done with the instructor's prior approval. Unless instructed otherwise, students must submit a term paper topic proposal as directed by the course syllabus. Please visit the online library to access guidelines on completing the term paper and information on how to properly format footnotes, bibliographies, and citations. The online librarian is available to answer questions and offer assistance in accessing information for research for term papers.

Examinations and Proctoring

Courses normally include either a Final Examination or Final Project. Comprehensive Exams and Final exams in courses are proctored using an online proctoring service identified by CDU. Students must complete all coursework and requirements before taking any exam. To safeguard the validity of the tests, CDU does not return the graded final examinations to students.

A Comprehensive Exam is required to earn a Master's degree at CDU. For the Catechetical Diploma, one non-proctored Comprehensive Exam is required at the conclusion of all coursework. For the MA, one proctored Comprehensive Exam is required at the end of the coursework.

Practical Study Suggestions

Courses taken in the online term-based format are designed either to be completed in 8 or 12 weeks. Students enrolling in these courses should expect to spend 10–17 hours a week completing lessons, participating in online discussions, and posting assignments.

Before Beginning the Course/Course Orientation:

- Read and understand course syllabus and assignments, assignment weighting.
- Look over the Course Hour Worksheet to plan for course engagement and course preparation.
- Become familiar with Canvas Help section (See "?" on the left toolbar).
- Introduce yourself to your faculty member and your classmates and learn how to contact your instructor.

Each week of the course:

- Read and review the course lesson materials.
- Review the Lesson Objectives and be able to respond to them.
- Read all of the comments posted in the course discussion room.
- Complete all weekly assignments by the required due date.

Study habits:

- Schedule time to study throughout the week—do not cram studies into one session.
- Take notes/write out answers to lesson objectives.
- Make note cards with lesson vocabulary.
- Ensure being in a place conducive to study—quiet, well lit, free of disturbances.

Final Exams:

- Set aside time to review each module's objectives.
- Review lesson vocabulary.
- Review discussion starter for each week of the course.
- Write practice essays on main topics of discussion.
- Contact other students in the course and set up an online study session.

Academic Progress and Academic Deficiencies

At the end of the second week of the course, the faculty member must notify the registrar and the director of student life and retention if a student is not using the discussion room, is failing to submit assignments at all or is submitting unsatisfactory work. The registrar will review the status of student and notify both the faculty member and Academic Leadership.

Before the midterm of the course, the faculty member is required to submit to the registrar a list of all students who are failing or seem in danger of failing. For purposes of academic deficiency, "failing" here is defined as scoring below a C in an undergraduate course or below a B in a graduate course.

Learning Differences and Accomodations

CDU recognizes that learning styles vary, and learning differences exist among students capable of doing college work. Any student who requests specific accommodations should submit documentation verifying the need for eligibility under the American Disabilities Act (ADA) of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. This documentation should be sent to Admissions 30 days prior to the beginning of a course or program.

Documentation must include:

- The credentials of a qualified professional, such as a physician or licensed psychologist, who can attest to the need for accommodation based on a clinical diagnosis.
- A qualified professional's description of the following:
    - the nature of the disability and the accommodation requested;
    - the diagnostic method used to determine the nature of the disability;
    - the applicant's current functional limitations; and
    - the expected progression or stability of the disability.
- Recommendations for accommodations.

CDU will review all requests for accommodation and will determine if the accommodations can be met reasonably and feasibly. CDU Admissions will discuss a plan for accommodations with the student if accommodations are possible. The student is then responsible for informing the instructor at the beginning of each course of any need for accommodation according to the plan. While CDU strives to assist all students, certain services are not feasible. For example, CDU is not able to provide personal tutors, coaches, or assistive technology, and cannot compromise its academic standards or course components.

Students may appeal any ruling regarding accommodations by writing to Academic Leadership.

Academic Advising

What is expected of the student?

1. Learn how to utilize the university website, cdu.edu, to search for policies and procedures, program requirements, and the academic calendar.
2. Thoroughly review and understand your program of study. One way to do this is by looking at the "Academics" tab on the cdu.edu website.
3. Learn how to self-register for classes, view your academic status, and track your progress towards graduation. This is done through Populi.
4. Notify your professor and/or the faculty adviser (Elizabeth Shaw, eshaw@cdu.edu) immediately if you are experiencing academic or personal difficulties that are impacting your coursework. She will provide academic advising or may assign another faculty adviser who can work closely with you.
5. Take ownership and be held accountable for your academic actions or inactions.

Ask questions if you are unsure how courses impact your future, if you are unclear about academic policies, or have concerns.

Before seeking an academic consultation

1. See if your question is answered in the Student Handbook.
2. Do you need clarification on various academic policies such as those dealing with academic accommodations, plagiarism, or the grading scale? See the Student Handbook.
3. Consult your personal program tracking sheet in Google docs to see what courses you still need for your program.
4. Do you need to know which courses will apply to your requirements, course offerings, or term dates? See the CDU course planning page.
5. Are you unsure of how to take an exam? See how to take a final exam.
6. Need help using the CDU Library? Watch the intro video to the CDU Library or reach out to Librarian Stephanie Garrett (sgarrett@cdu.edu).

I still can't find the answer. Who should I talk to?

1. If you have questions regarding how to register, drop, add, or withdraw from a course and can't find the answer in the Student Handbook or the Student Life Center, then email the Student Life team or staff (studentlife@cdu.edu) or post on the Student Life Help Desk so that others can benefit from seeing the answer. You can also reach out directly to Student Support staff with questions related to their areas of expertise:
    - Finance (bursar@cdu.edu)
    - Financial Aid (FinancialAid@cdu.edu)
    - Registrar (registrar@cdu.edu)
    - Librarian (sgarrett@cdu.edu)
2. Questions regarding the courses needed to progress through your program should be directed to the CDU registrar, registrar@cdu.edu.

3. If you have academic questions about course content, choosing elective courses, how courses or academic programs relate to your personal or career goals, how to prepare for comprehensive exams, whether to choose the thesis option, preparing for work or further study after CDU, or simply wish to receive academic advice, contact Elizabeth Shaw, eshaw@cdu.edu. She can help answer all academic inquiries. If you wish to ask your question publicly so that others might benefit from the answer, post it in the Student Advisement Forum.
4. Questions relating to final exams can be directed to registar@cdu.edu or jwelsh@cdu.edu.
5. For questions that require a private response, post them to Private Questions for Faculty Advisor.

Academic Conduct Policy

Catholic Distance University expects all students to conduct themselves in accord with the Christian principles of justice and charity. Likewise, CDU will strive to treat students with the same principles of justice and charity based on the Gospel of Jesus Christ, from which it derives its mission and to which it bears witness.

CDU defines academic misconduct to include the following actions:
Any violation of the academic regulations.

Cheating: the use of books, notes, the internet, artificial intelligence tool, or assistance from other students or the giving of such assistance to fulfill requirements—tests, exams, essays, papers, or other course related work—unless specifically authorized by the professor.

Plagiarism: according to the *MLA Handbook*, "Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source...In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else...The most blatant form of plagiarism is to repeat as your own someone else's sentences, more or less verbatim...Other forms of plagiarism include repeating someone else's particularly apt phrase without appropriate acknowledgment, paraphrasing another person's argument as your own, and presenting another's line of thinking in the development of an idea as though it were your own." (Joseph Gibaldi and Walter S. Acthlert, *MLA Handbook for Writers of Research Papers*, New York: Modern Language Association of America, 1984).

Obstruction: engagement in activities that interfere with the educational mission and programs of CDU.

Falsification: the modification of academic records, information, or documents without proper authorization.

Procedures for reporting and processing academic misconduct:

1. The instructor, administrator, or student identifying the academic misconduct must report the complaint in writing to the appropriate Academic Leadership:
    - Graduate Students and Undergraduate Students: **Academic Leadership**
    - Continuing Education Students: **Catechetical Subject Specialist**

    If a hearing is warranted, the student will appear before the Academic Review Committee.

2. If the Faculty Governance Council finds that the student did indeed commit an act of academic misconduct, it may impose one of the following penalties:
    - Dismissal, whereby the student's enrollment is immediately and permanently terminated.
    - Suspension, whereby the student is asked to leave the university for a specified period of time, ordinarily not less than six months. After this period of suspension, the student may reapply for admission to the university.
    - Disciplinary Probation, whereby a severe warning is issued to the student indicating that any further instances of academic misconduct will warrant suspension or dismissal. Normally, this penalty is rendered for a student's first major violation of the academic misconduct policy. These penalties are noted upon the student's permanent record.
3. Academic Leadership will inform the student in writing of the decision and clearly explain any penalty imposed.
4. The student will have one week to appeal the decision to the president, who in turn will have one week to make a final decision.

Academic Probation Policy

Students dropping below the program GPA requirement will be placed on academic probation, referred to Academic Leadership and will be required to follow steps to restore their GPAs to the required levels as specified below.

Undergraduate students are required to maintain a minimum overall cumulative GPA of 2.0 to continue in good standing in the undergraduate programs and to be awarded either an undergraduate degree or certificate.

Graduate students are required to maintain a minimum overall cumulative GPA of 3.0 to continue in good standing in the graduate programs and to be awarded a graduate degree or certificate. Students whose cumulative GPA drops below the required minimums will be placed on academic probation and referred to Academic Leadership. However, any student, graduate or undergraduate, who earns less than a 1.0 GPA in any given term may be subject to dismissal. Students placed on academic probation will receive a Notice of Academic Probation that must be signed and returned to the registrar. If the notice is not returned within a week with a signature, the student will be prevented from registering for future courses. Students will be given one academic term to bring up their cumulative GPA to the minimum. CDU reserves the right to limit the number of courses that students placed on academic probation enroll in per term.
At the conclusion of the one academic term, should the cumulative GPA be at or above the min-

imum required, the student will be removed from academic probation.

The student will remain on academic probation until the student restores the GPA to the minimum, or the Faculty Governance Council determines that the student is making the necessary progress to achieve the minimum GPA by graduation. Should the cumulative GPA and the term GPA not be at the minimum at the conclusion of the one academic term, the student will be subject to suspension.

Students may appeal the academic probation by submitting a letter to the Faculty Governance Council requesting further consideration.

Reinstatement: Students who have been suspended from the University must wait two academic terms before reapplying to the University. Students must submit a letter of appeal for readmission to Academic Leadership for review. If reinstated, the student will be placed on academic probation. If the student fails to meet the minimum term GPA, he or she will be subject to dismissal at the end of the academic term. Students dismissed may not apply for readmission.

Failing Grade: To receive college credit at the undergraduate level, a grade of a C (2.0) or higher must be achieved in each theology core course. Grades of a C- or below in any given theology core course, at either the undergraduate or graduate level, cannot be used to fulfill degree requirements. Students who re-enroll in a course they previously failed and receive a passing grade will have the cumulative grade point average (GPA) computed on the basis of the passing grade. The official transcript will show the complete record. To receive college credit at the undergraduate level for a general education course, a grade of a D (1.0) or higher must be achieved in each course.

Non Program Students: Any non-program student, graduate or undergraduate, who earns less than a 1.0 in a term will be placed on probation and may be subject to a term suspension. Multiple suspensions may result in dismissal from the university.

Academic Refund Policy

We believe you will be completely satisfied with your course. However, if for any reason you discontinue your studies during the enrollment period, Catholic Distance University has established the following cancellation and refund policy. To request a refund, please contact the Bursar at bursar@cdu.edu or by phone at 304-724-5000 ext. 708. Refunds will be processed within 30 days of request.

Enrollment Termination: A student may terminate an enrollment at any time during the enrollment period by notifying CDU, preferably in writing.

Cooling-off period: If CDU is notified of cancellation within five (5) calendar days, (a minimum of three (3) business days), after midnight of the day on which the enrollment agreement is accepted, an applicant requesting cancellation in whatever manner within this time will be given a refund of all money paid to CDU. Please note: the Application Fee is non-refundable.

Definition of refundable tuition: The refundable tuition is the total course cost including tuition and associated course fees (technology, proctor and shipping).

Non-Refundable Fees: The following fees are non-refundable after the cooling-off period:

- Payment Plan Fees
- All non-course related fees

If a student is registered for a course for more than 6 months, there is no tuition refund.

Once the course begins, the following schedules will be used to calculate refunds:

I. Online for credit, Practicum, or any fixed-length academic degree course of 16 weeks or less:

Length of course	Portion of the refundable Tuition to the student		
1-6 weeks	1st week = 70% 2rd week = 40%	3rd week = 20% 4th week = 0%	
7-10 weeks	1st week = 80% 2nd week = 60% 3rd week = 40%	4th week = 20% 5th week = 0%	
11 weeks	1st week = 80% 2nd week = 70% 3rd week = 60%	4th week = 50% 5th week = 40% 6th week = 30%	7th week = 20% 8th week = 10% 9th week = 0%

*** Note: Week 1 starts on the first day of class and continues 7 days. If classes start on Monday, week 1 starts Monday and ends the following Sunday. Week 2 starts the next Monday.*

Sample Refund Calculation:
Student registered for a 3-credit undergraduate course in a 12-week term with a final exam and drops the course in week 3 of the term. The refund calculation is as follows:

Course Charges:

Tuition (3 credits undergraduate)	$960.00
Technology Fee (3 credits)	$150.00
Total Course Cost	$1,110.00

Per the table above, dropping during week 3, for a 12-week course the student is entitled to a 60% refund after registration fee.

Refundable Tuition ($1110)	$1,110.00
Tuition refunded to student (60% of $1060)	$666.00

II. Paper courses and courses longer than 16 weeks

When a student cancels after completing at least one graded assignment but less than 50% of the graded assignments, the institution may retain a percentage of all costs paid by the student in accordance with the following schedule:

Percentage completed by the student	Percentage of the refundable tuition returned to the student
Up to 10%	90%
>10% - 25%	75%
>25%	50%
>50% - 100%	0%

Sample Refund Calculation:

Student registered for a 3 credit undergraduate paper course. The student drops the course after completing 3 of the 12 lessons. The refund calculation is as follows:

Course Charges:

Tuition (3 credit undergraduate)	$960.00
Shipping Fee (per course)	$100.00
Total Course Cost	$1,060.00

Per the table before, dropping after completing 3 of 12 assignments, the course is 25% complete and the student is entitled to a 75% refund after registration fee.

Refundable Tuition ($1060)	$1,060.00
Tuition refunded to student (75% of $1060)	$795.00

Attendance Policy

Attendance/Participation Requirement

CDU requires students to actively and substantially participate in enrolled courses each week. Participation in an academic course may take the form of posting to discussion forums, submitting assignments, or completing quizzes or exams. Students need to participate each week in some way to satisfy the substantive participation requirement. Merely viewing course pages does not qualify as active participation. Any student who cannot participate weekly should contact his or her faculty member immediately.

Course Drops

CDU can administratively drop students seven calendar days after the start of the course if they:

1. Fail to meet the participation requirement (as defined above) during the first week of class, OR
2. Fail to contact the faculty member during the first week of class regarding their inability to complete #1.

Students should closely follow the University Calendar posted on the CDU website and in the Student Life area of the online campus. It is ultimately the responsibility of the student to request an official drop/withdrawal of a course. Students who do not request a drop/withdrawal by the drop/withdrawal deadline will receive an "F" in the course. Students who stop participating in a class without officially dropping/withdrawing may receive an "F" in the course.

Federal Financial Aid Attendance

CDU is a non-attendance taking institution. However, for purposes of managing financial aid, the federal financial aid officer will check student participation at the following specified times during each semester:

1. First two weeks of class start, prior to initial financial aid disbursements
2. Prior to any additional financial aid disbursements
3. Halfway point of each semester
4. End of each semester

Complaint/Grievance Policy

The occasion may arise where a student has a complaint against a faculty member or administrator.

- In Christian charity, the student should attempt to resolve the problem privately and in an informal manner by conferring first with the instructor or staff member to discuss the issue of concern.
- If the student still does not think his/her concern has been resolved, graduate and undergraduate students should contact the Registrar. Continuing education students should contact the Continuing education support person.
- If these initiatives are unsuccessful, then the student should contact, in writing, the president, who will investigate the student's complaint and render a final course of action.
- If the institution has not responded to the student's satisfaction or a satisfactory remedy has not been found, the student may contact the West Virginia Higher Education Policy Commission for further investigation of the issue. For instructions for filing a complaint with the West Virginia Higher Education Policy Commission click here. Upon receipt of a complaint, the Commission may conduct an investigation or refer the issue to another agency that is authorized to address the complaint. The Commission may contact institution officials to discuss a possible resolution.

Students will not be subject to adverse actions by the university as a result of filing a complaint. Students may also choose to file a complaint with CDU's accrediting body, the Higher Learning Commission.

Comprehensive Exam Policy and Procedures

All degree seeking graduate students will take one comprehensive exam after all course work is complete and prior to graduation. Comprehensive exam questions are based on eight required courses in the MA (Theology) program and eleven required courses in the MA in Theology for Educational Ministry program, as well as knowledge and comprehension gained from the student's elective coursework in either program. Students are able to begin preparation for comprehensive exams once they have enrolled in their final course in the MA program.

Preparation

Comprehensive exam questions are designed to require the student to synthesize and apply general concepts learned in multiple courses within the programs. In preparing for the comprehensive exams, a student should review the provided study guides, which will remind them of key Church documents, Church Fathers and doctors, theological concepts, important events in Church history, key Scripture passages and sections of the Catechism. Students may also wish to review course materials, papers, written assignments, quizzes, and books used in coursework. A student should think ahead and gauge the amount of time they will need to prepare for the comps. Other students can prepare for their comps while actively engaged in their current coursework.

Students register and pay the $150 fee for the comprehensive exam through Populi. Upon registration for the exam, students will have access to the study guide and question pool for his or her particular degree and will have eight (8) weeks to study and complete the exam.

Scheduling and Taking the Exam

When a student has decided on an exam date within the chosen academic term, the student must schedule the exam with the online proctoring service, Examity. The registrar can provide additional details and assistance about Examity.

The exam will consist of three (3) separate questions chosen at random from the question pool specific to his or her degree program. All possible questions are available in the Student Life Center. The student will have four hours to answer the three questions.

Responses will be graded for content rather than length, but in order to thoroughly answer an exam question, successful essay answers should each be at least 750 to 1,000 words in length, which equates to approximately 2 ½ to 3 pages.

Grading and Results

After the exam is graded by the CDU faculty, the student will be able to see the results of the exam in Canvas. For each of the three comprehensive questions, the student will receive a grade of pass or fail.

In the event of failure of all or part of the exam, the student will be able to retake the comprehensive exam up to two additional times by re-registering.

Copyright Policy

Original "works of expression", such as writings, graphics, photographs, and music, may be protected from unauthorized use by the federal copyright laws. Copyright laws govern whether—and to what extent—students are permitted to copy, upload, download, transmit, or distribute such works, or to create new works derived from them without first receiving permission from the holder of the copyright (often the author or publisher of the original). The copyright laws are complex. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority may constitute infringement. In the academic context, copying or paraphrasing parts of a copyrighted work as one's own constitutes infringement. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, unauthorized downloading and unattributed copying, is expressly forbidden, and may subject violators to civil and criminal liabilities.

Under some circumstances, copying information from websites, downloading music or video from or uploading it to a peer-to peer application, or even mere photocopying, faxing, or cutting and pasting substantial portions of copyrighted materials may constitute infringement. CDU students are expressly prohibited from using the CDU online campus or LMS to access peer-to-peer sites that permit unauthorized copying of copyrighted music, photographs, video, or other legally protected materials. Such activities will be treated as violations of the Student Electronic Information Policy.

Certain limited copying of published materials without permission may be allowed under the "Fair Use" doctrine. CDU students and associates are required to comply with the copyright laws. Failure to do so may be grounds for disciplinary action, up to and including dismissal, and may subject the infringer to significant legal consequences. As summarized by the United States Department of Education, penalties for copyright infringement may include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay

either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorney's fees. For details, see Title 17 United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at copyright.gov especially their FAQ section.

Course Audit Policy

BA, MA, and Catechetical Diploma alumni of CDU are eligible to audit courses (excluding THEO 503. The Catholic Theological Tradition) for a nonrefundable fee of $300 per course according to the following guidelines:

- The auditing option is subject to space availability.
- Students must notify the course instructor of their status and abide by the course instructor's auditing policies.
- Assignments and exams will not be graded.
- Students auditing a course **may** change to a for-credit status up to the course add date in the term in which they are enrolled. For-credit status requires payment of the full course tuition and fees.
- Students who successfully complete the course receive the designation AUD on their transcripts, which confers no academic credit, does not affect class or program standing, and does not enter into overall GPA calculations.
- Students must email the **registrar** if they wish to audit a course.

Subject to the same policies above, non-alumni students may request to audit courses to which they are qualified to be admitted for credit, provided they pay full tuition; admittance will be granted at the discretion of university staff. Students may elect to change from audit to student status before the end of the add/drop period, but not afterwards. If after auditing a course a student wishes to pursue it for credit, they will be required to retake the course and complete all academic requirements.

Credit by Exam Policy

Credit Awards for Prior Learning

CDU participates in the computer-based College Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Education Support (DANTES) and therefore will give credit by examination for the following courses to any student who successfully completes any of the below examinations.

CLEP Exam	Minimum Score Required	CDU Equivalent	Credits
College Mathematics	50	Math 105 General Mathematics for Liberal Studies	3
Western Civilization I	50	HIST 201 Ancient Civilization	3
Western Civilization II	50	HIST 221 Global Civilization	3
Macroeconomics or Microeconomics	50		3

DSST Exam	Required Score	CDU Equivalent	Credits
Math for Liberal Arts	400 or above	Math 105 General Mathematics for Liberal Studies	3

Following the recommendation of the American Council on Education (ACE), CDU will award credit for Advanced Placement grades of 3 or higher on any Advanced Placement Exam. A score of 3 or higher on the following exams will constitute academic credit for any of the below courses otherwise needed to fulfill program requirements.

AP Exam	Score	CDU Equivalent	Credits
Biology	3 or above	BIO 101: General Biology	3
Calculus AB Calculus BC Statistics	3 or above	MATH 105 General Mathematics for Liberal Studies	3
Microeconomics Macroeconomics	3 or above		3
European History World History	3 or above	HIST 221: A Global Civilization	3

Though all theology majors are urged to study Latin or Greek, CDU students are also able to pass an examination in lieu of the BA program's language requirement, either by a score of 62 or above in the Level II CLEP exam or an AP score of 4 or above in any foreign language.

CDU will accept a maximum combination of CLEP, Advanced Placement, DANTES and/or International Baccalaureate totaling 30 credits toward the BA degree or 15 credits toward the AA degree. These credits by examination count against the maximum total number of allowable transfer credits a student is bringing to CDU from other institutions.

College Board number: 9188
CLEP score recipient code: 8086

Disciplinary Conduct Policy

- Any member of the student body or the faculty and staff may bring an allegation of serious or continued abusive behavior to the attention of the disciplinary committee. Such allegations must be made in writing.
- The disciplinary committee will determine whether the alleged conduct is appropriate for investigation. If the committee members consider it to be serious enough to warrant examination, they will gather evidence and take testimony from both the person reporting the misconduct and the student accused of misconduct.
- Both sides will have two weeks in which to present evidence about the case. The disciplinary committee will render a decision within one week of having received all evidence, and will send written notification of its decision to all concerned parties. It will also determine appropriate penalties, which may range from a period of probation to expulsion from the university.
- A final appeal may be made to the university president within one week of the disciplinary committee's decision. The determination of the president will be final and binding.
- The West Virginia Higher Education Policy Commission encourages students to seek first informal resolution of any concern or issue. If the issue cannot be resolved informally, the student should follow the institution's formal complaint or grievance procedure. If, after exhausting the institution's internal grievance procedures, the institution has not responded to the student's satisfaction or a satisfactory remedy has not been found, the student may contact the Commission for further investigation into the issue. Upon receipt of a complaint, the Commission may conduct an investigation or refer the issue to another agency that is authorized to address the issue. The Commission may contact institution officials to discuss a possible resolution. Instructions for filing a complaint with the West Virginia Higher Education Policy Commission can be found at http://www.wvhepc.edu/wp-content/uploads/2015/10/Student-Complaint-Process-revised-3.pdf. Students will not be subject to adverse actions by the university as a result of filing a complaint. Students may also choose to file a complaint with CDU's accrediting body, the Higher Learning Commission.

Drug and Alcohol Policy

In accordance with the spirit and vision of Catholic Distance University as well as the Drug-Free Schools and Communities Act (34 CFR Part 85), the Catholic Distance University administrative buildings are considered a drug-free and alcohol-free University and workplace. Catholic Distance University is a completely online institution, and there is no physical campus. Students and employees are prohibited from the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance or alcohol anywhere on the property belonging to the University including but not limited to grounds, parking areas, or anywhere within the building. Students or employees who violate this policy will be subject to disciplinary action including termination of enrollment and/or employment. For more information visit The U. S. Department of Education's Higher Education Center for Alcohol and Other Drug Prevention website at www.edc.org. Catholic Distance University will impose sanctions on students or employees consistent with federal and state law and the guidelines in this policy. Details of federal sanctions can be found at https://www.deadiversion.usdoj.gov/21cfr/21usc/. Details of the state of West Virginia sanctions can be found at http://www.legis.state.wv.us/WVCODE/Code.cfm?chap=60a&art=4.

Students and employees must abide by the terms of this policy or Catholic Distance University will take one or more of the following actions within 30 days of violation of this policy by:

1. Reporting the violation to law enforcement officials.
2. Taking appropriate disciplinary action against the student or employee including termination of enrollment and/or employment.
3. Requiring the student to participate in an approved substance abuse rehabilitation program.

Catholic Distance University will make its best effort to maintain a drug and alcohol-free University through implementation of the policy and will establish and maintain a drug-free and alcohol awareness program.

This policy is readily available to students and employees at all times through the catalog located on the website, the student handbook available on the online campus and in the employee handbook. New students/employees will receive a copy of the Catholic Distance University Drug Free Schools and Workplace policy as part of acceptance/orientation process.

Resources: Because we are a completely online institution, we are unable to provide onsite counseling or treatment. We provide the following information as a resource for those who need assistance with avoiding or recovering from alcohol or drug abuse.

We encourage any student, staff, or faculty member who needs information related to alcohol or drug abuse to use directory information, online searches, the telephone book, or referrals from friends and/or professionals.

The following is a list of national organizations dedicated to providing information and suggestions:

- **Substance Abuse and Mental Health Services Administration** (SAMHSA)—An agency of the US Department of Health & Human Services providing information online regarding alcohol, drugs, and treatment programs.
    - General Address: www.samhsa.gov
    - Specific Address for Treatment Programs:
      findtreatment.samhsa.gov
      1-800-729-6686
- **The National Clearinghouse for Alcohol and Drug Information**—Part of US Department of Health and Human Services & SAMSHA's Clearinghouse
  http://www.samhsa.gov/
  1-800-729-6686
- **About.com Substance Abuse**—Explore the complicated disease of addiction. Information on basic questions concerning drugs and addiction.
- **National Institute on Drug Abuse**
    - General Address: www.nida.nih.gov
    - Specific Link/Address on Club Drugs: www.clubdrugs.org
      1-310-443-1124

Drug Violations and Federal Financial Aid

The Higher Education Act states that students convicted for a drug offense that occurred during a period of enrollment while they were receiving federal financial aid may lose eligibility for federal aid. Federal Financial Aid at Catholic Distance University includes Federal Pell, Federal Direct Loans, Federal PLUS Loans, and Graduate PLUS Loans. Students could also be denied other federal benefits, disability, retirement, health, welfare, and Social Security.

Drugs and alcohol are highly addictive and can cause harmful effects to virtually every aspect of a person's life, e.g., relationships, family, job, school, physical, and emotional health. More details on these harmful effects can be found at the following link: https://www.drugabuse.gov/.

There are danger signals that could indicate when someone is in trouble with drugs or alcohol:

- inability to get along with family or friends
- uncharacteristic temper flare-ups
- increased "secret" type behavior
- abrupt changes in mood or attitude
- resistance to discipline at home or school
- getting into a "slump" at work or school
- increased borrowing of money
- a complete set of new friends

We recommend that any person observing any of the above changes utilize the resources listed above and notify the Director of Student Life.

FERPA

From time to time issues of disclosure of personal information about students arise. CDU faculty are required to be aware of and follow the guidelines of the Family Educational Rights and Privacy Act (FERPA). FERPA affords students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, Academic Leadership, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may ask the University to amend a record that they believe is inaccurate. They should write the CDU official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is:

- A person employed by the University in an administrative, supervisory, academic or research, or support staff position.
- A person elected to the Board of Trustees.
- A person or entity employed by or under contract to the University to perform a special task, such as an attorney or auditor or an outside vendor.

A legitimate educational interest is defined as:

- Performing a task that is specified in his or her position description or contract agreement.
- Performing a task related to a student's education.
- Performing a task related to the discipline of a student.
- Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
- Maintaining the safety and security of the online campus or physical administration of CDU.

FERPA permits the disclosure of personally identifiable information (PII) from students' education records without consent of the student if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials as described above, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information (see below), and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student in the following situations (please note further limits on disclosures listed below are contained in 34 CFR § 99.1, et seq.):

- To officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure relates to purposes of enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs or for the enforcement of or compliance with federal legal requirements related to those programs.
- In connection with financial aid for which the student has applied or received if the information is necessary to determine aid eligibility, amount, or conditions, or to enforce the terms and conditions of such aid.
- To organizations conducting studies for or on behalf of the school to: develop, validate, or administer predictive testing; administer student aid programs; or improve instruction.
- To accrediting organizations to carry out accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- To a victim of an alleged perpetrator of a crime of violence or non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense.
- To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and has committed a violation of the school's rules or policies with respect to the allegation.
- To parents of a student regarding the student's violation of any Federal, State, or local

law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines that the student committed a disciplinary violation and is under the age of 21.

- If the disclosure concerns sex offenders and other individuals required to register under section 17010 of the Violent Crime Control and Law Enforcement Act of 1994.

The following data is considered to be directory information and may be given to an inquirer, either in person, by mail or by telephone, and may be otherwise made public: name of student, address (both local, including e-mail address and permanent), photograph, dates of registered attendance, enrollment status (e.g. full-time or part-time), school or division of enrollment, major field of study, nature and dates of degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

An individual student currently enrolled may request that such directory information not be disclosed by completing the Request to Prevent Disclosure of Directory Information form and submitting it to the CDU registrar. If you would like to complete a FERPA release form to allow staff to discuss your account or academic records with other individuals, contact bursar@cdu.edu.

Grading Policies

Required Grade Averages and Maintaining Good Academic Standing

Undergraduate students are required to maintain a minimum overall cumulative GPA of 2.0 to continue in the undergraduate programs (AA and BA) and to be awarded the BA in Theology Degree, Associate of Arts in the Liberal Arts or Catechetical Diploma degrees. Students whose cumulative GPA drops below a 2.0 will be placed on academic probation and will be referred to Academic Leadership.

Graduate students are required to maintain a minimum overall cumulative GPA of 3.0 to continue in the graduate program and to be awarded the MA in Theology. Students whose cumulative GPA drops below a 3.0 will be placed on academic probation and will be referred to Academic Leadership.

To receive college credit at the undergraduate level for a general education course, a GPA of 1.0 or higher must be achieved in each course. To receive college credit at the undergraduate level for a theology or philosophy course, a GPA of 2.0 or higher must be achieved for each course. Grades of a C– or below in any theology or philosophy course, at either the undergraduate or graduate level, cannot be used to fulfill degree requirements.

Grading Disputes

Occasionally disputes may arise with an instructor regarding assignment and course grades. In such cases, the student must attempt to resolve the dispute with the faculty member. If a resolution is impossible the student may appeal the issue to the Academic Leadership. If the involvement of Academic Leadership fails to resolve the issue, the student may request a review of the grade by the Faculty Governance Council. The Faculty Governance Council is the court of final opinion regarding student grades.

Grading

CDU uses a numerical system of grading. Course grades are determined as follows:

Numerical Grade	Letter Grade	Quality Point
98 – 100	A+	4.25
93 – 97	A	4.0
90 – 92	A-	3.75
87 – 89	B+	3.5
83 – 86	B	3.0
80 – 82	B-	2.75
77 – 79	C+	2.5
73 – 76	C	2.0
70 – 72	C-	1.75
65-69	D	1.0
Below 65	F	0

**Grade policy effective for courses beginning after 7/21/2011*

Some courses may be graded Pass/Fail. Assignments for these courses are graded according to the above numerical grade scale.

Policy on Late Assignments

All course assignments are due on the dates specified unless permission is granted in advance by the faculty member. There may be grade penalties for work submitted after the due date.

Policy on Failed Courses

Students who re-enroll in this course and receive a passing grade, will have the failure forgiven and only the passing grade will appear on the transcript.

Policy on Incomplete Coursework and Student Course Extension Requests

CDU respects the unique circumstances of our students' lives. Military deployments, emergency public safety and law enforcement missions, hospitalizations, professional demands, and inability to access the Internet from remote locations are commonplace in the community of students CDU serves. CDU faculty are encouraged to be sensitive and attentive to the needs of their students while maintaining academic integrity. Faculty are encouraged to work with students individually when they need special help or have trouble completing assignments on time.

Deciding on a Course Extension: If circumstances prevent a student from completing all required coursework before the end of the course, the student should consider all options before deciding to request an extension in a course. Although extending a course is preferable to withdrawing, there are consequences associated with an extension. In some situations a student may need extra time to complete one assignment or to submit an assignment late. Late assignments are not equivalent to extensions. In the event a student requests of a faculty member that they submit an assignment late, faculty are encouraged to work with the student to determine the justification of this request in lieu of a course extension. Where it is evident that a course extension is the optimal solution to support the student in achieving the learning outcomes for the course given the dynamics and demands of the request for more time, the student is to be advised to seek an extension. Guidelines for extension requests are provided below.

Student Eligibility for Extensions: To be eligible for an extension, the student must have successfully completed at least 50% of the already-assigned course work. The student must have an overall passing grade for work completed at the time of the request in the course for which an extension is being requested. The first extension will be for 15 days. A second extension of 15 days may be granted if the student has completed a substantial amount of coursework as determined by the faculty member. All course extensions are based on days from the original course end date and not when the extension is approved.

Guidelines and Process for Requesting an Extension: Each 15-day extension request must be submitted by the student using the online "Request Course Extension" form. A separate form must be submitted for each course for which the student wishes to request extension. If the student does not currently have online access, the student must contact the Registrar's Office for assistance. An informal discussion or e-mail communication with a faculty member or other staff member will not place a student on an approved extension. Note: Except under very unusual circumstances, faculty may not request an extension for a student. It is the student's responsibility to take this action. Each request must include:

a. A plan for completion of the course requirements and assignments,
b. An expected completion date
c. Justification for the extension (student's reasons).

The "plan of completion" submitted with the request must include dates the student will be submitting the remaining assignments. If the faculty member approves, these dates will become the due dates for the assignments, and they must be submitted by the dates given. An extension cannot be requested until the start of the second week of the course, and only if the student has already attended the course. Decisions are e-mailed to the student's e-mail address on record, so students must remember to verify on the extension form that his or her e-mail address is current prior to submitting the form. It is the student's responsibility to verify that an extension request was approved if a decision is not received within 48 hours of submitting the request form.

Deadline for Submitting an Extension Request: In general, requests for extensions must be submitted before the posted course end date or before the current course extension ends.

Faculty Decision Authority Regarding Extensions: Except in the case of those students with

specific disability accommodations regarding extensions, a faculty member is not required to approve an extension. Therefore, students should not count on always being able to get an extension when time management is an issue. In some cases students seek an extension when it is one assignment that is at risk of being submitted on time. Faculty are encouraged to work with students to support their completion of assignments versus taking an extension for the course. Successful course completions are to be encouraged and supported by faculty as a means of ensuring student learning and student success.

Faculty Approval. The faculty member has 48 hours to make a decision regarding an extension request. If the student has not received a decision by email within 48 hours, it is the student's responsibility to contact the Registrar's office for the status of the request. Except for extreme cases, a faculty member should use the eligibility guidelines set forth above for approving extensions.

Length of Extensions. Courses may be extended in two 15-day intervals for a maximum of 30 days. No student will ever be allowed an extension beyond 30 days from the original course end date. CDU does not allow an "I" grade to remain on record permanently, so any "I" grades that remain for more than 30 days from the original course end date will eventually be converted to a failing "F" grade. All course extensions are based on days from the original course end date and not when the extension is approved.

Submitting Coursework during an Extension. Students must follow the "Plan of Completion" submission dates they posted on the Extension Request Form. Students on extension must notify the professor via e-mail each time they upload any assignment in the classroom. It is up to the student to follow up to ensure that the coursework was received. The professor has five days to review and grade coursework after being alerted by the student that work has been submitted and seven days to post a final grade after the end date of the extension. (As long as the course is not a final program requirement, the professor may post the final grade when coursework is completed, but the professor is not required to post the grade until after the end date of the extension.) The professor assigns a grade based upon coursework completed by the student. If the student does not complete the coursework within the approved extension period, the professor posts a grade commensurate with the work the student completed, which may be an "F" if the student did not complete sufficient coursework to successfully pass the course. Note for students using Military Tuition Assistance (does not apply to Go Army Ed students): Students using TA are responsible for informing their Education Office when the grade changes from an "I" to a grade from "A" to "F" by printing an official Grade Report from their record and sending it to their ESO. Students are encouraged to contact their military TA official to make sure the grade was received. Students having difficulty with the submission of their final grades to the military should contact goarmyEd@apus.edu.

Impact of Extension on Student Record. Students on extension will receive an "I" grade in their course until the extension ends. "I" grades may affect a student's future registrations, grade point average, and eligibility for Federal Student Aid.

Students with two or more Incompletes on record will be blocked from further registration until the incomplete courses are satisfied. If students have 2 or more courses on extension, they will be blocked from further registration until their open extensions are reduced to one. Also, if they are deemed to have requested an excessive number of extensions in the program, or have had to make use of a special circumstance or post course extension due to overextending themselves with other commitments, they may be restricted to part-time registrations.

Regardless of when a student on extension finishes his or her coursework, the faculty member has until seven days after the approved extension ends to submit a final grade. If you have two or more concurrent extensions approved, and have future registrations that will begin prior to the end of your extensions, you may be dropped from these future courses if the basis of your extension request was due to being overextended in the demands on your time.

Possible Impact on Graduation Date. Extending a course may affect a student's anticipated graduation date; all courses, including course extensions, must officially end prior to the planned degree conferral date. Students are not allowed to change to an earlier conferral by completing a course extension early, and they are warned of this on the Course Extension form, in the course extension approval email, on the Graduation Application, and in the Student Handbook.

Extensions and FSA. If extending your course overlaps an academic semester, and/or blocks you from further registration, this could have an impact on your financial aid. Also, once a course enters the extension period, it NO LONGER counts as a current enrollment, so this would impact your enrollment status for both financial aid awards and for loan deferments.

Withdrawing. If student extends a course, a student no longer has the option to withdraw online from that course once the extension has actually started.

Final Grades. CDU does not allow incomplete grades to remain on record permanently; so, any extensions that are still not completed by 30 days after the course end date will revert to a failed grade.

Failure to Honor Extension Commitment. Students who do not honor their commitment to complete their course requirements by the expiration date of their last approved extension will be graded by the faculty member based on the work they completed (including a failing grade if appropriate) and on the grade and percentage of coursework submitted in relation to the overall requirements of the course.

If you have more than one incident of special course extensions on your record, you may be restricted to part-time status to reduce your course load.

If you are approved for two or more concurrent extensions and have future registrations that start prior to the end of your extensions, your future registrations may be dropped to reduce your course load.

Intellectual Property Policy

CDU's policy on intellectual property rights is as follows: While CDU uses a learning platform as an open source licensee, the content of the courses and classroom pedagogy are proprietary. Each faculty contract requires an agreement to respect and maintain the terms of the licensed software as well as the confidentiality of classroom design, and pedagogy specific to CDU. Faculty agrees not to share or copy such proprietary knowledge for use with other persons or entities outside of CDU. CDU's copyright includes all its courses and programs as well as their design. Faculty may use their own content in other venues, such as publishing a book, but may not present their content in CDU's format or design. Staff members are required to sign an Intellectual Property and Confidentiality Agreement at the time of employment. Board members are also required to sign a similar agreement. Outside contractors who work for CDU are also required to sign a similar document.

CDU has trade-marked its name, the initials, "CDU," and its university seal with the US Patent Office. CDU has a disclaimer on its website stating that it is not a part of The Catholic University of America.

Leave of Absence

For serious reasons, a student may apply for a leave of absence not to exceed 180 days. During this leave, elapsed time does not accrue toward the maximum completion time allowed for finishing the program. A letter requesting leave should be addressed to Academic Leadership. For Active Service Members, the LOA for a course or program can be extended beyond 180 days for Military Service operations. Appropriate documentation should be submitted to: registrar@cdu.edu.

Policy on Awarding Academic Credit Hours

Each credit is comprised of 45 contact/engagement hours — 15 hours of engagement and 30 hours of preparation/study.

- A contact is defined using the Carnegie unit of measurement. Forty-five of these hours are contact hours, including participating in discussions, taking quizzes and examinations, looking at PowerPoint slides or videos, reading information from linked web sites, reviewing instructor lectures, or any other items that engage students with the course work according to the course modality.
- Course hour worksheets, documenting the distribution of these hours in 8-, 12-, or 16-week courses,are reviewed by instructors each term and shared with students within each course.

Print Library Policy

Catholic Distance University aims to provide students with sufficient resources for their classes. Therefore, CDU maintains a small print library to supplement TLELP, the ebook library and the Online Library on Canvas.

Staff or students may borrow books from the print library by requesting titles from the Librarian, Stephanie Garrett, sgarrett@cdu.edu. The catalog is available at https://www.librarycat.org/lib/cduedu. Students may borrow up to four books at a time through interlibrary loan. The books will be mailed to students free of charge. Students are required to pay the return postage and return the books within four weeks. Books may be renewed once for an additional two weeks. Students who do not return books will be required to pay replacement costs based on current market value.

Interlibrary loan book checkouts will be recorded by the Librarian. Timely return will be noted, and students will receive a request to return overdue books. Cost of books not returned will be added to the student's account.

Pronto Etiquette

"If I speak in the tongues of men and of angels, but have not love, I am a noisy gong or a clanging cymbal. And if I have prophetic powers, and understand all mysteries and all knowledge, and if I have all faith, so as to remove mountains, but have not love, I am nothing." (1 Corinthians 13:1-2)

Speaking all things in charity is a fundamental principle of Christianity. This principle extends to interactions on social media.

Here are some additional principles to keep in mind:

1. Post under your own name with an avatar on your account.
2. Students are encouraged to form online Pronto groups dedicated to particular topics or themes. However, groups must be registered with Student Life and must include a student life coordinator as group "co-owner" with remote access passwords stored in a public place in the Student Life Center
3. Pronto is a closed social network that exists for the CDU community. However, think twice before posting: Privacy does not exist in the world of social media. Consider what could happen if a post
   becomes widely known and how that may reflect on the poster and the university. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online.
4. Strive for accuracy: Get the facts straight before posting them on social media. Review content for grammatical and spelling errors.

5. Practice respectful disagreement rather than personal attacks: Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Remember at all times to observe CCC 2478 regarding the treatment of others who post ideas that differ from yours. Assume that others are acting in good faith and deserve the benefit of the doubt.
6. Provide substantive feedback and not blanket or vague accusations.
7. Be brief and stay on topic.
8. Don't write in ALL CAPS.
9. Please familiarize yourself with the entire discussion before participating to avoid duplicating questions.
10. Respect the Church, her hierarchy, and her teachings. Disagreement should be articulated thoughtfully, respectfully, and with due consideration for the sacred office that our shepherds hold and only after reasonable attempts to learn all relevant facts. Be wary of "facts" presented in headlines or writings on internet sources of dubious reliability. Disagreement should be issue-based and not personal. Catholics should strive to take the best interpretation possible of the thoughts, deeds, and words of others, all the more the Pope and the bishops who are the successors of the Apostles. (CCC 2478)
11. Respecting the privacy and safety of all, do not publicly post any personal information about others they have not previously offered, including contact information, including personal addresses, phone numbers, or email, location, age, or family information including your own.
12. Photography: Photographs posted on social media sites easily can be appropriated by visitors. Consider adding a watermark and/or posting images at 72 dpi and approximately 800x600 resolution to protect your intellectual property. Images at that size are sufficient for viewing on the Web, but not suitable for printing.
13. Spamming, cyberbullying, flaming, sexual, racial or ethnic harassment and posting of obscene or pornographic content will not be tolerated. CDU staff actively monitors the chats and reserves at its discretion the right to remove posts and comments, to dissolve groups and to admonish, suspend or even ban given users from interacting on Pronto for violations of the above etiquette policies. [1][2][3]
14. Obey the terms of service for Pronto.
15. Address all concerns to the student life coordinators.

Student Electronic Information Policy

General standards for the acceptable use of CDU systems require responsible behavior with respect to the electronic information environment at all times.
All users will maintain compliance with all applicable local, state, federal, and international laws and regulations.

All users will maintain truthfulness and honesty in personal and computer identification.

All users shall respect the rights and property of others, including intellectual property rights and copyright laws.

All CDU usernames are the property of CDU and as such CDU retains exclusive rights to the creation, assignment, revocation, usage, and content management of all CDU usernames.

The following activities and behaviors are prohibited. Violations are grounds for disciplinary action up to and including dismissal from the university:

- Interference with or disruption of the computer or network accounts, services, or equipment of others, including but not limited to, the creation, installation, transmission, or propagation of computer "worms" and "viruses," or activities that would result in a denial of service
- Revealing passwords (either one's own or someone else's) or otherwise permitting the use by others of one's accounts for computer and/or network access
- Altering or attempting to alter files or systems without authorization
- Unauthorized scanning of the CDU websites, Learning Management System, or Online Campus network for security vulnerabilities
- Unauthorized network monitoring of other users' activities
- Intentionally damaging or destroying the integrity of electronic information
- Intentionally disrupting the use of electronic networks or information systems
- Collecting user names and contact information and/or sending unsolicited commercial communications (spam)
- Attempting to decompile, decipher or reverse engineer any of the software used by CDU as part of the online services or interactive features
- Posting or transmitting any advertising or promotional materials or soliciting users to use particular goods or services, except as otherwise expressly permitted by CDU
- Posting any classified or sensitive information, which means that users, to the extent applicable, should also be mindful of Operational Security (OPSEC) when posting about units, organizations, and/or operations
- It is a violation to use an official CDU email address to impersonate a University office, faculty/staff member, or student.

Student Email Policy

All academic students currently enrolled at Catholic Distance University (CDU) are assigned a cdu.edu email address, which is the official means of email communication between Catholic Distance University and the student. Students are expected to check this email account regularly for announcements and email communication from the University, much of which may be time critical. Faculty should assume that students' official email and Canvas messages are being monitored regularly and use the official email, Canvas chats, and discussion boards to communicate with their classes accordingly.

Failure to check for messages and to receive messages due to full mailboxes or auto-forwarded email are not acceptable excuses for missing official University communications. Students may auto-forward email to an outside email client at their own risk. The university IT staff and Help Desk do not support auto-forwarding of email and are unable to assist in troubleshooting problems with outside email clients or forwarded email.

Students must abide by the Student Electronic Information Policy.

Student Personal Conduct Policy

CDU students may be expelled for repeated offenses or for a one-time flagrant violation of University policy such as cheating on an examination, falsifying application records, falsifying medical or other documentation submitted for appeals or accommodations, or using harassing and/or abusive language when interacting with other students, faculty or CDU staff. Other instances of student misconduct may include but are not limited to the following:

- The use of obscenities in the classroom, student lounge, or in any contact with university staff.
- The use of any racial, gender or ethnic attacks in the classroom, student lounge, or in contact with university staff.
- Harassment of fellow students, faculty, or staff either through personal attacks or repeated attemptsto get a response prior to the published acceptable response time or after an appeal has been formally rejected by theuniversity.
- Student misconduct of a possible sexual nature, which may include, but is not limited to, sexual discrimination, sexual harassment, or sexual violence, that denies or limits on the basis of sex an employee's ability to provide aid, benefits, or services to students, or a student's ability to participate in or benefit from CDU's programs and activities
- Any yelling or other personally threatening behavior with faculty or staff.
- Intentional disruption of, or interference with, University academic or administrative activities.

- Continued disruption of online classroom learning.
- Any act of cheating in a course or aiding another student in cheating.
- Knowingly publishing or circulating damaging or false information (slander or libel).
- Any deliberate attack on or vandalism of University website or networks.
- Unauthorized access to another student record or classroom.
- Submission of any falsified CDU student information to any third party, including diplomas, transcripts, and registration information.
- Submission of fraudulent information on a student or loan application.
- Submission of any fraudulent information including information provided in the application.
- Submission of any falsified medical documentation, death certificates, or other third party documentation for disability accommodations, appeals, or appeals of academic dismissal.
- Failure to supply upon request appropriate or sufficient documentation to verify information
  submitted to CDU as part of the application process or otherwise.
- Failure to return material loaned by CDU staff or faculty.

If you or a proxy commits a conduct offense that is deemed to not merit expulsion on its own, you may be sent a letter of student misconduct from Academic Leadership. This letter will be placed in your student record and may be included in any future background investigation request. Students are responsible for the adherence to CDU conduct expectations for all designated third parties approved by a Family Educational Rights and Privacy Act (FERPA) or Power of Attorney (POA) form.
Two instances of student misconduct will count as multiple offenses as long as counseling has occurred prior to the subsequent incident. If a second instance of student misconduct occurs after you have received a Letter of Student Misconduct, you may be placed on suspension pending review of your case for possible expulsion.

Students' Rights and Privacy

CDU follows the letter and spirit of pertinent federal and state laws. CDU adheres to guidelines published by the Accrediting Commission of the HLC and takes seriously the responsibility to provide high-quality education. In turn, students are expected to demonstrate personal and intellectual honesty and to conform to all university rules and regulations.

CDU complies with the Family Educational Rights and Privacy Act of 1974. No one outside the university shall have access to, nor will the university disclose any information from student records without the written consent of the student except to appropriate personnel within the university, to officials of other institutions at the student's request, to accrediting agencies carrying out accrediting functions, or to persons in an emergency in order to protect the health or safety of students or others. Only members of the university staff acting in the student's educational interest are allowed access to student records.

At its discretion the university may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone, date and place of birth, major field of

study, dates of attendance, degrees and awards received, the most recent educational institutions attended by the student, and participation in officially recognized activities. Students may withhold directory information by emailing their request to the registrar (registrar@cdu.edu). Visit www.cdu.edu to download the Consent for Release of Information form.

Title IX Compliance Policy

I. Introduction

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex in any education program or activity operated by a recipient that receives federal financial assistance. As an educational institution subject to Title IX, CATHOLIC DISTANCE UNIVERSITY[1] has adopted this Title IX Non-Discrimination & Grievance Process Policy (the "Policy")[2]. As set forth in detail herein, CATHOLIC DISTANCE UNIVERSITY:

- Does not discriminate on the basis of sex, including in admissions and employment, and is committed to providing an educational and workplace environment that is free from sex-based discrimination, harassment, and retaliation;
- Prohibits discrimination on the basis of sex in its educational programs and activities, as required by law;
- Is committed to promoting fairness and equity in all aspects its operations; and
- Values and promotes the equal dignity of all community members and is committed to the pursuit of just resolutions with respect the rights of all parties involved.

This Policy is adopted to prevent discrimination prohibited under Title IX and provide a prompt, fair, and impartial process to address complaints of alleged discrimination based on sex.

Inquiries about this Policy or the application of Title IX may be referred to CATHOLIC DISTANCE UNIVERSITY's Title IX Coordinator, the Assistant Secretary of the Department of Education's Office for Civil Rights, or both.

II. Overview of Title IX Policy and Grievance Process: General Provisions

Responsibilities of the Title IX Coordinator

The Title IX Coordinator oversees implementation and enforcement of this Policy, which includes primary responsibility for coordinating the School's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent discrimination, harassment, and retaliation prohibited under this policy.

The School's Title IX Coordinator is identified below and may be contacted with questions about this Policy, to file a report or formal complaint, or to otherwise assist individuals in ensuring equal access to the School's educational programs or activities in compliance with Title IX.

[1] *CATHOLIC DISTANCE UNIVERSITY may be referred to interchangeably as the "School" throughout this Policy*

[2] *All capitalized terms not defined within this Policy are defined in Appendix A.*

Title IX Coordinator: Annie Hager
Office of Institutional Advancement
Address: 300 S. George Street, Charles Town, WV 25414
Tel.: (888) 254-4238 X727
Email:ahager@cdu.edu
Web:www.cdu.edu

Individuals may also contact the U.S. Department of Education's Office for Civil Rights with Title IX questions. *(Please note that inquiries to OCR alone are not sufficient to allow appropriate responsive action by the School. To ensure your concern is appropriately addressed under this Policy, please file a report with the School's Title IX Coordinator).*

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

How to Make a Report or Formal Complaint of an Alleged Title IX Violation

Any person may report alleged sex discrimination, sexual harassment, or retaliation to the Title IX Coordinator, irrespective of whether the reporting person is the alleged victim of such conduct. A report is differentiated from a Formal Complaint ("Complaint"), which is a document filed/signed by the Complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that the School investigate the allegation(s) and implement the School's Grievance Process. A report or complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail at any time (including during non-business hours), using the contact information in the section immediately above or as described below:

1) Report directly to the Title IX Coordinator: Annie Hager
Office of Institutional Advancement
Address:300 S. George Street, Charles Town, WV 25414
Tel.: (888) 254-4238 X727
Email:ahager@cdu.edu

2) Report online via the reporting form posted here.

3) Report by telephone to the Title IX coordinator at (888)254-3248 X727

4) Report to staff, faculty or any Catholic Distance University employee. The incident will be forwarded to the Title IX coordinator and acted on in accordance to our stated policy and processes.

After Making a Report or Formal Complaint

Upon receipt of a report or Complaint, the Title IX Coordinator shall undertake an initial assessment to determine appropriate next steps as required under this Policy, including making an initial threat assessment to ensure there is no immediate danger to Complainant or the campus community and, if there is, to take appropriate action, which may include emergency removal of Respondent as described below.

The Coordinator shall contact Complainant to discuss the availability of appropriate supportive measures that may be implemented with input from the Complainant irrespective of, and in addition to, any resolution process including the formal Grievance Process, and will notify Complainant about the right to have an advisor.

If the report has been made without filing a Complaint, the Title IX Coordinator will review the allegations and discuss options with the Complainant, including the option of proceeding with a Complaint. If the Complainant does not want to proceed with a Complaint, the Coordinator may initiate a Complaint if the Coordinator determines that a Complaint is warranted.

If the Complainant files a Complaint, or the Title IX Coordinator initiates a Complaint, the matter will proceed as described under the Grievance Process.

After submission of a Complaint and after notifying the Respondent of the Complaint's allegations, the parties will be notified of the availability of informal resolution, as applicable. All parties must voluntarily consent in writing to any informal resolution process. The parties may withdraw such consent at any time and resume the formal Grievance Process.

At all stages of the process, irrespective of any resolution or grievance process which may be implemented, responsive and reasonable supportive measures will be implemented to ensure continued access to the School's educational program or activities.

Emergency Removal of Respondent

The School reserves the right to remove a Respondent from its education program or activities on an emergency basis when the Respondent poses an immediate threat to the health or safety of any student or campus community member. The School will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns. If an emergency removal is imposed, the Respondent will be given notice of the removal and the option to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the removal should not be implemented. Emergency removal decisions are not subject to Appeal.

Administrative Leave of Employee Respondent

Respondents that are School employees may be placed on administrative leave during the pendency of a grievance process as determined by the School and the Title IX Coordinator.

Complainant's Decision to Pursue a Complaint

If a Complainant does not wish to be identified, does not wish for an investigation to take place, or does not want a Complaint to be pursued, the Complainant may make such a request to the Title IX Coordinator, who will evaluate the request in light of the duty to ensure campus safety and compliance with state and federal law. The School will comply with Complainant's wishes unless the Coordinator determines that initiating a Complaint is warranted under the circumstances.

If the Coordinator independently initiates a Complaint, the Complainant may have as much or as little involvement in the process as the Complainant desires. The Complainant retains all rights of a Complainant under this Policy irrespective of participation level. Irrespective of whether a Complaint is filed, the School shall offer supportive measures to ensure Complainant's continued access to the School's educational program and activities. If the Complainant elects not to file a Complaint, the Complaint shall retain the right to file a Complaint later.

Complaint Dismissal

Mandatory Dismissal

The School *must* dismiss a Complaint if, at any time during the investigation or hearing, it is determined that:

1. The conduct alleged in the Complaint does not constitute sexual harassment as defined in under Title IX; and/or
2. The conduct did not occur in an educational program or activity controlled by the School (including buildings or property controlled by recognized student organizations); and/or
3. The School does not have jurisdiction over the Respondent; and/or
4. The conduct did not occur against a person in the United States; and/or
5. At the time of filing a Complaint, the Complainant is not participating in or attempting to participate in the education program or activity of the School.

Discretionary Dismissal

The School may dismiss a formal complaint or any allegations therein if at any time during the investigation or hearing:

1. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Complaint or any allegation therein; or
2. The Respondent is no longer enrolled in or employed by the School; or
3. Circumstances prevent the School from gathering evidence sufficient to reach a determination as to the Complaint or allegations therein.

Upon any dismissal, the School shall promptly send written notice of the dismissal and its rationale simultaneously to the parties. This dismissal decision is appealable by any party under the procedures for appeal below.

Title IX dismissed complaints may include conduct that could be considered a potential violation of another school policy included in the student, employee or faculty handbooks, and may be addressed through other applicable, non-Title IX conduct policies and procedures accordingly.

Consolidated Complaints

If a Complaint involves one or more Complaint, Complainant and/or Respondent and allegations arising out of the same set of circumstances, the School may elect to consolidate complaints.

Time Limits on Reporting

There is no time limitation on making a report or Complaint. However, acting on reports or Complaints is significantly impacted by the passage of time and occurrence of other events (including, but not limited to, the rescission or any revision of this Policy), and is at the discretion of the Title IX Coordinator, who may, among other things, document allegations for future reference, offer supportive measures and/or Remedies, and/or engage in informal or formal action, as appropriate. Additionally, if the Respondent is no longer subject to the School's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide Remedies may be more limited or impossible.

Anonymous Report or Complaint

If a Complainant makes a report anonymously, it will be investigated by the School to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or Remedies can be provided. Anonymous reports typically limit the School's ability to investigate and respond, depending on what information is shared. In some situations, the Title IX Coordinator may proceed with the issuance of a Formal Complaint even when the Complainant's report has been made anonymously.

Confidentiality

The School shall undertake reasonable efforts to preserve the confidentiality of reports and Complaints. The School shall not disclose any report or Complaint except as provided herein and as necessary to effectuate this Policy, or as permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; FERPA regulations, 34 CFR part 99, or as required under applicable law.

Certain professionals have a legal and/or ethical responsibility to maintain communications made in the scope of their professional roles in strict confidence.[3] Some of these roles include licensed professional counselors/mental health providers, licensed medical and health care providers, victim advocates, ordained/licensed clergy, licensed attorneys and rape crisis or domestic violence resources. Complainants or Respondents wishing to speak to someone confidentially are encouraged to seek out such resources. Communications with such professionals are considered legally privileged and cannot be revealed without a party's express written consent.

Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the School's education program or activity, including measures designed to protect the safety of all parties or the School's educational environment, and/or deter harassment, discrimination, and/or retaliation.

[3] *In highly limited circumstances, such as when presenting an immediate threat or danger to another, or when subject to a court order, confidential communications may be revealed without the consent of a party.*

The Title IX Coordinator promptly makes supportive measures available upon receipt of a report or a complaint alleging possible sexual harassment. At the time that supportive measures are offered, the School will inform the Complainant, in writing, that they may file a formal complaint with the School either at that time or in the future, if they have not done so already. The Title IX Coordinator works with the Complainant to ensure that their wishes are taken into account with respect to the supportive measures that are planned and implemented.

The School shall maintain the confidentiality of the supportive measures to the greatest extent reasonably practicable, provided that confidentiality does not impair the School's ability to provide supportive measures or otherwise fulfill its obligations under this Policy. The School will implement measures in a way that does not unreasonably burden the other party.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, referral to medical or healthcare services, referral to community-based services, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Amnesty for Complainants and Witnesses as required by applicable state law.

The School encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the School community that Complainants choose to report misconduct to School officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process.

To encourage reporting and participation in the process, the School may offer parties and witnesses amnesty from minor violations of other School policies – such as underage alcohol consumption or personal use of illicit drugs – that may be associated with the incident.

Amnesty is not applicable to more serious allegations, such as physical abuse of another or illicit drug distribution.

Right to an Advisor

The parties have the right to select an advisor of their choice to accompany them to any or all meetings and interviews during the resolution process. There are no limits on who can serve as an advisor; it may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. Under Title IX, cross-examination is required during the hearing, and must be conducted by the parties' advisors. If a party selects an advisor of their choice, this advisor must perform cross-examination

on their behalf during the hearing, as the parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have an advisor, or the advisor does not appear for a hearing, the School will provide one for the limited purpose of conducting cross-examination on behalf of the party.

An advisor who is also a witness to the allegations in the complaint creates potential for bias and conflict-of-interest. A party who chooses an advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s) and may, but will not necessarily, impact the Final Determination.

The School cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other party does not select or retain an attorney or cannot afford an attorney, the School is not obligated to provide the other party with an attorney.

Conflict-of-Interest & Bias

Title IX Personnel are trained to ensure they have no conflict of interest and are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents, generally. To raise any concern involving bias, conflict of interest or other misconduct by any Title IX Personnel contact the School's Director of Operations to report your concern.

Amy Shouse
Director of Operations, Catholic Distance University
300 South George Street, Charles Town WV 25414
(888) 254-4238 (702)
ashouse@cdu.edu
www.cdu.edu

Resolution Timeline

The School will make a good faith effort to complete the resolution process fairly and promptly. Duration of a matter that proceeds through the Formal Grievance Process is determined by many factors including, but not limited to, the cooperation and availability of the parties and witnesses, potential concurrent criminal investigations, and the School closures, among others. The School will avoid all undue delays within its control and will grant reasonable extensions of time, upon written request and showing of good cause, by a party. The School shall provide the parties written notice of delays and/or extensions, including appeal, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time will be needed to complete the process.

Notifications to Parties

All notifications to the parties noted herein will be made by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official School records, or emailed to the parties' School-issued email or otherwise approved account. Once mailed, e-mailed and/or received in-person, notice will be presumptively delivered

Clery Act Reporting

Reports or complaints of sexual assault, domestic violence, dating violence, and/or stalking that pose a serious or continuing threat of bodily harm or danger to members of the campus community may trigger a timely warning obligation by the School under the Clery Act. If a warning is deemed necessary, the School will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

In addition, the School is obligated to report and disclose crimes under the Clery Act, including the crimes of sexual assault, domestic violence, dating violence and stalking as defined in this Policy, for statistical reporting purposes only. Reports of these crimes do not include personally identifiable information and therefore preserves the confidentiality of any involved parties.

Retaliation

The School prohibits retaliation under this Policy. Retaliation may include intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy and procedure. Alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. The School will take appropriate action to protect individuals who fear that they may be subjected to retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this Policy and procedure does not constitute retaliation. Relatedly, a determination of responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

The School's Mandatory Response Obligations

CATHOLIC DISTANCE UNIVERSITY's mandatory response obligations under this Policy arise when CATHOLIC DISTANCE UNIVERSITY has Actual Knowledge of conduct that may constitute sexual discrimination, harassment, or retaliation, as defined herein. Actual Knowledge occurs when the Title IX Coordinator or a School official with authority to implement corrective measures ("OWA")[4] becomes aware of the potential occurrence of such conduct. Actual notice received by any of these OWAs constitutes Actual Knowledge upon which the School's mandatory response obligations arise under this Policy. Additionally, the School has Mandated Reporters[5] who are required under the School's policy to report known or suspected discrimination to the Title IX Coordinator. In these cases, the School must act to stop, remedy and prevent future recurrence of prohibited conduct through application of this Policy.

[4]*The following have been identified and designated as OWAs: The President of the University and the Leadership team.*

[5]*The School has identified the following as Mandated Reporters: All CDU Faculty and Staff.*

Notice, Dissemination and Publication of Policy

Title IX requires CATHOLIC DISTANCE UNIVERSITY to notify applicants for admission or employment as well as students, employees, and, if applicable, unions or professional organizations holding collective bargaining of collective agreements with the School, of this Policy. CATHOLIC DISTANCE UNIVERSITY complies with Title IX's notice requirements, including prominently publishing its Non-Discrimination & Grievance Process Policy and contact information for the Title IX Coordinator on its website and in other publications.

III. Sexual Harassment Defined, Jurisdiction & Scope of Policy Sexual Harassment Defined

For purposes of this Policy and the grievance process, Sexual Harassment has the meaning set forth below. Sexual Harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, gender and/or gender identity of those involved.

Sexual Harassment means:

Conduct on the basis of sex that satisfies one or more of the following:

1) Quid Pro Quo:
   a. A School employee,
   b. conditions the provision of an aid, benefit, or service of the School,
   c. on an individual's participation in unwelcome sexual conduct; and/or
2) Sexual Harassment:
   a. unwelcome conduct,
   b. determined by a reasonable person,
   c. to be so severe, and
   d. pervasive, and,
   e. objectively offensive,
   f. that it effectively denies a person equal access to the School's education program or activity.
3) Sexual assault, defined as:
   a. Sex Offenses, Forcible:
      i) Any sexual act directed against another person,
      ii) without the consent of the Complainant,
      iii) including instances in which the Complainant is incapable of giving consent.
   b. Forcible Rape:
      i) Penetration,
      ii) no matter how slight,
      iii) of the vagina or anus with any body part or object, or
      iv) oral penetration by a sex organ of another person,
      v) without the consent of the Complainant.
   c. Forcible Sodomy:
      i) Oral or anal sexual intercourse with another person,
      ii) forcibly,
      iii) and/or against that person's will (non-consensually), or
      iv) not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

d. Sexual Assault with an Object:

i) The use of an object or instrument to penetrate,

ii) however slightly,

iii) the genital or anal opening of the body of another person,

iv) forcibly,

v) and/or against that person's will (non-consensually),

vi) or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

e. Forcible Fondling:

i) The touching of the private body parts of another person (buttocks, groin, breasts),

ii) for the purpose of sexual gratification,

iii) forcibly,

iv) and/or against that person's will (non-consensually),

v) or not forcibly or against the person's will in instances in which the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

f. Sex Offenses, Non-forcible:

i) Incest:

1) Non-forcible sexual intercourse,

2) between persons who are related to each other,

3) within the degrees wherein marriage is prohibited by West Virginia law.

ii) Statutory Rape:

1) Non-forcible sexual intercourse,

2) with a person who is under the statutory age of consent of 16.

4) Dating Violence, defined as:

a. violence,

b. on the basis of sex,

c. committed by a person,

d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.

i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—

ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

iii. Dating violence does not include acts covered under the definition of domestic violence.

5) Domestic Violence, defined as:

a. violence,

b. on the basis of sex,

c. committed by a current or former spouse or intimate partner of the Complainant, d. by a person with whom the Complainant shares a child in common, or e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or

f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of West Virginia.

g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of West Virginia.

**To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.*

6) Stalking, defined as:

a. engaging in a course of conduct,

b. on the basis of sex,

c. directed at a specific person, that

i. would cause a reasonable person to fear for the person's safety, or

ii. the safety of others; or

iii. Suffer substantial emotional distress.

For the purposes of this definition—

(i) Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

(ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.

(iii) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Force, Coercion, Consent, and Incapacitation

As used in the offenses above, the following definitions and meanings apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is **unreasonable** pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Consent: Consent is knowing permission to engage in sexual activity that is voluntarily given through clear verbal communication or by unambiguous behavior.

Since individuals may experience the same interaction in different ways, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease within a reasonable time.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on CATHOLIC DISTANCE UNIVERSITY to determine whether this Policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Incapacitation: A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this Policy if they engage in sexual activity with someone who is incapable of giving consent.

It is a defense to an alleged sexual assault violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. "Should have known" is an objective, reasonable person standard which assumes that a reasonable person is both sober and exercising sound judgment.

Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why, or how" of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual's state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

This Policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

Jurisdiction of the School

If the Respondent is unknown or is not a member of the School community, the Title IX Coordinator will assist the Complainant as requested in identifying appropriate campus and local resources and support options and/or, when criminal conduct is alleged, in contacting local or campus law enforcement to file a police report upon request.

Further, even when the Respondent is not a member of the School's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator. In addition, the School may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from School property and/or events. All vendors serving the School through third-party contracts are subject to the policies and procedures of their employers, or if applicable, to these policies and procedures to which their employer has agreed to be bound by their contracts.

Scope of the School's Educational Program and Activities

For purposes of this Policy, the School's educational program or activities includes locations, events, or circumstances, within the U.S., where the School exercises substantial control over both the Respondent and the context in which the alleged sexual harassment or discrimination occurs and also includes any building owned or controlled by the School or by a student organization that is officially recognized by the School. It also includes online, and cyber manifestations of conduct prohibited by this Policy, when those behaviors occur in or have an effect on the School's education program and activities or use the School networks, technology, or equipment.

IV. Formal Grievance Process

If a Formal Complaint is filed, the matter will proceed through the Grievance Process as outlined below and will include an objective investigation, live hearing with opportunity for cross-examination at the post-secondary level, and the right to appeal. This process will treat complainants and Respondents equitably. Any provisions, rule or practice adopted by the School as part of the grievance process, other than those required under Title IX and its implementing regulations will apply equally to both parties. The process will include an objective evaluation of all relevant evidence (inculpatory and exculpatory), will be conducted by trained Title IX Personnel, free from any known conflict of interest or bias, and presumes Respondent's non-responsibility until and unless demonstrated otherwise by the evidence and after a Final Determination as been rendered. Disciplinary sanctions or punitive measures will not be imposed against a Respondent unless and until there has been a finding of responsibility after application of the process. If at any stage of the investigation it is determined that conditions exist warranting dismissal, the complaint will be dismissed. Complainant will continue to be entitled to appropriate supportive measures in such cases.

The School requires impartiality in the process by ensuring there are no actual or apparent conflicts of interest or disqualifying biases of any Title IX Personnel. The parties may, at any time during the resolution process, raise a concern regarding bias, conflict of interest, or any irregularity which may taint the impartiality of the process. Such concerns should be reported in writing to the Title IX Coordinator, Director of Operations, or University President, who will evaluate the concern and take appropriate corrective action to ensure integrity of the process.

Notice of Allegations

The Title IX Coordinator will provide written notice of the allegations to the Respondent and Complainant upon receipt of a Formal Complaint. The notice will be provided prior to any initial meeting or interview with the Respondent and their advisor, if applicable, allowing sufficient advanced notice to prepare.

The notice will include:

- A meaningful summary of all allegations,
- The identity of the parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies alleged to have been violated,
- A description of the applicable procedures,
- A statement of the potential sanctions/responsive actions that could result,
- A statement that Respondent is presumed not responsible for the reported misconduct unless and until a Final Determination has been rendered at the conclusion of the process,

- Notice that the parties will be given an opportunity to inspect and review all directly related and relevant evidence obtained during the investigation,
- The School's policy on retaliation,
- Information about the privacy of the process,
- The right to have an advisor of their choice, who may be, but is not required to be, an attorney,
- [If applicable: A statement informing the parties that the School's policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process,]
- Detail on how the party may request disability accommodations during the interview process,
- An instruction to preserve any evidence that is directly related to the allegations.

Investigation

Trained Investigators will be assigned to investigate allegations contained in a Formal Complaint and will do so objectively. The burden to collect all evidence related to the allegations, including both inculpatory and exculpatory, rests on the School, and not on the parties. Investigators must be free from bias and conflicts of interest. Depending on the complexity of the case, more than one Investigator may be assigned.

Investigation Timeline

The School will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation. The School may undertake a reasonable delay in its investigation under appropriate circumstances. Such circumstances include, but are not limited to, a concurrent law enforcement investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions. The School will communicate in writing the anticipated duration of the delay and reason to the parties and provide the parties with status updates as warranted. The School will promptly resume its investigation and resolution process as soon as feasible. During such a delay, the School will implement supportive measures as deemed appropriate.

Concurrent Law Enforcement Investigation or Criminal Proceedings

The School's grievance process is an administrative procedure required under Title IX to address sexual discrimination, and therefore is separate and independent of any law enforcement investigation or criminal proceedings. While a law enforcement investigation may necessitate a temporary delay in the School's grievance process, such law enforcement investigation does not replace the School's grievance process, as the School is legally obligated to address and remedy potential sexual harassment in its educational programs and activities as set forth in this Policy.

The Investigation Process

Investigators serve free from conflict of interest, objectively and without bias. All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses and obtaining available, relevant evidence. The School, not the parties, bears the burden of gathering evidence and burden of proof. Parties have equal opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record.

The investigation will be conducted within a reasonably prompt timeframe, allowing for thorough collection

and evaluation of all evidence related to the allegations. The investigator will keep the parties informed as to estimated timelines, and any delays.

Prior to the conclusion of the investigation, the parties will be provided with an electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the allegations in the Formal Complaint, (whether or not it will be used in reaching a determination. The parties will have a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence.

The Investigator will incorporate any relevant feedback provided by the parties during the review process, and the final report is then shared with all parties and their advisors through electronic transmission or hard copy at least ten (10) business days prior to a hearing.

Role and Participation of Witnesses in the Investigation

Witnesses who are School employees are expected to cooperate with and participate in the School's investigation and resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or resolution process constitutes a Policy violation and may warrant discipline.

Interviews may occur in-person or remotely. Skype, Zoom, FaceTime, WebEx, or similar technologies may be used. The School will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved parties must be made aware of and consent to audio and/or video recording.

Evidentiary Considerations in the Investigation

The investigation includes collection of all evidence directly related to the allegations, which is not otherwise privileged. Only evidence which is also deemed relevant is summarized in the investigative report which is considered by the Decision-Maker(s), in rendering a determination of responsibility. All parties are provided the opportunity to review all non-privileged evidence gathered during the investigation which is directly related to the allegations in the complaint, whether or not it is also included in the investigative report. All parties are also provided with a copy of the investigative report summarizing relevant evidence only.

Relevant evidence does not include evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such evidence is offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the evidence concerns specific incidents of the Complainant's prior sexual behavior with respect to the Respondent, and are offered to prove consent.

Privileged evidence is likewise excluded from both the investigation, investigative report and hearing unless a party expressly waives this privilege in writing and consents to the release of this information during the grievance process.

Investigative Report

Upon conclusion of the investigation, the Investigator will create an investigative report that 18 fairly summarizes relevant evidence and, at least ten (10) days prior to a hearing, will send the report to each party and the party's advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response.

The Hearing

Upon conclusion of the investigation and distribution of the investigative report to the parties, the matter will proceed to the hearing stage of the grievance process. The hearing will be offered live, in real-time and will include cross-examination. A Decision-maker(s) will be appointed to preside over the hearing, evaluate the evidence and make a determination as to each allegation in the complaint. The Decision-maker will be independent and neutral, and will not have had any previous involvement with the investigation. Investigators, Title IX Coordinator (or designee) or advisors are prohibited from serving as Decision-makers.

The School reserves the right to adopt any hearing protocols, which will be applied and be made available equally to both parties, to ensure the efficiency, order and decorum of the hearing process. Any such protocols will be provided in writing to the parties, witnesses and participating individuals at least ten (10) days prior to the scheduled hearing date.

The School may designate an administrative facilitator of the hearing, which may include the Title IX Coordinator, as long as they do not have a conflict of interest.

The School may conduct the hearing virtually at their discretion or upon request of a party. Request for remote participation by any party or witness should be directed to the Title IX Coordinator and made at least five (5) business days prior to the hearing.

The Decision-maker may question the parties and any witness at the hearing.

Only relevant questions, testimony and evidence may be proffered at the hearing, and the Decision-maker will make determinations as to relevancy of every question posed by an advisor during cross-examination before it is answered, and of any evidence offered.

Privileged evidence or testimony, likewise, may not be proffered during the hearing, without a party's waiver and written consent allowing its consideration at the hearing.

Parties may not conduct cross-examination. Advisors only will conduct cross-exam on a party's behalf. Only relevant questions will be allowed.

Parties, advisors, witnesses, and all participating individuals are expected to behave respectfully during the hearing. Harassing, intimidating or disruptive behavior will not be tolerated, and the School reserves the right to exclude anyone from participation in the process that fails to comport themselves accordingly.

An audio or audiovisual recording, or transcript will be made of the hearing, and will be made available to the parties for inspection and review. No other recording of the hearing will be allowed.

Evidentiary Considerations in the Hearing

Only Relevant Evidence Allowed

Any evidence that the Decision-maker(s) determine(s) is relevant and credible may be considered. Only evidence, which is directly related to the allegations, not subject to an enforceable legal privilege and not otherwise excludable as described here is considered relevant.

The hearing does not consider the following which are deemed not relevant: 1) incidents not directly related to the possible violation, unless they evidence a pattern; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Privileged Evidence Must be Excluded

Evidence subject to any recognized legal privilege will not be allowed in the hearing without the prior written waiver of the privilege and consent for its consideration during the grievance process.

When a Party/Witness Refuses to Submit to Cross-Examination

The Decision-maker(s) may not draw any inference solely from a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

Final Determination as to Responsibility and Standard of Proof

Upon completion of the hearing, the Decision-maker will deliberate privately and will render a finding as to each allegation in the complaint by applying the preponderance of the evidence; whether it is more likely than not that the Respondent violated the Policy as alleged. OR clear and convincing evidence; whether there is a high probability that the Respondent violated the Policy as alleged. The decision will be provided simultaneously to the parties through the issuance of a written determination letter, delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official the School records, or emailed to the parties' the School-issued email or otherwise approved account. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

The determination letter will include:

1. Identification of the allegations potentially constituting sexual harassment as defined under the Policy;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits methods used to gather evidence, and hearing held;
3. Findings of fact supporting the determination;
4. Conclusions regarding application of the School's code of conduct to the facts;
5. A statement, and rationale for, the results as to each allegation, including a determination regarding responsibility, and disciplinary sanctions the School imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the Schools' education program or activity will be provided by the School to the Complainant; and
6. The School's permissible bases for the Complainant and Respondent to appeal.

The determination regarding responsibility becomes final after expiration or exhaustion of any appeal rights.

Sanctions, Disciplinary Action & Remedies

The School may consider a number of factors when determining a sanction and/or remedy and will focus primarily on actions aimed at ending, and preventing the recurrence of, discrimination, harassment, and/or retaliation and the need to remedy the effects its effects on the Complainant and campus community. Sanctions will be imposed upon either expiration of the appeal window, or after Final Determination on any appeal filed.

Sanctions or actions may include, but are not limited to, those listed below. These may be applied individually or in combination and the School may assign sanctions not listed, as deemed appropriate.

List applicable Student Sanctions:

Warning: A formal statement that the conduct was unacceptable and a warning that further violation of any School policy, procedure, or directive will result in more severe sanctions/responsive actions.

Required Counseling: A mandate to meet with and engage in either School-sponsored or external counseling to better comprehend the misconduct and its effects.

Probation: A written reprimand for violation of School policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any School policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.

Suspension: Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at the School.

Expulsion: Permanent termination of student status and revocation of rights to be on campus for any reason or to attend School-sponsored events.

Withholding Diploma: The School may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.

Other Actions:

List Applicable Employee Actions:
Warning – Verbal or Written
Performance Improvement/Management Process
Required Counseling
Required Training or Education

Probation
Loss of Annual Pay Increase
Loss of Oversight or Supervisory Responsibility
Demotion
Suspension with pay
Suspension without pay
Termination
Other Actions: In addition to or in place of the above sanctions, the School may impose any other sanction as deemed appropriate.

False Allegations and Evidence

Making deliberately false and/or malicious accusations, knowingly providing false evidence, tampering with or destroying evidence, or deliberately misleading an official conducting an investigation are policy violations subject to discipline.

Long-Term Remedies/Other Actions

Following the conclusion of the resolution process, and in addition to any sanctions imposed, the Title IX Coordinator may implement additional long-term Remedies or actions with respect to the parties and/or the campus community that are intended to stop the harassment, discrimination, and/or retaliation, remedy the effects, and prevent reoccurrence.

These Remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Education to the individual and/or the community
- Alteration of work arrangements for employees
- Provision of campus safety escorts
- Climate surveys
- Policy modification
- Training or awareness campaigns
- Provision of transportation accommodations
- Implementation of long-term contact limitations between the parties
- Adjustments to academic deadlines, course schedules, etc.
- Modified campus security measures

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no Policy violation is found.

The School will maintain the privacy of any long-term Remedies, provided privacy does not impair the School's ability to provide these services.

Failure to Comply with Disciplinary Sanctions or other Remedies

Respondents are expected to comply with any disciplinary sanction or remedy as set forth in the Final Determination or in response to a final outcome. Failure to abide by the sanction(s)/action(s) whether by refusal, neglect, or any other reason, may result in additional disciplinary action, including suspension, expulsion, and/or.

Appeals

Any party may file an Appeal on the following grounds. Appeals must be submitted in writing to the Title IX Coordinator within 5 business days of the delivery of the Notice of Outcome. After expiration of the appeal window, the determination will be considered final, and any applicable sanctions will be imposed.

Grounds for Appeal

Appeals may be made on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

Any sanctions imposed as a result of the Final Determination are stayed during the appeal process.

Title IX personnel with prior involvement in the matter will not be permitted to serve as a Decision-maker in the appeal. Appeals will not include a hearing. A decision on the merits will be based on information provided in the appeal document. If an appeal is based on the availability of new evidence, this evidence must be described with specificity and must be available for review within a reasonably prompt timeframe for consideration.

The appeal outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, and the rationale supporting the findings. Appeal decisions will be made within seven (7) business days, barring exigent circumstances, including the review of new evidence not immediately available for submission with the appeal request. Decisions on appeal will be made by applying the preponderance of evidence OR clear and convincing and convincing standard.

Notification of the appeal outcome will be made in writing and will be delivered simultaneously to the parties by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official School records, or emailed to the parties' School-issued email or otherwise approved account. Once mailed, e-mailed and/or received in-person, notice will be presumptively delivered. Decisions on appeal are considered final.

Record Retention

The School shall maintain the following records related to the implementation of this Policy for at least seven years:

1. Reports or Formal Complaints alleging sexual discrimination, including harassment.
2. Records of any dismissal of a Formal Complaint.
3. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
4. Any disciplinary sanctions imposed on the Respondent;
5. Any Remedies implemented by the School designed to restore or preserve equal access to the School's education program or activity;
6. Any appeal and the result therefrom;
7. Any Informal Resolution and the result therefrom;
8. All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an Informal Resolution process. The School will make these training materials publicly available on the School's website. (Note: If the School does not maintain a website, the School must make these materials available upon request for inspection by members of the public.); and
9. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
    a. The basis for all conclusions that the response was not deliberately indifferent;
    b. Any measures designed to restore or preserve equal access to the School's education program or activity; and
    c. If no supportive measures were provided, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Revision of this Policy

This Policy and procedures supersede any previous policy(ies) addressing harassment, sexual misconduct, discrimination, and/or retaliation under Title IX and will be reviewed and updated subject to any relevant change in law or School policy, and on a recurring periodic basis, by the Title IX Coordinator. The School reserves the right to make changes to this Policy as necessary, which become effective when published.

This Policy will not restrict any rights guaranteed against government action by the U.S. Constitution and should be interpreted accordingly and should also be construed to comply with the most recent government regulations or applicable judicial decisions.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.
This Policy and procedures are effective March 23, 2022.

V. Appendix A: Definitions

Actual Notice. Notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has the authority to institute corrective measures on behalf of the School. The School receives notice when an employee, student, or third-party informs the Title IX

Coordinator or other Official with Authority of the alleged occurrence of harassing, discriminatory, and/or retaliatory conduct. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge.

Complainant. An individual who is alleged to be the victim of conduct that could constitute harassment, discrimination or retaliation under Title IX.

Consolidated Complaint. A formal complaint with more than one Complainant or Respondent arising when multiple parties submit formal complaints arising out of the same facts and circumstances and as deemed appropriate for consolidation by the Title IX Coordinator.

Education Program or Activity. Locations, events, or circumstances where the School exercises substantial control over both the Respondent and the context in which the alleged sexual harassment or discrimination occurs and also includes any building owned or controlled by the School or by a student organization that is officially recognized by the School.

Final Determination: A decision rendered and provided in writing to the parties of a Formal Complaint after application of the School's Grievance Process concluding whether or not Respondent is responsible for conduct alleged within a Formal Complaint in violation of this Policy.

Finding: A conclusion within the Final Determination as evaluated under the burden of proof that a specific allegation within a Formal Complaint did or did not occur.

Formal Complaint. A document filed and signed by the Complainant or signed by the Title IX Coordinator alleging a Policy violation by a Respondent and requesting that the School investigate the allegation(s).

Formal Grievance Process. The method of formal resolution designated by the School to address conduct that falls within the scope of this Policy, and which complies with the requirements of 34 CFR Part 106.45.

Decision-maker(s). A trained individual with responsibility for making a Final Determination as set forth in the School' Grievance Process. A Decision-maker must maintain neutrality and cannot perform the function of either the Title IX Coordinator or Investigator.

Informal Resolution Process. An alternative resolution process which may be available to the parties to seek Resolution of a Formal Complaint in lieu of the Formal Grievance Process. Informal resolution is facilitated by appropriately trained individuals, is made available at the discretion of the School and as deemed appropriate by the Title IX Coordinator, and offered only if informed, voluntary and written consent is made by all parties to a complaint. Any party may opt-out of the informal process at any time, and the matter will proceed through the Formal Grievance Process. Examples of informal resolution include, but are not limited to, mediation and restorative justice.

Investigator. A trained individual responsible for fulfilling the School' burden of gathering and evaluating all

evidence related to allegations within a Formal Complaint as required under the School' Grievance Process. Mandated Reporter. An employee of the School who is obligated by Policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator.

Official with Authority. An employee of the School explicitly vested with the responsibility to implement corrective measures for Title IX harassment, discrimination, and/or retaliation on behalf of the School. Parties. The Complainant(s) and Respondent(s), collectively.

Remedies. Post-Finding actions directed to the Complainant and/or the community implemented to address safety, prevent the recurrence of harassment, and ensure continued access to the School's educational program. Respondent. An individual who has been reported to be the perpetrator of conduct that could constitute harassment, discrimination or retaliation under Title IX.

Sanction. A disciplinary consequence imposed by the School on a Respondent who is found to have violated this Policy.

Sexual Harassment. Behavior or conduct as defined under Title IX and its implementing regulations at 34 CFR 106, and as more fully articulated in this Policy.

Title IX Coordinator. The School's employee responsible for ensuring compliance with Title IX.

Title IX Personnel. Those individuals collectively tasked with implementation of this Policy and Grievance Process including specifically, the Title IX Coordinator (including any designees as applicable), any Investigator or any Decision-maker.

Withdrawal from Course or Program

A student may terminate enrollment in an individual course or program at any time by notifying the university; however, a student is advised to do so in writing for his or her own protection. Refunds will be granted on request, according to the program satisfactory policy. Written withdrawal request should be sent to the appropriate registrar at Catholic Distance University, 300 South George Street, Charles Town, West Virginia 25414 or by email to Registrar@cdu.edu.

Cancellation, Withdrawal, and Add/Drop Period

See Federal Financial Aid section of catalog to view Financial Aid Policies.

Graduation

Graduation Requirements

Undergraduate students are required to maintain a minimum overall cumulative GPA of 2.0 to continue in the undergraduate programs and to be awarded a degree, certificate, or the Catechetical Diploma. Graduate students are required to maintain a minimum overall cumulative GPA of 3.0 to continue in the graduate program and to be awarded a degree or certificate. Academic credentials and transcripts will not be issued if there is a financial balance on a student's account.

Graduation Ceremony

Once students have completed all the requirements for a degree, the registrar will contact the student with directions regarding their diploma. All diplomas are sent directly to the students. Once a year, an academic honors Mass is celebrated, and all students who have graduated from any of the CDU programs during the past twelve months are invited to participate in the academic procession with formal academic regalia (cap, gown, and hood). This Mass is usually held the evening of the CDU Gala.

Graduation with Honors

Students whose overall GPA at the completion of the BA or MA program is a 3.4–3.6 will be bestowed the honor of Cum Laude, those with a 3.61-3.8 will be bestowed the honor of Magna cum Laude and those with a 3.81-4.0 will be bestowed a Summa cum Laude. Delta Epsilon Tau Honor Society is for all BA and MA grads who obtain a Summa cum Laude.

Delta Epsilon Tau: International Honor Society for Distance Learning

CDU, the first distance university in the Church to highlight academic achievement in distance education, holds membership in Delta Epsilon Tau. To be invited for admission into the honor society, graduates must have demonstrated academic excellence by attaining an overall GPA of 3.8 (on a 4.0 scale) during their graduate or undergraduate studies.

Each honored graduate who accepts the invitation to join the Delta Epsilon Tau Honor Society will receive an official certificate of membership, a Delta Epsilon Tau Gold Key lapel pin, a congratulatory letter, and a narrative of the Honor Society, as well as reference letters (upon request).

Alumni Services

Graduates are automatically welcomed into the alumni association at no charge upon graduation. The lifetime membership in the association allows alumni to obtain a significant discount on continuing education courses, receive a quarterly e-newsletter, and have access to CDU's digital library and Student Life Center.

Career Services

Whenever the Student Life Office is notified of a job opportunity that requires a degree in Theology, the job announcement is listed in the Resources Center of the online campus under Student Career Center.

Updating Contact Information

Students are expected to keep their contact information, include name, addresses, email, and phone numbers. Students can update their personal information by logging into Populi and selecting "My Profile" and then "Info." Alternatively, students may forward any updates to the registrar at registrar@cdu.edu.

Student Records, Record Retention

Student Records can be accessed by logging into Populi at https://cdu.populiweb.com/.

CHIST 514 Church History I: Early Christians to Middle Ages

3 CREDIT COURSE

(Formerly CHIST 562, 206-0501.) Church History I: Early Christians to the Middle Ages is the first of two graduate survey courses covering the whole of Catholic history. This first course examines the central themes and events in the life of the Church from the days of the Apostles to the end of the Middle Ages using text resources. Students will study the great events of the Church's past, the development of Christian thought and belief, and the immense contributions of popes, saints, theologians, and common Christians to the progress of the Faith through the ages. Those who complete this course should be able to describe the key issues and topics related to the development of the Christian Church from the time of Christ to the end of the Middle Ages; explain the patterns of Church life from Pentecost to the start of the Renaissance and have a familiarity with the most important leaders, events, and writings; and build on the course foundation to delve deeper into Church history and to pursue other courses on specific topics related to the broader tapestry of Early and Medieval Christianity.

This course includes written lectures and online discussion.

CHIST 524 Church History II: Renaissance to Modern Church

3 CREDIT COURSE

(Formerly CHIST 563, 206-0502.) Church History II: Renaissance to Modern Church is the second of two graduate survey courses covering the whole of Catholic history. The first course examined the central themes in the life of the Church from the days of the Apostles to the end of the Middle Ages. In this course, students will study the great events of Church history from the Renaissance, through the Protestant and Catholic Reformations and the Enlightenment and era of revolutions, to the tumultuous 20th century. We will meet extraordinary saints, popes, theologians, artists, and writers who have all helped to guide the progress of the Church across the globe.

This course includes written lectures and online discussion.

CHIST 544. History of the Catholic Church in America

3 CREDIT COURSE

This course addresses the history of the Catholic Church in North America from the arrival of Christopher Columbus in 1492 to the present time. Students will be presented with a survey of the foundations of the Catholic faith in North America, the progress of the Faith in the 19th century, including the era of immigration, urbanization, and the Civil War, and the life of Catholicism in the modern era. Focus will also include the work of the Baltimore councils, the activities of the Church during the Great Depression and the two World Wars, the election of John F. Kennedy, the impact of the Second Vatican Council (1962-65), and possible keys areas of concern for the Church in the 21st century and beyond.

This course includes written lectures, audio lectures, and online discussion.

COMP 699 Comprehensive Exam

(Formerly COMP 599.) This course is a culminating examination to be taken after completion of all coursework for both the MA (Theology) and MA in Theology for Educational Ministry. It consists of three questions that are designed to get the student to synthesize and apply general concepts learned in more than one course. Students are expected to include knowledge and understanding they have acquired from elective coursework, as well as the core requirements. In preparing for the comprehensive exams, students are presented with a pool of questions from which the ones they write on will be selected. Students are given the question as it appears on the exam along with a study guide which includes both required and suggested topics to include in the response as well as documents to be referenced. Faculty members conduct review sessions via videoconferencing on each question and are there to answer any questions students may have.

CST 630 Respect for Life, Sex, Marriage, and Parenting: An Integrated Catholic Approach

1 credit course

This course prepares students to understand the Catholic Church's teachings concerning sex, marriage, and parenting as part of Catholic social justice, in order to communicate these more effectively in ways responsive to contemporary culture's values, skepticism, and sometimes hostility.

PHIL 508 Philosophy for Theology

3 CREDIT COURSE

(Also THEO 508) This philosophy course must be taken by all students in the MA program. It includes three major segments on Augustine and the Platonic Tradition: an overview of the thought of St. Augustine, its debt to ancient and Neo-Platonism, and its importance during the first millennium of Western Christianity.

This course includes written lectures and online discussion.

PRACT 697. Practicum

The practicum enables students to implement the skills that they have learned in the MATHEM program providing practical workplace training. One must complete the Practicum Proposal Assignment for RELED 560 and register for the MATHEM Practicum before the start date of the first activity. Under the supervision of the onsite supervisor, in conjunction with the course professor, students will work in a limited way in their chosen field, observing and documenting the professional skills, ministerial attitudes and theological connections or understandings related to the ministry experience and how they relate to the completion of the proposed practicum.

RELED 560 Principles of Catholic Education

3 CREDIT COURSE

Principles of Catholic Education is a graduate-level course that will examine the theoretical framework and the pastoral foundations of catechetical ministry, particularly the work of learning and teaching in Catholic parishes and schools. It utilizes primary sources, a history of catechesis in the United States, and contemporary resources to identify principles of education that reflect the divine pedagogy and the development of a clear Catholic Identity. Students who complete this course should be able to analyze contextual factors influencing teaching and learning, evaluate educational resources, and design educational strategies appropriate for authentic human formation and catechesis for a lifelong relationship with Jesus Christ.

This course includes lectures, audio and video presentations, and asynchronous online shared learning activities.

SCRPT 520 Pentateuch

3 CREDIT COURSE

This course will approach the first five books of the Bible, known as the Pentateuch from the perspective of the ancient Hebrews. Students will learn to appreciate the imagery that the Hebrews used from creation and the material world to describe spiritual experience and supernatural realities. Specifically, students will gain understanding of two currents of thought that bring unity to the first five books of the Bible as well as the entire Bible. The first will be creation theology where the idea of sacred space is prominent with the imagery of creation as temple, and the second is that of covenant.

SCRPT 530 Introduction to Scripture and Salvation History*

3 CREDIT COURSE

This 8-week multimedia course will be a journey through the Bible as the Catholic Church's foundational narrative, beginning with the story of creation and the fall, through God's promise to Abraham, the covenant with Israel at Sinai and Deuteronomy and the eventual collapse of the Davidic Kingdom under the Deuteronomic covenant. The course will climax with the solution to the problems of the law in the Old Testament and the eventual fulfillment of God's promises through the person and work of Jesus Christ and his Church. Students will be introduced to critical interpretive issues and will be invited to wrestle with disputed questions as they learn various ways of making sense of the Bible as a unified and coherent story with profound implications for today.

**Students who have taken SCRPT 230 as undergraduates should not enroll in SCRPT 530 but instead should enroll in another graduate-level scripture course of their choosing.*

SCRPT 570 Letter to the Romans

3 CREDIT COURSE

Romans is the Bible's most influential book in Church history but also the most controversial and difficult of St. Paul's letters. Many central Christian doctrines are found here such as original sin, grace, election and predestination. But above all, the letter is St. Paul's theological masterpiece, since he there explains how God, in the gospel of Jesus Christ, has been completely faithful to all of his promises to Israel given in the Old Testament. In this exciting eight week online course, we will approach Romans, therefore, as Paul's interpretation and exposition of the story of the Jewish Bible, a story that has reached its climax in Jesus and the restored people of God.

SCRPT 576 The Letter of St. Paul

3 CREDIT COURSE

(Formerly SCRPT 206) This course is an introduction to the letters of St. Paul the Apostle. In some sense, the proper starting point is Paul himself. No figure in early Christianity, aside from Jesus himself, is as crucial to our understanding of the message of the Gospel – both then and now. Though "Saul" was a fierce opponent of the Church, his encounter with the risen Christ profoundly changes his heart, his mind and the mission of his life. As a man taken up "in Christ" he lived to boldly proclaim the mystery of the gospel" (Eph. 6:19). Following an introduction to Paul the Apostle, the emphasis turns to "major themes" in the Pauline epistles and then a discussion of each of the epistles themselves. Throughout the course, students will read Paul's letters and grapple with his theological vision. Aside from Sacred Scripture, the primary textbook is What Saint Paul Really Said by Pauline scholar N.T. Wright.

This course includes written lectures, audio lectures, and online discussions.

SCRPT 581 The Gospel of St. John

3 CREDIT COURSE

(Formerly SCRPT 571.) This course on the Gospel of St. John is designed to help students gain a familiarity with the biblical text of the Fourth Gospel (in English). In particular, students will read and study the Gospel of St. John closely, examining its primary theological and literary characteristics. Important secondary materials will guide our study. In addition to employing the best of modern critical interpretation, the Gospel of St. John will be read here within the framework of the Church's living Tradition. Students who complete this course should be able to demonstrate a good understanding of the Fourth Gospel's major theological themes, symbols, and literary techniques.

This course includes written lectures and online discussion.

SCRPT 615 History of Biblical Interpretation

3 CREDIT COURSE

(Formerly SCRPT 515.) This course is an introduction to the academic study of the Bible. After being grounded in modern Church teachings about the nature of Divine Revelation, its relationship to tradition, and guidelines for interpretation, students will study Biblical interpretation in the Church and in the world, as it has evolved down through the ages. The class will start with the Church fathers and the medieval scholastics and discuss what can be learned in their experiences in wrestling with the Biblical text. Then students will consider how the post-Enlightenment discussion of the Bible evolved, how modern critical methods arose, what questions these methods were intended to answer, and the extent to which they succeeded and failed. Finally, the class will discuss ways that Catholics can learn from and build upon what has been done in the past to advance the goals of Biblical interpretation in the Church.

This course includes written lectures and online discussion.

SCRPT 640 Isaiah and the Prophets

3 CREDIT COURSE

(Formerly SCRPT 540.) This course provides an introduction to the Old Testament prophets with a special focus on the prophecy of Isaiah. It will begin with a brief study of Church teachings about reading the Bible generally, the Old Testament specifically, and the necessary beginning of all Catholic Biblical interpretation with the historical dimension of the inspired text. Thus, students will become thoroughly grounded in the rise, division, decline, narrow survival, eventual destruction, and God's promised restoration of the Davidic monarchy as well as the inextricable relationship between history and Biblical prophecy.

The beginning period of the course will also include an introduction to reading Hebrew poetry in translation and the importance of literary genre in Biblical interpretation. In the second part of the course, the actual text of Isaiah will be studied. Since the book of Isaiah's historical span is awesome and its text has profound relationships to other Biblical prophets, students will work through the entire book while noting parallel ideas in other prophets as well. Furthermore, because Isaiah's prophetic words are rightly famous, students will also study the ways in which the book of Isaiah has profoundly influenced the New Testament as well as the later Church.

Students who complete this course should be able to:

- identify the salient points of the history of the Davidic monarchy from the time of David to the Babylonian exile and the relevance of history for understanding and interpreting the prophets;
- explain the phenomenon of prophecy in Israel and what made this phenomenon unique in the ancient world;
- understand the great challenges and great benefits that go with reading Israel's prophets as Christian scripture;
- identify the main characteristics of Hebrew poetry, its difference from prose and the importance of literary genre in Biblical interpretation;
- give an overview of the careers of Israel's major prophets as well as selected members of the so-called minor prophets;
- grasp the details of the life and times of Isaiah the prophet and their relationship to the book of Isaiah;
- gain an appreciation of theological themes in the book of Isaiah and the influence of these themes on the expectations of the New Testament authors; and gain an appreciation of how the book of Isaiah has influenced the Church down through the centuries.

This course includes written lectures, audio and video supplements, and online discussion.

Please note: To play the video files all students must have media player software such as QuickTime Player, or else have an MP4 player such as an iPod.

It is highly recommended that students have a high-speed Internet connection to allow for downloading the large video files used in this course.

SCRPT 662 The Synoptic Gospels

3 CREDIT COURSE

The Synoptic Gospels course offers an in-depth study on the three gospels that present the life, Passion, death, and Resurrection of Jesus similarly—Matthew, Mark, and Luke. The course also explores the differences in these three gospels.

This course includes written lectures, audio lectures, and online discussions.

SPIR 501 Applied Catholic Spirituality

3 CREDIT COURSE

Applied Catholic Spirituality introduces the student to the classical "three ways,"or stages of the spiritual life, and the practical skills by which one may embark on the Catholic spiritual life. Beginning with the teachings of Christ as recorded in the Gospels, this course also offers contemporary insight into the experience of personal conversion from the magisterial teaching of St John Paul II. Following the framework of the *Catechism of the Catholic Church*, the lessons of this course offer a testimony to the rich variety of Christian practices, illustrated in the lives and teachings of the outstanding masters of the spiritual life. Students who complete this course should be able to describe the unique contributions of these masters and identify the common threads that constitute the authentic tradition of Catholic doctrine and life.

This course includes written lectures, videos and online discussion.

THEO 503 The Catholic Theological Tradition

3 CREDIT COURSE

This course introduces the student to the history of Christian theology as *fides quaerens intellectum* ("faith seeking [deeper] understanding"). Our method will be to survey Christian theology as it developed historically from the end of the New Testament times to the Second Vatican Council. As we examine several of the key issues that were debated in each epoch, we shall meet some of history's most famous [and infamous!] theologians and come to understand their sometimes contradictory, sometimes complementary, ways of thinking about the things of God. Throughout our survey, special attention will be given to:

- the development of a chronological framework which will give order and coherence to all the theological knowledge you acquire in the future.
- the problem of "development of doctrine": how can we say that the faith of the Catholic Church today is the same as the faith of the New Testament Church if certain Catholic practices and beliefs seem not to be explicitly found in the Bible?
- special critical moments in the history of theology, such as the period of the early Church Fathers, the Protestant and Catholic Reformation, and the theological revival leading up to the Second Vatican Council.

This course contains illustrated written lectures, audio lectures, and online discussion.

THEO 508 Philosophy for Theology

3 CREDIT COURSE

(Also PHIL 508) This philosophy course must be taken by all students in the MA program. It includes three major segments on Augustine and the Platonic Tradition: an overview of the thought of St. Augustine, its debt to ancient and Neo-Platonism, and its importance during the first millennium of Western Christianity.

This course includes written lectures and online discussion.

THEO 510 Revelation and Faith: Fundamental Theology

3 CREDIT COURSE

There are some foundational issues that are necessary for the study of systematic theology. The course begins by examining the nature and method of systematic theology and the sources of Divine Revelation. The topics covered in the course include God, his existence and attributes, the relation between faith and reason, biblical inspiration and interpretation, the development of Christian doctrine, and authority in the Church.

This course includes written lectures, audio lectures, and online discussions.

THEO 541 Theology of Church

3 CREDIT COURSE

(Formerly THEO 641.) This course was formerly THEO 641 Theology of the Church. The theologian Henri de Lubac called the Church "the convergence of all of the mysteries." The mysteries of God, the missions of the Divine Son and the Divine Spirit, Christ, man and world meet to constitute the Church. This course will help faithful students see how they participate in the great mysteries of salvation, the results of the missions of the Son and the Spirit. They will learn how to participate in Christ's presence in the faith community and in the Church's mission to the world. Students who complete this course should be able to explain how the scripture, tradition and magisterium relate to each other specifically in the description of the Church. The course explains the various elements of the Church of Jesus Christ through the mission of the divine Son. It also describes the operation of the accompanying mission of the Holy Spirit to realize the Church.

THEO 552 Sacraments and Liturgy

3 CREDIT COURSE

(Formerly THEO 551.) This course is designed to introduce the student to the study of the sacraments in the context of the worshipping Church. The course will begin by setting forth a notion of the worshipping community. This will form the basis of a systematic approach to understanding the sacraments and issues related to the study of the sacraments. There will also be an analysis of each of the sacraments and their significance for the life of the faith in the community. At the end of this course, the student should be able to describe fundamental issues related to the study of the sacraments, analyze key theological issues surrounding the sacraments, and articulate the relationship of the sacraments to Roman Catholic understanding of the faith. In addition, the student should be able to describe an integrative sacramental theory and an understanding of the significance of each sacrament as understood in the Roman Catholic tradition.

This course includes narrated power point presentation, audio transcriptions, and online discussions.

THEO 560 Fundamental Moral Theology

3 CREDIT COURSE

In this course moral theology comes alive and grows in the hearts and minds of people and transforms the way in which people make sense of life; the way using Jesus, crucified and risen, and his sense of life (the Beatitudes). With the help of readings by moral theologian Fr. Servais Pinckaers and others, students should be able to understand the foundations (the Triune God's creating, redeeming, and sanctifying activities) and components (conscience, character, and prudence) of moral theology and how they come together in a person's repentance and continuing conversion.

This course includes written lectures and online discussion.

THEO 590 Christology

3 CREDIT COURSE

This course is an introduction to the history, theology, and symbolism of Catholic sacred architecture that focuses on how the development of Catholic sacred architecture and theology has affected the shape, configuration, and use of the Catholic church throughout various architectural styles and eras. It will follow this development from Pagan and Old Testament ideas of sacred architecture throughout the Middle Ages, Renaissance, Counter-Reformation, and Vatican II. The course will give an overview of the various declarations of the Church regarding the construction and symbolism of the church edifice.

THEO 598 Holy Land: The Fifth Gospel

3 CREDIT COURSE

There is no better place to study the four canonical gospels than in the place where the drama of salvation was acted out. The holy places in the land where the Savior walked speak so powerfully of the work of redemption that the land is rightly called "the fifth gospel." The learning in this course will primarily take place not online, but on site for ten days in Jerusalem, Bethlehem, and Galilee. Prior to and subsequent to the trip, there will be some fascinating reading and online discussion which will be the basis for a term paper to be submitted at the end of the class eight week period. The primary goal of this interdisciplinary course will be to give the student insight into the Bible that can only be captured by being in the land. Secondarily, we will learn about the Fathers of the Church, including Origen, Eusebius, Justin, Jerome, and Cyril of Jerusalem, who lived and wrote in the Holy Land. Finally, since travel in the Holy Land will bring us face-to-face with the Crusades and Muslim-Christian relations, we will learn about Church history and inter-religious dialogue. For graduate students, the course could be counted toward a concentration in Scripture, Theology/Philosophy, Ecclesial Service or Catholic Culture or toward the certificate program in Scripture or Church History, provided one completes a research assignment appropriate to one's area of study. Approval is required, contact the Registrar.

THEO 599 Italy: Crossroads of Christendom

3 CREDIT COURSE

While Christianity was born in the middle East, it was Italy that became, within a few decades after Christ's resurrection, the Crossroads of the Christian world. For two thousand years Christians from East and West, North and South, have come to Italy to serve Christ and his Church. In this course, we'll be examining the lives and work of many great Christians that spent part of their lives in central Italy. The apostles Peter and Paul, the native Italians Sts. Benedict, Clare, and Francis, the Spaniard St. Ignatius of Loyola, the Greek missionaries Sts. Cyril and Methodius, the great artists Michelangelo and Raphael, all these and more will be the subject of our study. Our learning will primarily take place not online, but on site for ten days in Rome, Assisi, Florence, and Orvieto. Prior to the trip, there will be some fascinating reading and online discussion which will be the basis for a term paper to be submitted after the trip. The goal of this interdisciplinary course will be to give the student an appreciation of the depth and breadth of the Catholic culture represented by the abundant monuments to faith to be found in central Italy. For graduate students, the course could be counted toward a concentration in Scripture, Theology/Philosophy, Ecclesial Service or Catholic Culture or toward the certificate program in Scripture or Church History, provided one completes a research assignment appropriate to one's area of study. Approval is required, contact the Registrar.

THEO 617 Father Spitzer's Evidence for God

3 CREDIT COURSE

Prepared by Fr. Spitzer S.J., this course is based on his new book *New Proofs for the Existence of God*, which examines scientific data in the light of philosophical analysis specifically into the nature of proof itself. This cutting edge course makes a strong argument for the plausibility of theism. Robert Jastrow, the former director of Goddard Institute of Space Studies, said: "[the scientist who has lived by his faith in the power of reason] has scaled the mountains of ignorance; he is about to conquer the highest peak; as he pulls himself over the final rock, he is greeted by a band of theologians who have been sitting there for centuries." This analysis adds new meaning to life, to our understanding of transcendence and destiny. Come and join us in the journey.

This course contains video lectures with audio, written lecture materials, power points, and online discussion.

THEO 619 The Thought of Thomas Aquinas

3 CREDIT COURSE

This course will explore the treatment of the truth of existence including the truth of salvation (Christology) in the work of Saint Thomas Aquinas. Students who complete this course will be able to explain what samples from Thomas' different texts mean and how they can be applied and how Aquinas saw the congruence between some ancient metaphysics and the ontology of the Scriptures. They will be able to analyze the way he treated the theology of God, Christ and salvation, human beings, and their actions.

THEO 632 Christology

3 CREDIT COURSE

This course provides an introduction to Catholic theology of Jesus Christ. Upon completion of this course, you will have probed the biblical witness to the mystery of Jesus; read important selections from the history of Christology, including those from the great councils of the first centuries of the Church; and examined contemporary systematic questions. Introduction to Christology will provide a catechetical overview of the Church's teaching on Christ, as well as an opportunity to engage in mature theological inquiry concerning this great mystery of the Faith.

This course includes written lectures and online discussion.

THEO 640 Presenting the Faith in the Modern World: Dealing with the Hard Questions

3 CREDIT COURSE

Presenting the Faith in the Modern World: Dealing with the Hard Questions introduces the student to the more fraught and challenging applications of Catholic teaching to real life situations in contemporary Western society. The course is designed to prepare students for real engagement with both contemporary secular and religious views at odds with Catholicism. The course will equip those who hold teaching (or other public positions) with practical guidance on how to dialogue pastorally and constructively with persons who hold contrary viewpoints.

THEO 682 Forming a Catholic World View: Catholic Social Teachings

3 CREDIT COURSE

This survey course will introduce the basic principles of Catholic Social Teaching, which have been called the Church's "best kept secret." This course will help students to identify and explain the seven themes of Catholic Social Teaching; trace the history of Catholic social thought, especially the key Church documents and papal encyclicals from Pope Leo XIII's Rerum Novarum in 1891 to Pope Francis' Laudato Si' in 2015; understand the theological foundations for Catholic Social Teaching in Scripture and Tradition; and develop an ability to apply these teachings to specific situations and issues, including immigration, war and peace, economics, and the dignity of the human person from conception to natural death.

THEO 698 Thesis Direction

3 CREDIT COURSE

The graduate thesis is a culminating project that incorporates scholarly research on a topic studied or referenced within the CDU MA (Theology) graduate program coursework. Upon completing the thesis, the student should be able to accurately and thoroughly develop a thesis, citing approved primary and secondary sources. This thesis should be between 30 and 50 pages (7,500-12,500 words), plus bibliography. Upon registering for the graduate thesis, students will submit a topic with initial bibliography for approval to Academic Leadership. Academic Leadership will then assign a thesis advisor, who will guide and review a formal thesis outline and bibliography, a fully developed draft, and the final thesis. All work must be adhere formats and conventions as described in Kate Turabian's A Manual for Writers, 8th or 9th Editions. Three credits are awarded once the thesis director and Academic Leadership approve the thesis. All student work must be completed within the 16-week term in which s(he) registers.

If a student proposes a project involving research on human subjects, he or she must first submit the proposal to Academic Leadership with a faculty advisor in mind. If Academic Leadership approves the project and determines upon review of HHS standards that the topic indeed involves research on living persons (as opposed to merely anonymous data about people), both the student and the faculty advisor (if necessary) will be required to attend appropriate Collaborative Institutional Training Initiative (CITI) training. Please note that CDU charges a Human Subjects Thesis fee of $400 to cover the faculty training (if necessary), in addition to the cost of CITI student training that is borne by the student. These expenses are in addition to the tuition charged for the thesis course. Once the training is complete, the student submits the project for review by the institutional review board before implementation, using the IRB portal of American Public University. CDU has a memo of understanding with APUS that CDU will submit for IRB review each proposal, including any surveys, instruments, and other tools, that will be used for specific research on human subjects under the requirements of the U.S. Department of Health and Human Services (HHS) regulation 45 C.F.R. Part 46. To facilitate the IRB application process, the student is urged to take an explanatory webinar and follow this checklist and complete the Clearpath Learning App as he or she builds the application in the portal. After the IRB has the opportunity to address questions or concerns about the application, a decision will be made to approve or disapprove the proposal within one month of submission. Upon approval, a student may begin his or her research. If the project takes over 12 months, a renewal form must be submitted. The APUS website contains other useful information such as the APUS IRB Manual, which includes sample consent forms to use in the process of conducting approved research.

BIO 101 General Biology

3 CREDIT COURSE

This general biology course examines fundamental topics in the study of living beings. It will be taught from the perspective that we can learn about God by studying His creation since He reveals Himself not only through the Book of Scripture but also through the Book of Nature (St. Augustine). Students will learn about the order and complexity in living beings by studying the continuum of life's components from molecules to organisms. Emphasis will be placed on understanding the big picture and the *why* behind each topic. When appropriate, attention will be given to the theological ramifications of topics, including evolution and assisted reproductive technologies. Students who complete this course will be able to apply their knowledge to familiar experiences and current news items to understand their moral dimensions and gain a new appreciation for the world around them.

BIO 150 Nutrition

3 CREDIT COURSE

(Formerly *106-3101.)* This course is designed as a study of the scientific principles of nutrition. These nutrition principles apply to individuals and groups with application to meeting the nutritional needs throughout the life span from infancy through adulthood. Topics include learning about one's own dietary habits, digestion, metabolism, and menu planning to achieve specific nutrition goals.

Upon completion of this course the student will:

- Demonstrate an understanding of nutrition concepts throughout the life cycle.
- Demonstrate an understanding of the relationship between diet and health.
- Identify appropriate food selections to meet the recommendations of health agencies.
- Critically read and evaluate research articles and media nutrition information.
- Compare different food items based on nutrition labels.
- Plan meals and describe issues for the nutritional needs of designated individuals/groups.

This course accesses online interactive software, power point presentations, written lecture notes, and online discussions.

CHIST 214 Church History I: Early Christians to Middle Ages

3 CREDIT COURSE

(Formerly CHIST 314.) Church History: From the Early Christians to the Middle Ages is the first of two undergraduate survey courses covering the whole of Catholic history. This first course examines the central themes and events in the life of the Church from the days of the Apostles to the end of the Middle Ages. Students will study the great events of the Church's past, the development of Christian thought and belief, and the immense contributions of popes, saints, theologians, and common Christians to the progress of the Faith through the ages. Those who complete this course should be able to describe the key issues and topics related to the development of the Christian Church from the time of Christ to the end of the Middle Ages; explain the patterns of Church life from Pentecost to the start of the Renaissance and have a familiarity with the most important leaders, events, and writings; and build on the course foundation to delve deeper into Church history and to pursue other courses on specific topics related to the broader tapestry of Early and Medieval Christianity.

This course includes written lectures and online discussion.

CHIST 224 Church History II: Renaissance to Modern Church

3 CREDIT COURSE

(Formerly CHIST 324.) Church History II is the second of two undergraduate survey courses covering the whole of Catholic history. The first course examined the central themes in the life of the Church from the days of the Apostles to the end of the Middle Ages. In this course, students will study the great events of Church history from the Renaissance, through the Protestant and Catholic Reformations and the Enlightenment and era of revolutions, to the tumultuous 20th century. We will meet extraordinary saints, popes, theologians, artists, and writers who have all helped to guide the progress of the Church across the globe.

This course includes written lectures and online discussion.

CHIST 244 History of the Catholic Church in America

3 CREDIT COURSE

This course addresses the history of the Catholic Church in North America from the arrival of Christopher Columbus in 1492 to the present time. Students will be presented with a survey of the foundations of the Catholic faith in North America, the progress of the Faith in the 19th century, including the era of immigration, urbanization, and the Civil War, and the life of Catholicism in the modern era. Focus will also include the work of the Baltimore councils, the activities of the Church during the Great Depression and the two World Wars, the election of John F. Kennedy, the impact of the Second Vatican Council (1962-65), and possible keys areas of concern for the Church in the 21st century and beyond.

This course includes written lectures, audio lectures, and online discussion.

COSCI 101 Computer Essentials

3 CREDIT COURSE

This course enables students to learn and master important applications such as MS Word, Excel and Powerpoint and the ways they can be integrated for an enormous variety of practical uses in daily life and business. Students will also explore the basic teachings of the Church regarding technology itself as well and the integration of technology and communications to further the New Evangelization and the life of the Church. This course is useful for any student but especially for students who require three credits in the mathematics distribution area for the AA or BA degree programs.

CST 101 SP Una Introducción a la Doctrina Social de la Iglesia

3 CREDIT COURSE

Este curso introducirá a los estudiantes al campo de la Doctrina Social Católica, fundamentando sus cuestiones morales, bíblicamente y pastoralmente. También se abordará la revelación de Dios y la acción de Cristo en su ministerio que se basan en el Evangelio cuyos cimientos tienen una transformación social, por un mundo más solidario, fraterno y justo. Se considerará el Magisterio de la Iglesia sobre la vida social y cómo invita a la acción pastoral.

ENG 105 Introduction to Composition for Theology

3 CREDIT COURSE

This course provides an overview of the different types of academic essays and gives specific, guided instructions on how to develop essays and term papers for CDU courses. The course also includes an overview of theological terms, along with tips on applying these terms in online discussions and written work. Assisted by the CDU librarian, students will learn how to access scholarly works and will also differentiate between plagiarism and correctly cited sources within an academic essay. Students will complete five graded essays. With the help of supplemental materials, students will also be expected to pass, to an 80% level of competency, a diagnostic grammar and usage quiz.

ENG 111 Introduction to Literature

3 CREDIT COURSE

This eight-week course is an iniatory survey of the importance of literature and some of the great works of Imaginative Literature. The course will examine texts that provide examples of different literary forms and genres from various time periods. This will be done to engage the Great Conversation of Western Civilization through such literature but also within the Catholic Tradition. Students will work to engage these masterpieces through both critical and reflective reading to develop and analyze key ideas. Students who complete this course will not only become familiar with some of the most magnificent works of the great authors of the past but will also become comfortable conversing about them to explore the ideas of today.

ENG 310 Literary Apologetics for Theology

3 CREDIT COURSE

(Also THEO 390) Literary Apologetics for Theology is a deeper exploration of the unique ability of stories to convey truths larger than words and vest the world with meaning. Students will increase their knowledge of literary techniques and develop their critical reading and communication skills by interacting with works by Christian literary giants including J.R.R. Tolkien and C.S. Lewis. Students who complete this course should be able to identify the relationship between imagination, meaning, reason, and truth, as well as articulate how Christians can utilize imaginative literature to present the Catholic faith in the broader culture.

GREEK 101 Biblical Greek I*

3 CREDIT COURSE

This course is an introduction to the Greek language as it appears in the texts of both the Old and New Testaments. While emphasis will be on the basic morphology of nouns and verbs and most frequently used words in Biblical Greek, the students will also learn all the basic pronouns and prepositions, the three noun declensions, all the tenses in which finite Greek verbs appear, many of the basic rules of Greek syntax, and, finally, the commonly used Greek participle.

This course includes written lectures, audio pronunciation lessons, and online discussions.

**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

GREEK 201 Biblical Greek II*

3 CREDIT COURSE

This course builds upon the foundation of Biblical Greek I. Students will receive reinforcement of basic Greek grammar and morphology learned in the first course. The practice of hearing and reciting paradigms and principal parts will be continued throughout this course.

This course includes written lectures, audio pronunciation lessons, and online discussions.

**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

GREEK 301 Advanced Biblical Greek

3 CREDIT COURSE

In this three-credit course, students develop familiarity and fluency in Biblical Greek, through live instructor-guided reading exercises of longer textual selections taken from both the Septuagint and the Greek New Testament. Selections are drawn from the gospels, the Catholic and Pauline epistles, the Apocalypse, and narrative sections of the Greek Old Testament. In the live classes, students prepare translations and review parsing of verbs and other grammatical features of the texts. Students are also trained in the basics of text criticism based on the use of the latest Nestle-Aland critical apparatus.

Course Requirements: Because this course depends on live class meetings conducted online, students need a high-speed internet connection and the ability to set aside three hours a week for meeting time. Course times are TBA; the instructor makes every effort to schedule times that accommodate the schedules of all registered students.

Prerequisites: Successful completion of Greek II or permission of instructor.

HIST 201 Ancient Civilization*

3 CREDIT COURSE

(Formerly HUM 251.) Ancient Civilization is the first of three undergraduate survey courses addressing the whole of Western history. This first course examines the central themes in the development of Western Civilization from the rise of the major cultures in the Near East to the End of the Roman Empire and the start of the Middle Ages. Students will study the great civilizations of Mesopotamia, Ancient Egypt, Ancient Greece and Rome, the conversion of the Roman Empire, and the conversion of the West.

**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

HIST 211 Christian Civilization*

3 CREDIT COURSE

(Formerly HUM 252.) Christian Civilization is the second of two undergraduate survey courses covering the whole of Western and modern history. This second course examines the central themes in the development of Western Civilization from the flowering of the medieval epoch to the Renaissance and the Age of Discovery. Students will study the remarkable features of the High Middle Ages—an era justifiably termed the Age of Faith—to the start of the of the Renaissance, the shattering of Christian unity in the Protestant Reformation, and the time of the great explorations.

**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

HIST 221 A Global Civilization*

3 CREDIT COURSE

(Formerly HUM 253.) A Global Civilization is the third of three undergraduate survey courses covering the whole of Western history. This third course examines the central themes in the development of Western Civilization from the Enlightenment to the era of the war on terror and globalization in the 21st century. Students will study the emergence of Enlightenment and the Age of Absolutism to the French Revolution and Napoleon, the birth of the United States, the Industrial Revolution, the Great Depression and terrible world wars, the Cold War, and the modern era that has brought such momentous change.

**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

HUM 228. Introduction to Comparative Religions: Judaism and Islam

3 CREDIT COURSE

(Formerly HUM 328.) This course offers an introduction to Judaism and Islam, creating a framework for understanding these religions and their relationship to Christianity. The study of Judaism and Islam enables the student to examine how people formed in a different tradition answer the great questions. It provides a frame of reference for speaking or studying about issues that are related to these religious traditions and an appreciation of their contribution to the world in which we live.

HUM 260. Theology of Sacred Architecture

3 CREDIT COURSE

(also THEO 290) This course is an introduction to the history, theology, and symbolism of Catholic sacred architecture that focuses on how the development of Catholic sacred architecture and theology has affected the shape, configuration, and use of the Catholic church throughout various architectural styles and eras. It will follow this development from Pagan and Old Testament ideas of sacred architecture throughout the Middle Ages, Renaissance, Counter-Reformation, and Vatican II. The course will give an overview of the various declarations of the Church regarding the construction and symbolism of the church edifice.

LATIN 101 Latin I*

3 CREDIT COURSE

Each lesson in this Latin course consists of a lecture (comprised of both a written and an audio component), vocabulary, and assigned exercises from the textbook. Besides these requirements, the student is expected to memorize each paradigm as it is encountered. As new concepts are encountered, the lecture will provide detail not given in the textbook, as well as each concept's application to both English and Latin.

This course includes written lectures, audio pronunciation lessons, and online discussions.**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

LATIN 201 Latin II*

3 CREDIT COURSE

The first eight lessons of this course consist of a lecture, vocabulary, and assigned exercises from the textbook. Besides these requirements, the student is expected to memorize each paradigm as they are encountered. As new concepts are encountered, the lecture will provide detail not given in the textbook, as well as each concept's application to both English and Latin.

This course includes written lectures, audio pronunciation lessons, and online discussions.

**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

MATH 105 General Mathematics for Liberal Studies*

3 CREDIT COURSE

This course is designed to enable students to more fully appreciate the truth of Galileo's claim that "Mathematics is the alphabet by which God has written the universe." In addition to stressing the beauty of math in the created order, the course also establishes math's practical relevance in everyday living, even for those who do not work or intend to work in a scientific or technological field. This course is for students who need a mathematics course to satisfy the general education requirement in mathematics. The course will include an introduction to inductive and deductive reasoning, the nature of sets and their applications, the nature of logic and its practical uses, numeration systems old and new (their types and uses), the application of numbers in describing lengths and distances called measurement, algebra as the "universal arithmetic" and, finally proportions and shapes, commonly known as geometry.

**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

PHIL 205 Introduction to Philosophy with Plato and Aristotle

3 CREDIT COURSE

(Formerly PHIL 305.) This course will introduce students of theology to the manner in which Plato and Aristotle sought to understand human nature, the world, and God through philosophical inquiry. The focus will be upon the ideas and passages that were most influential in the development of Christian theology and on enabling students to read and discuss philosophical texts on their own. Topics will include the nature of love, whether the human soul survives bodily death, whether God created the universe, and what is the best way to live.

When you complete this course you will be able to read the works of Plato and Aristotle on your own, to engage in philosophical thinking and writing, and better understand the influence Greek philosophy had on the development of Christian theology.

This course includes written lectures, audio lectures, and online discussions.

PHIL 235 Elements of the Philosophy of the Human Person*

3 CREDIT COURSE

This class is a philosophical exploration of human nature. We begin with Socrates, who helps us understand what philosophical inquiry is. Socrates also opens up the discussion of the meaning of and purpose of human existence. Through the thought of Aristotle and St. Thomas, we will address two fundamental questions: what is human nature, and what does it mean to be a human person? At the end of the class, we will consider several contemporary challenges to the perennial Catholic thought on human nature and personhood. Students who complete this course should be able to have a clear understanding of what philosophy is and how the Catholic intellectual tradition has come to understand human nature and personhood.

**Core coursework transfer guaranteed at any institution of higher education in West Virginia.*

PHIL 260. National Catholic Bioethics Center Catholic Bioethics 1

3 CREDIT COURSE

This course offers students an introduction to the study of bioethics and health care ethics from the Catholic perspective. It begins with the question, "How do I make ethical decisions?" by introducing students to foundational topics in Catholic moral theology including the nature of the moral act, virtues, and the formation of conscience. It then explores the moral principles that govern the patient-professional relationship and introduces students to the Ethical and Religious Directives for Catholic Health Care Services, the guiding document for Catholic healthcare in the United States. The course then shifts focus to address ethical challenges concerning specific beginning-of-life issues. These issues include, but are not limited to, determining when human life begins and its implications for abortion, ectopic pregnancy, and prenatal genetic diagnosis. It then addresses ethical concerns related to contraception, sterilization, and assisted reproductive technologies. The course concludes by focusing on the ethics of scientific research on human stem cells as well as human cloning. Students who complete this course are enabled to formulate appropriate, Catholic-based ethical responses to beginning-of-life challenges that they will face in their personal lives and/or in their work in the healthcare field.

PHIL 311 Ethics

3 CREDIT COURSE

Ethics, or moral philosophy, studies concepts of the good as applied to human action and what it means for humans to live a moral life. In this class we will read the primary texts of certain philosophical masters of ethics, including Aristotle, St. Thomas Aquinas, and Kant. We will also study certain modern challenges to the perennial tradition of realist ethics, including utilitarianism and moral relativism.

PHIL 315 Metaphysics

3 CREDIT COURSE

This course will introduce students to the philosophy of being by means of a thematic and historical approach. Topics include the following: the nature of metaphysical inquiry; Plato's theory of forms; the basic categories of being; properties common to all beings; the analogy of being; substance, accident, essence, and existence; the problem of the one and the many; individuation; knowing God; and the nature of evil.

PHIL 320 Modern Philosophy

3 CREDIT COURSE

This course turns to the texts of several influential thinkers in modern philosophy in order to trace the development of some major themes in the Western intellectual tradition. Topics include: methodical doubt, Descartes's cogito and proofs of God's existence, man and society, empiricism and skepticism, the origin and association of ideas, noumena and phenomena, a priori concepts, materialism, communism, and pragmatism. Students who complete the course will be able to articulate several distinctive features of modern thought and points of continuity and discontinuity with the earlier (ancient and medieval) tradition.

PHIL 330 Contemporary Philosophy

3 CREDIT COURSE

This course is an introduction to contemporary philosophy and the developments of modern thought, beginning with phenomenology and the response to idealism and radical skepticism. Special emphasis will be given to Christian personalists such as Dietrich von Hildebrand and Edith Stein, who developed their work in the face of philosophical and political ideals that lead to a reduction of the human person, including utilitarianism, nihilism, and subjectivism. This course will help students to understand the key figures and philosophical undercurrents that greatly impacted the Church in the 20th century, especially Vatican II and Catholic social teaching.

PHIL 340 See for Yourself: An Introduction to Epistemology

3 CREDIT COURSE

Epistemology is the study of how we know what we know, which, in turn, raises the question of whether we know anything. We will rapidly survey the status of the question in western civilization from its origin in Greek philosophy to present controversies about what can and cannot be said with certitude on the basis of philosophical reasoning. Students who complete this course should be able to identify the classic forms of epistemology, show familiarity with the approach of the eight philosophers explicitly treated in the course, and express and defend their own philosophy of knowledge.

PHIL 370 The Nature of Nature: An Introduction to a Catholic Philosophy of Science

3 CREDIT COURSE

Science as we know it today — making discoveries through the systematic observation of and controlled experimentation with physical realities — is the descendant of the philosophy of nature developed by classical and medieval thinkers. The course will open with the vision of ultimate reality and meaning developed by Thomas Aquinas in the high middle ages, then skip to current challenges to the Catholic view of the natural world that have been posed by modern philosophies of science. We are engaged in a war of worldviews that can only be resolved through sound philosophical reasoning.

RELED 433 The Art of Catechesis: Dynamic Renewal

3 CREDIT COURSE

(Formerly RELED 432.) This course (formerly RELED 432) will provide a general overview of the nature of catechetics and the principles and methods that should govern the art of good catechesis. Students in this course will reflect upon the ways that catechetical instruction should be directed toward an intimate relationship with Jesus Christ (CT 5, 20). Using key catechetical documents and resources, this course will explore the nature, mission, and purpose of catechesis, with emphasis on biblical catechesis, development of doctrinal lesson planning, and the principles and methods that the Church has encouraged for catechists at all levels.

Those who successfully complete The Art of Catechesis: Dynamic Renewal should be able to effectively re-echo the teachings of Jesus Christ and his Church. This course includes written lectures, audio lectures, a variety of media, and online discussions.

This course includes written lectures and online discussion.

SCRPT 103 Survey of the Old Testament

3 CREDIT COURSE

(Formerly SCRPT 303.) This course will present the basic outline of the Old Testament and trace the progress of salvation history through the main events that it presents. The student will be able to explain the theology that emerges from the Biblical revelation, the main Semitic concepts that are employed, and the central characters and events of the text.

This course includes written lectures and online discussion.

SCRPT 106 Survey of the New Testament

3 CREDIT COURSE

(Formerly SCRPT 306.) This course will carry out a detailed analysis of the content and the theological meaning of the primary texts of the Church—i.e., the New Testament. The New Testament is the record of the definitive historical intervention of God in human history and the subsequent continuation of this incarnation by means of the Church.

This course will have four major emphases. The first area of study will examine the historical record of Jesus' life through

the three Synoptic Gospels, which will be supplemented by the theological analysis provided by the Gospel of John. The second area will be a study of the life of the early Church (Acts of the Apostles), which will examine the structures and self-understanding of the early Church as well as its fundamental grasp of the nature and work of Christ. The third area of study will be an examination of the epistles, especially their contribution to the development of Christology, soteriology, and ecclesiology. The final area will be on the apocalyptic book, Revelation, and its meaning for the Church. Through this course, the student will become familiar with the texts and theology of the New Testament, basic interpretations of key Biblical ideas, and their interrelationship.

This course includes written lectures and online discussion.

SCRPT 210 Reading Scripture Theologically

3 CREDIT COURSE

(Formerly SCRPT 310.) What is the key to understanding Scripture? What is the relationship between Scripture and Tradition? Where does the historical-critical approach fit into a faithful Catholic interpretation of the Bible? This course is an introduction to a theological approach to reading Scripture that seeks to answer these questions. This course will approach Scripture as the inspired Word of God, paying particular attention to the unity of the whole story of salvation, which was revealed for the sake of drawing us into a loving relationship with God and neighbor. Students will be guided by great Patristic and Medieval Saint-theologians, as well as the contemporary scholars who follow them. Upon successful completion of the course, students acquire the basic tools for interpreting the Bible from the heart of the Church.

This course includes written lectures, audio lectures, and online discussions.

SCRPT 230 Introduction to Scripture and Salvation History

3 CREDIT COURSE

(Formerly SCRPT 3.) This 8-week multimedia course will be a journey through the Bible as the Catholic Church's foundational narrative, beginning with the story of creation and the fall, through God's promise to Abraham, the covenant with Israel at Sinai and Deuteronomy and the eventual collapse of the Davidic Kingdom under the Deuteronomic covenant. The course will climax with the solution to the problems of the law in the Old Testament and the eventual fulfillment of God's promises through the person and work of Jesus Christ and his Church. Students will be introduced to critical interpretive issues and will be invited to wrestle with disputed questions as they learn various ways of making sense of the Bible as a unified and coherent story with profound implications for today.

SCRPT 370 Letter to the Romans

3 CREDIT COURSE

Romans is the Bible's most influential book in Church history but also the most controversial and difficult of St. Paul's letters. Many central Christian doctrines are found here such as original sin, grace, election and predestination. But above all, the letter is St. Paul's theological masterpiece, since he there explains how God, in the gospel of Jesus Christ, has been completely faithful to all of his promises to Israel given in the Old Testament. In this exciting eight week online course, we will approach Romans, therefore, as Paul's interpretation and exposition of the story of the Jewish Bible, a story that has reached its climax in Jesus and the restored people of God.

SCRPT 381 The Gospel of St. John

3 CREDIT COURSE

This course on the Gospel of St. John is designed to help students gain a familiarity with the biblical text of the Fourth Gospel (in English). In particular, students will read and study the Gospel of St. John closely, examining its primary theological and literary characteristics. Important secondary materials will guide our study. In addition to employing the best of modern critical interpretation, the Gospel of St. John will be read here within the framework of the Church's living Tradition. Students who complete this course should be able to demonstrate a good understanding of the Fourth Gospel's major theological themes, symbols, and literary techniques. This course includes written lectures and online discussion.

This course includes written lectures and online discussions.

SPANISH 101 Introduction to Spanish Language and Culture for Ministry

3 CREDIT COURSE

Important: this course requires participation in live meetings in two 1.25-1.5 hour sessions per week via web conference. This is a beginning course and does not require any prior knowledge of Spanish. This course provides the foundations necessary to converse in Spanish, for all students who wish to build their Spanish conversational skills, especially (but not exclusively) those involved with ministry to Hispanic communities. To develop the interpersonal and presentational skills needed in Spanish, a variety of cultural texts will be used for conversational practice. Active participation in dialogues, conversations, presentations, and interviews will prepare students for effective pastoral work. Most of the class period will be devoted to developing and enhancing both the receptive skills (listening and reading) and the productive skills (speaking and writing). Meeting times are TBD, but a variety of times will be available. The instructor will make every possible effort to schedule these meetings to accommodate all students' schedules.

SPANISH 110 SP Gramática Española

3 CREDIT COURSE

Este curso de gramática permitirá adquirir un sólido conocimiento de la gramática así como una forma correcta de la lengua española, tanto de forma oral como escrita. Permitirá mejorar la competencia lingüística en lengua española. El curso se centra en el análisis de algunos de los temas centrales de la gramática española, como la ortografía, la redacción y el análisis gramatical de los textos.

SPANISH 201 Conversational Spanish for Ministry II

3 CREDIT COURSE

This course is the second semester course in Spanish, and it is designed for all students who want to advance their Spanish conversational skill and especially (but not exclusively) those involved with ministry to Hispanic communities. To develop the interpersonal and presentational skills needed in Spanish, a variety of cultural texts will be used for conversational practice. Active participation in dialogues, conversations, presentations, and interviews will prepare students for effective pastoral work. Because this course is conversational, it will require ongoing participation in live meetings in two 1.25-1.5 hour sessions per week via web conference. Meeting times are to be determined, but a variety of times will be available. The instructor will make every possible effort to schedule these meetings to accommodate all students' schedules. Prerequisite: SPAN 101 or equivalent.

SPIR 301 Applied Catholic Spirituality

3 CREDIT COURSE

Applied Catholic Spirituality introduces the student to the classical "three ways,"or stages of the spiritual life, and the practical skills by which one may embark on the Catholic spiritual life. Beginning with the teachings of Christ as recorded in the Gospels, this course also offers contemporary insight into the experience of personal conversion from the magisterial teaching of St John Paul II. Following the framework of the Catechism of the Catholic Church, the lessons of this course offer a testimony to the rich variety of Christian practices, illustrated in the lives and teachings of the outstanding masters of the spiritual life. Students who complete this course should be able to describe the unique contributions of these masters and identify the common threads that constitute the authentic tradition of Catholic doctrine and life. This course includes written lectures, videos, and online discussion.

THEO 101 Catechism of the Catholic Church, Part I

3 CREDIT COURSE (AA ONLY)

Catechism of the Catholic Church, Part I presents an organic synthesis of the essential content of Catholic doctrine as presented in the first two pillars of The *Catechism of the Catholic Church*. This course provides an overview of the content of the Profession of Faith and the Celebration of the Christian Mystery while at the same time giving students the essentials needed to present Catholic teaching using accurate language and appropriate documentation. Students who complete this course should be able to explain the Catholic Faith as it is proclaimed in the Creed and celebrated in the Church's Liturgy.

This course includes written lectures and online discussion.

THEO 102 Catechism of the Catholic Church, Part II

3 CREDIT COURSE (AA ONLY)

The *Catechism of the Catholic Church*, Part II presents an organic synthesis of the essential content of Catholic doctrine as presented in the third and fourth pillars: Life in Christ; and Christian Prayer. This course then focuses on using the Catechism of the Catholic Church to transmit what the Church teaches regarding morality and prayer using accurate language and appropriate documentation. Students who complete both courses: CCC, Part I and CCC, Part II, should be so familiar with the Catechism and its significance for catechesis and spirituality that they are able to integrate it into every aspect of their life and work.

This course includes written lectures and online discussion.

THEO 103 The Moral Life: Living the Virtues

3 CREDIT COURSE

This undergraduate course introduces students to the morality and virtue-based Christian Ethics. Through an exploration of the life of the virtues found in the writings of St. Thomas Aquinas and the Catechism of the Catholic Church, students will examine moral actions and the virtuous life. This course will help students to understand happiness as the goal of every person and how moral and virtuous actions lead to true happiness.

This course includes written lectures and online discussion.

THEO 104 SP María y Piedad

3 CREDIT COURSE

La mariología se estudiará en este curso como parte de la teología católica e incluirá el estudio de la vida de la Virgen María, sus fundamentos escriturales, sus dogmas y doctrinas marianas en el Magisterio de la Iglesia. La piedad es una expresión de fe que abarca diferentes culturas de América Latina, particularmente de la comunidad de habla hispana en los Estados Unidos.

THEO 204 Foundations of Catholicism

3 CREDIT COURSE

(Formerly THEO 304.) Foundations of Catholicism introduces the student to the teaching of the Catholic Church as it is rooted in Scripture and Tradition and faithfully proclaimed by the Church's Magisterium (teaching office). Besides a thorough introduction to Catholic doctrine, the course will also include some discussion of Church history, major figures and institutions, Marian devotion, Catholic life and theology. Foundations of Catholicism will have a strong relational component as students will be encouraged will be grounded in the Person and work of Jesus Christ.

This course includes written lectures and online discussion.

THEO 213 God, Man, and the Universe

3 CREDIT COURSE

(Formerly THEO 313.) An introduction to Fundamental Theology, this course examines the fundamental teachings of the Catholic Church as contained in the First Article of the Apostles' Creed—God the Creator, original sin, and the fall of man. Lessons include an introduction to the theology of Revelation, the relationship between Scripture and Tradition, the theory of the development of doctrine, the theology of the Trinity, Divine Providence, the Angels, Satan, forms of atheism, the origin and fall of man, and the dignity of the human person.

This course includes written lectures and online discussion.

THEO 232 Jesus Christ: God, Man and Savior

3 CREDIT COURSE

(Formerly THEO 332.) This course examines the fundamentals of Christology as found in the Second Article of the Apostles' Creed—Jesus Christ. Students will be able to readily describe the scriptural foundations of Christology and be able to explain the doctrinal and historical developments of the theology of the natures and Person of Jesus Christ in the hypostatic union, trace Mary's role in salvation history, and explain the grace of the Holy Spirit as an application of Christ's redemptive work. The course offers students insights on how to apply the reflections of this course to their own individual spiritual lives.

This course includes written lectures and online discussion.

THEO 253 Sacraments: Masterworks of God

3 CREDIT COURSE

(Formerly THEO 353.) This course studies the sacraments within the context of liturgical celebration. It further explores the scriptural and doctrinal foundations of the theology of the sacraments. The course adopts a dynamic and comprehensive approach to the study of the sacraments. It presents the sacraments as dynamic realities, the richness of which is conveyed through the process of ritualization, symbolic expression, language, and pastoral sensitivity. Fundamental to the study of the sacraments, therefore, is the understanding of the concepts of sacramentality, ritual, symbol, sign, and language, and the vital relationship between the law of prayer (lex orandi) and the law of belief (lex credendi). Each sacrament will be studied within the wider context of the Paschal Mystery. Because the seven sacraments are sacraments of faith, they aim at providing a transforming encounter with the Risen Christ. In light of this, the course will exam the meaning and pastoral implication of the conciliar teaching on full, active, and conscious participation in the liturgy.

This course includes narrated power point presentation, audio transcriptions, and online discussions.

THEO 268. Principles of Moral Theology

3 CREDIT COURSE

(Formerly THEO 468.) Beginning with man's desire for happiness in God, this course will study the motives that drive one's actions, the habits that form them, and the norms that guide them. Considering the sources of morality, students will gain an understanding of what defines a good or evil action. The course will explore man's capacity and culpability for sin, as well as the generous gift of grace received from God. Students will contemplate how they each of these elements cooperate toward their final end, and seek to apply this knowledge into Christian living.

THEO 280/PHIL 260. National Catholic Bioethics Center Catholic Bioethics 1

3 CREDIT COURSE

This course offers students an introduction to the study of bioethics and health care ethics from the Catholic perspective. It begins with the question, "How do I make ethical decisions?" by introducing students to foundational topics in Catholic moral theology including the nature of the moral act, virtues, and the formation of conscience. It then explores the moral principles that govern the patient-professional relationship and introduces students to the Ethical and Religious Directives for Catholic Health Care Services, the guiding document for Catholic healthcare in the United States. The course then shifts focus to address ethical challenges concerning specific beginning-of-life issues. These issues include, but are not limited to, determining when human life begins and its implications for abortion, ectopic pregnancy, and prenatal genetic diagnosis. It then addresses ethical concerns related to contraception, sterilization, and assisted reproductive technologies. The course concludes by focusing on the ethics of scientific research on human stem cells as well as human cloning. Students who complete this course are enabled to formulate appropriate, Catholic-based ethical responses to beginning-of-life challenges that they will face in their personal lives and/or in their work in the healthcare field.

THEO 290. Theology of Sacred Architecture

3 CREDIT COURSE

(also HUM 260) This course is an introduction to the history, theology, and symbolism of Catholic sacred architecture that focuses on how the development of Catholic sacred architecture and theology has affected the shape, configuration, and use of the Catholic church throughout various architectural styles and eras. It will follow this development from Pagan and Old Testament ideas of sacred architecture throughout the Middle Ages, Renaissance, Counter-Reformation, and Vatican II. The course will give an overview of the various declarations of the Church regarding the construction and symbolism of the church edifice.

THEO 343 Vatican II: The Church and Her Liturgy

3 CREDIT COURSE

(Formerly THEO 342.) The Second Vatican Council (1962-1965) was the major event in the Church in the twentieth

century. It is also perhaps the most misunderstood event. There were four Constitutions, which are the highest ranking documents issued by a Council: two on the Church, one on divine Revelation, and one on the Sacred Liturgy. This course will focus the Second Vatican Council's documents on the topics of the Church (ecclesiology) and Her liturgy. Specifically, this course will deal with two documents that deal with the Church a *Lumen Gentium* and *Gaudium et Spes* and one that deals with liturgy, *Sacrosantum Concilium*.

Lumen Gentium is a dogmatic Constitution, focusing on the theology of Church, or ecclesiology. That is, what the Church is and the way the Church works including the people of God, hierarchy, laity, and religious. is a pastoral Constitution; it focuses on pastoral matters and discusses the way in which the Church carries the mission of Christ to the world. Students who complete this part of the course should be able to better understand one's role in the Church and be able to exercise the mission given to all by reason of one's Baptism.

Sacrosanctum Concilium, the Constitution on the Sacred Liturgy explains what the Church's liturgy is and how a person participates in it. Upon completion of this part of the course, students will have a understanding of the Church's teaching on liturgy and how it is being implemented today.

THEO 380 Look, Judge, Act: An Introduction to Catholic Social Teaching

3 CREDIT COURSE

This course is intended to introduce students to a branch of Catholic moral theology that is often misunderstood and misappropriated. In this course, a student will be exposed to the social teachings as they appear in the Compendium of the Social Doctrine of the Church (the Compendium). Students will be expected to read Magisterial documents and selections of the compendium and will also be required to participate in weekly discussions, write a reflection paper, and take a final exam. Students who complete this course will gain a basic understanding of the social teaching values and principles as well as the fundamental areas of application for the teaching.

THEO 419 The Thought of Thomas Aquinas

3 CREDIT COURSE

This course will explore the treatment of the truth of existence including the truth of salvation (Christology) in the work of Saint Thomas Aquinas. Students who complete this course will be able to explain what samples from Thomas' different texts mean and how they can be applied and how Aquinas saw the congruence between some ancient metaphysics and the ontology of the Scriptures. They will be able to analyze the way he treated the theology of God, Christ and salvation, human beings, and their actions.

THEO 498 The Holy Land: The Fifth Gospel

3 CREDIT COURSE

There is no better place to study the four canonical gospels than in the place where the drama of salvation was acted out. The holy places in the land where the Savior walked speak so powerfully of the work of redemption that the land is rightly called "the fifth gospel." The learning in this course will primarily take place not online, but on site for ten days in Jerusalem, Bethlehem, and Galilee. Prior to and subsequent to the trip, there will be some fascinating reading and online discussion which will be the basis for a term paper to be submitted at the end of the class eight week period. The primary goal of this interdisciplinary course will be to give the student insight into the Bible that can only be captured by being in the land. Secondarily, we will learn about the Fathers of the Church, including Origen, Eusebius, Justin, Jerome, and Cyril of Jerusalem, who lived and wrote in the Holy Land. Finally, since travel in the Holy Land will bring us face-to-face with the Crusades and Muslim-Christian relations, we will learn about Church history and inter-religious dialogue. This course will count as a theology, scripture, or church history elective, based on the topic which the student selects for his or her course paper.

THEO 499 Italy: Crossroads of Christianity

3 CREDIT COURSE

While Christianity was born in the middle East, it was Italy that became, within a few decades after Christ's resurrection, the Crossroads of the Christian world. For two thousand years Christians from East and West, North and South, have come to Italy to serve Christ and his Church. In this course, we'll be examining the lives and work of many great Christians that spent part of their lives in central Italy. The apostles Peter and Paul, the native Italians Sts. Benedict, Clare, and Francis, the Spaniard St. Ignatius of Loyola, the Greek missionaries Sts. Cyril and Methodius, the great artists Michelangelo and Raphael, all these and more will be the subject of our study. Our learning will primarily take place not online, but on site for ten days in Rome, Assisi, Florence, and Orvieto. Prior to the trip, there will be some fascinating reading and online discussion which will be the basis for a term paper to be submitted after the trip. The goal of this interdisciplinary course will be to give the student an appreciation of the depth and breadth of the Catholic culture represented by the abundant monuments to faith to be found in central Italy. It will count as a theology, scripture, or church history elective, based on the topic selected for the course paper.eight week period. The primary goal of this interdisciplinary course will be to give the student insight into the Bible that can only be captured by being in the land. Secondarily, we will learn about the Fathers of the Church, including Origen, Eusebius, Justin, Jerome, and Cyril of Jerusalem, who lived and wrote in the Holy Land. Finally, since travel in the Holy Land will bring us face-to-face with the Crusades and Muslim-Christian relations, we will learn about Church history and inter-religious dialogue. This course will count as a theology, scripture, or church history elective, based on the topic which the student selects for his or her course paper.

Master Course List

Graduate Courses

CHIST 514. Church History I: Early Christians to the Middle Ages
CHIST 524. Church History II: Renaissance to Modern Church
CHIST 544. History of the Catholic Church in America
COMP 699. Comprehensive Exam
CST 699. Respect for Life, Sex, Marriage, and Parenting: An Integrated Catholic Approach
PHIL 508. Philosophy for Theology
PRACT 697. Practicum
RELED 560. Principles of Catholic Education
SCRPT 520. Pentateuch
SCRPT 530. Introduction to Scripture and Salvation History
SCRPT 570. The Letter to the Romans
SCRPT 576. The Letters of St. Paul
SCRPT 581. The Gospel of St. John
SCRPT 615. History of Biblical Interpretation
SCRPT 640. Isaiah and the Prophets
SCRPT 662. The Synoptic Gospels
SPIR 501. Applied Catholic Spirituality
THEO 503. The Catholic Theological Tradition
THEO 510. Revelation and Faith: Fundamental Theology
THEO 541. Theology of Church
THEO 552. Sacraments and Liturgy
THEO 560. Fundamental Moral Theology
THEO 590. Theology of Sacred Architecture
THEO 598. Holy Land: The Fifth Gospel
THEO 599. Italy: Crossroads of Christendom
THEO 617. Father Spitzer's Evidence for God
THEO 619. The Thought of Thomas Aquinas
THEO 632. Christology
THEO 640. Presenting the Faith in the Modern World: Dealing with Hard Questions
THEO 682. Forming a Catholic World View: Catholic Social Teachings
THEO 698. Thesis Direction

Undergraduate Courses

BIO 101. General Biology
BIO 150. Nutrition
CHIST 214. Church History I: Early Christians to Middle Ages
CHIST 224. Church History II: Renaissance to Modern Church
CHIST 244. History of the Catholic Church in America
COSCI 101. Computer Essentials
ENG 105. Introduction to Composition for Theology
ENG 111 Introduction to Literature
ENG 310 Literary Apologetics for Theology
GREEK 101. Biblical Greek I
GREEK 201. Biblical Greek II
GREEK 301. Advanced Biblical Greek
HIST 201. Ancient Civilization
HIST 211. Christian Civilization
HIST 221. A Global Civilization
HUM 228. Introduction to Comparative Religions: Judaism and Islam
HUM 260. Theology of Sacred Architecture
LATIN 101. Latin I
LATIN 201. Latin II
MATH 105. General Mathematics for Liberal Studies
PHIL 205. Introduction to Philosophy with Plato and Aristotle
PHIL 235. Elements of the Philosophy of the Human Person
PHIL 260: National Catholic Bioethics Center Catholic Bioethics 1
PHIL 311. Ethics
PHIL 315. Metaphysics
PHIL 320. Modern Philosophy
PHIL 330. Contemporary Philosophy
PHIL 340. See for Yourself: An Introduction to Epistemology
PHIL 370. The Nature of Nature: An Introduction to a Catholic Philosophy of Science
RELED 433. The Art of Catechesis: Dynamic Renewal
SCRPT 103. Survey of the Old Testament
SCRPT 106. Survey of the New Testament
SCRPT 210. Reading Scripture Theologically
SCRPT 230. Introduction to Scripture and Salvation History
SCRPT 370. The Letter to the Romans
SCRPT 381. The Gospel of St. John
SPAN 101 Introduction to Spanish Language and Culture for Ministry
SPAN 201 Conversational Spanish for Ministry II
SPIR 301. Applied Catholic Spirituality
THEO 101. Catechism of the Catholic Church, Part I
THEO 102. Catechism of the Catholic Church, Part II
THEO 103. The Moral Life: Living the Virtues
THEO 204. Foundations of Catholicism
THEO 213. God, Man and the Universe
THEO 232. Jesus Christ: God, Man and Savior
THEO 253. Sacraments: Masterworks of God
THEO 268. Principles of Moral Theology
THEO 280: National Catholic Bioethics Center Catholic Bioethics 1
THEO 290. Theology of Sacred Architecture
THEO 343. Vatican II: The Church and Her Liturgy
THEO 380. Look, Judge, Act: An Introduction to Catholic Social Teaching
THEO 419. The Thought of Thomas Aquinas
THEO 498. Holy Land: The Fifth Gospel
THEO 499. Italy: Crossroads of Christendom

Noncredit Courses

For a complete list and course descriptions, visit https://cdu.catalog.instructure.com/.

Online Seminars

CDU offers a large variety of online seminars throughout the year. Please visit the website for a current list of seminars being offered.

For course descriptions for Noncredit Courses visit https://cdu.catalog.instructure.com/.

Faculty

Full-Time Faculty

Rev. Bevil Bramwell, OMI, PhD

UEd. and BSc University of Natal, South Africa; STB Gregorian University, Rome; STL Weston Jesuit School of Theology, Cambridge, MA; PhD (Systematic Theology) Boston College, Chestnut Hills, MA;
Area of Teaching Specialization: Theology
Course Level: Undergraduate and Graduate
Courses Taught: THEO 541 Theology of Church; THEO 419 The Thought of Thomas Aquinas; COMP 699 Comprehensive Exams; THEO 698 Thesis Direction

Marcellino D'Ambrosio, PhD

MA Catholic University of America, Washington, DC; PhD (Historical Theology), Catholic University of America, Washington, DC
Area of Teaching Specialization: Theology
Course Level: Graduate
Courses Taught: THEO 503 The Catholic Theological Tradition; THEO 510 Revelation and Faith: Fundamental Theology; THEO 552 Sacraments and Liturgy; THEO 598 Holy Land: The Fifth Gospel; THEO 599 Italy: Crossroads of Christianity

Christopher M. Padgett, MA

BA (English) University of Southern Florida, Tampa, FL; MA (Theology) Franciscan University of Steubenville, Steubenville, OH; STL (Sacred Theology) International Marian Research Institute, University of Dayton, Dayton, OH
Area of Teaching Specialization: Theology
Course Level: Undergraduate
Courses Taught: THEO 204 Foundations of Catholicism; THEO 213 God, Man and the Universe; THEO 440 Presenting the Faith in the Modern World

Christine Wood, PhD

BS (Agriculture) University of Sydney, Sydney, Australia; MA (Theology) Franciscan University of Steubenville, Steubenville, OH; PhD (Theology) Marquette University, Milwaukee, WI;
Area of Teaching Specialization: Theology
Course Level: Undergraduate and Graduate
Courses Taught: SCRPT 210 Reading Scripture Theologically; SCRPT 381/581 Gospel of St. John; PHIL 508 Philosophy for Theology; THEO 503 The Catholic Theological Tradition; THEO 632 Christology

Part-time Faculty

Deacon Frederick Bartels

Catechetical Diploma, Catholic Distance University, Charles Town, WV; BA (Theology) Catholic Distance University, Charles Town, WV; MA (Theology and Educational Ministry), Catholic Distance University, Charles Town, WV
Area of Teaching Specialization: Theology, Catechetics
Course Level: Undergraduate
Courses Taught: THEO 103 The Moral Life: Living the Virtues

David Bonagura, MS

BA (Classics and Philosophy) College of the Holy Cross, Worcester, MA; MA (Religious Studies) St. Joseph's Seminary, Yonkers, NY; MS (Adolescence Education) Molloy College, Rockville Centre, NY;
Area of Teaching Specialization: Theology
Course Level: Undergraduate
Courses Taught: THEO 232 Jesus Christ: God, Man, and Savior; THEO 253 Sacraments: Masterworks of God

Erik Bootsma, MA

BA (Liberal Arts) Thomas Aquinas College, Santa Paula, California
MA Arch (Classical Architecture) University of Notre Dame School of Architecture
Area of Teaching Specialization: Sacred Architecture, Aesthetic Philosophy, Classical Architecture
Course Level: Undergraduate and Graduate
Courses Taught: HUM 260/THEO 290 and THEO 590 Theology of Sacred Architecture

Steven Bozza, STD

MA (Moral Theology) St. Charles Seminary, Wynnewood, PA; STD (Bioethics) Pontifical Athenaeum Regina Apostolorum, Rome
Area of Teaching Specialization: Theology
Course Level: Graduate
Courses Taught: THEO 560 Fundamental Moral Theology

Carole Brown, PhD

BS (Education) Black Hills State University, Spearfish, SD; MA (Theology and Christian Ministry) Franciscan University of Steubenville, Steubenville, OH; PhD (Systematic Theology) Milltown Institute, Dublin, Ireland
Area of Teaching Specialization: Catholic Spirituality
Course Level: Undergraduate and Graduate
Courses Taught: SPIR 301 Applied Catholic Spirituality; THEO 698 Thesis Direction; Spiritual Development Advising and Portfolio Review

Matthew Bunson, PhD

BA (History) Edison State College, Trenton, NJ
MA (Pastoral Theology) St. Joseph's College, Standish, ME
MDiv (Theology/Church History) Sydney College of Divinity, Sydney Australia
DMin (Pastoral Theology), Graduate Theological Foundation, South Bend, IN
PhD (Theological Studies with a concentration in Church History) Graduate Theological Foundation, South Bend, IN
Graduate studies, Franciscan University Steubenville, OH
Area of Teaching Specialization: History, Church History
Course Level: Undergraduate and Graduate
Courses Taught: Church History I, II (undergrad); Church History I, II (graduate); Western Civilization I, II; History of the Catholic Church in America; Great Controversies in Church History; Catholic Social Teaching

Fausto Franco, MEng, MA

BS in Computer Science, Siena College, Loudonville, NY
MEng in Computer Systems Engineering from Rensselaer Polytechnic Institute, Troy, NY
MA (Theology) Catholic Distance University, Charles Town, WV
Area of Teaching Specialization: Math, Information Technology
Course Level: Undergraduate
Courses Taught: COSCI 101 Computer Essentials; MATH 105 General Mathematics for Liberal Studies

Tamra Fromm, PhD

BA (International Relations/Russian Language), Michigan State University, East Lansing, Michigan
MBA (Business Administration), University of Michigan – Dearborn, Dearborn, Michigan
MA (Theology), Sacred Heart Major Seminary, Detroit, Michigan
Ph.D. (Theology), Liverpool Hope University, Liverpool, United Kingdom
Area of Teaching Specialization: Catechetics, Scripture, Theology, etc.
Level: Graduate
Courses Taught: RELED 560 Principles of Catholic Education; COMP 699 Comprehensive Exam; Practicum Supervisor

Dr. Daniel Garland, PhD

BA (Theatre) Florida State University, Tallahassee, Florida
MA (Theology) Franciscan University of Steubenville, Steubenville, Ohio
Ph.D. (Systematic Theology with a minor in Biblical Theology) Ave Maria University, Ave Maria, Florida
Area of Teaching Specialization: Scripture and Theology
Course Level: Graduate
Courses Taught: SCRPT 530 Introduction to Scripture and Salvation History

Michael Grasinski , MA

BA (Theology) Catholic Distance University
MA (Philosophy) Franciscan University, Steubenville, Ohio
Ph.D. (Philosophy) in progress, St. Patrick's Pontifical College, Maynooth, Ireland
Area of Teaching Specialization: Philosophy of the human person, Christian anthropology, Phenomenology and Metaphysics.
Course Level: Undergraduate
Courses Taught: PHIL 235 Philosophy of the Human Person

Brandon Harvey, MA

B.A. (Theology, Philosophy minor) Briar Cliff University, Sioux City, IA
M.A. (Theology) Franciscan University of Steubenville, OH
M.A. (Imaginative Literature) Harrison Middleton University, Tempe, AZ
Post-Graduate Studies (Liturgical Studies) Liturgical Institute, Mundelein, IL
Post-Graduate Studies (Theology) International Marian Research Institute, Dayton, OH
D.A. in progress (Great Books: Literature and Philosophy/Religion): Harrison Middleton University, Tempe, AZ
Area of Teaching Specialization: Literature, Theology
Course Level: Undergraduate
Courses Taught: ENG 111 Introduction to Literature

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Course Level: Undergraduate
Courses Taught: LATIN 101 Latin I; LATIN 201 Latin II; GREEK 101 Biblical Greek I; GREEK 201 Biblical Greek II

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Course Level: Undergraduate
Courses Taught: BIO 101

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Course Level: Graduate
Courses Taught: THEO 503 The Catholic Theological Tradition; THEO 632 Christology; THEO 617 Father Spitzer's Evidence for God

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Course Level: Undergraduate
Courses Taught: PHIL 340 See for Yourself: An Introduction to Epistemology

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BS (Food and Nutrition) University of Texas-Pan American, Edinburg, TX; MA (Theology) Catholic Distance University, Hamilton, VA;
Area of Teaching Specialization: Dietetics, Scripture
Course Level: Undergraduate
Courses Taught: SCRPT 103 Survey of the Old Testament; SCRPT 106 Survey of the New Testament; BIO 150 Nutrition

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BA (Economics) University of South Dakota; MA (History) Ohio State University of South Dakota; PhD (History) Ohio State University of South Dakota
Area of Teaching Specialization: History
Course Level: Undergraduate and Graduate
Courses Taught: HIST 201 Ancient Civilization; HIST 211 Christian Civilization; HIST 221 A Global Civilization; CHIST 244/544 History of the Catholic Church in America

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MA English, Georgetown University, Washington, DC
Area of Teaching Specialization: English
Course Level: Undergraduate
Courses Taught: ENG 105 Introduction to Composition for Theology

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MA (Theology) Sacred Heart Major Seminary, Detroit, MI
MA (Hebrew Bible) Bar Ilan University, Ramat Gan, Israel
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Area of Teaching Specialization: Scripture, Old and New Testament, Theology, Philosophy
Course Level: Undergraduate and Graduate
Courses Taught: SCRPT 370-570 Letter to the Romans

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Area of Teaching Specialization: Philosophy
Course Level: Undergraduate and Graduate
Courses Taught: PHIL 205 Introduction to Plato and Aristotle; PHIL 315 Metaphysics; PHIL 508 Philosophy for Theology

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Course Level: Undergraduate
Courses Taught: RELED 433 The Art of Catechesis: Dynamic Renewal

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Course Level: Undergraduate
Courses Taught: THEO 268 Principles of Moral Theology; SCRPT 230 Introduction to Scripture and Salvation History

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