

# Student & Parent Handbook



2025-2026 Academic Year



Updated & Complete Version—June 20, 2025

## Contact Information:

1. Headmaster: [headmaster@oxroseacademy.com](mailto:headmaster@oxroseacademy.com)
2. Registrar: [registrar@oxroseacademy.com](mailto:registrar@oxroseacademy.com)
3. Secretary: [office@oxroseacademy.com](mailto:office@oxroseacademy.com)
4. Tech Issues: [it@oxroseacademy.com](mailto:it@oxroseacademy.com)

## Sponsor a Student 2025-2026:



## Visit our Website via QR Code:



**Oxrose Academy**

254 Dozier Rogers Road

Lucedale, MS 39452

(507) 822-6966

[www.oxroseacademy.com](http://www.oxroseacademy.com)

[www.oxrosepress.com](http://www.oxrosepress.com)

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## A. Student Obligations & Requests

### 1. Student Pledge

Students are invited and encouraged to take the Student Pledge. Print and sign a copy and place it near your desk.

#### OXROSE STUDENT PLEDGE

*As a seeker of truth, I pledge to strive after the whole and the highest, to be humble, to be diligent, and to delight in what is real.*

*As a seeker of goodness, I pledge to strive to love others, to grow in virtue through daily practice, to fulfil my obligations, and, always, to do what is right.*

*As a seeker of beauty, I pledge to open my heart to all that is lovely and pure, to avoid what is vulgar, and to be a creator of noble things in the world.*

*As a seeker of God, I pledge my life and my love to Christ. I ask for His guidance, and I submit to the authority of His Church.*

### 2. Attendance & Participation

Attendance is a required part of classes. Students are graded on participation, including preparedness and active engagement, at each class meeting. They are expected to arrive with their work complete and to strive to actively contribute to the class.

Students are required to keep video on and be ready to engage, using their microphones as an ordinary part of participation. In addition, all other websites, messaging apps, and activities must be closed during class time. See section 8 below, for more information.

*Excused absences* are granted for family illness or crises and for technical difficulties (storms and outages). They are also granted for

important family, educational, and enrichment events, especially if the schedule of these is not controlled by the family (co-op trips, family reunions, “March for Life,” etc.) Absences are not excused for regular family vacations or ordinary appointment conflicts (doctor or dental visits, etc.). Given how limited in-class time is, we ask that activities be planned around course meetings.

An excused absence does not receive full attendance points—the rationale for this is simply that in-class time represents a real and true educational value that is required to fully complete the course.

Students who have received an excused absence may earn back participation points by attending Tutor Time and requesting the opportunity to earn those points. Instructors will engage in discussion, review the work, or devise some activity to provide the chance to earn the points. Unexcused absences may not earn back participation points.

### **3. Homework**

Almost all classes include weekly assignments. Specific instructions are given within each course, but for most assignments, the process of completing the work involves four steps:

1. do the work by hand (typed work is allowed, but instructor permission should be sought)
2. scan the work to create a PDF
3. upload the work before the deadline
4. save all assignments in a folder at home (either physically or digitally or both).

It is crucial that all work be saved in case documents do not upload properly or any other question of missing work arises. Archive all homework!

Missing and late assignments do affect student grades. Work should be completed and submitted on time. Assignments will normally be graded in the week following the due date.

Late work is accepted without special permission for a preset grace period after the due date for most assignments; the standard grace period is one-week but consult the “Course Information” for each course. Instructors will recheck the assignment uploads for late items, after the grace period deadline is reached.

*Composition* is a notable exception, many of its due dates are rigid with no late work accepted.

No assignment will be accepted for grading outside of the weekly grace periods or the semester end, late work grace period, without special permission and only under limited conditions. Students must submit a parent signed “Late Work Request” form either before or immediately after the due date. Find the form on the Dashboard.

If you note an ungraded assignment in the gradebook, you are encouraged to send a polite inquiry to the instructor.

For additional grading information, see the “Course Information” section in each course suite.

It is strongly recommended that students do not regularly rely on the late work period. The assignments for a given week should be completed and turned in by the due date in that week, except under extraordinary circumstances. Reliance on the grace period can often lead to the accumulation of multiple outstanding assignments, high stress, and, ultimately, missed work. Best policy is to turn in what the student has finished no later than Saturday, be sure the student takes a break and resets, help the student do better the next week, and (once you hit a remedial day) to finish the work and take it to tutor time for partial credit.

#### **4. Grade Monitoring & Feedback**

Occasionally, tech issues can result in homework uploads not submitting properly. Instructors will be unable to discern this and will grade these as missing assignments. Students and parents must check their grades regularly to ensure that no such issues have arisen.

More importantly, students must check assignments and the grade book to read comments and notes. It is by means of this feedback that they correct and improve their work week-to-week.

## **5. Academic Honesty**

The student must understand that the act of submitting any assignment, quiz, or exam in his own name constitutes a pledge that the work is completely his own. Students must never presume that digital tools (spell check, grammar check, translation tools, ChatGPT or other AI writing tools, etc.) or working together with other students are allowed without explicit and specific permission.

Cheating and intentional plagiarism are dishonest and thieving. Since the moral excellence of the student is of greater importance than academic excellence, all instances of these offenses will be treated very seriously.

If the suspicions of the instructor are raised, he will inform the headmaster, who will involve the Dean of Discipline. Parents will be contacted to explain the situation. The Dean of Discipline, or the Headmaster, will seek information and input on the situation, inform the parents as to the school's requirements regarding the academic penalty, and follow the parents' lead in applying any non- academic discipline.

An academic penalty will necessarily apply if academic dishonesty is determined. This penalty will be decided by the instructor, the Dean of Discipline, and Headmaster in consultation with the parents. With a sufficiently mature student, in full knowledge of the nature of his actions, the penalty may be the most severe—an F for the course (or courses, as the case may be) or even expulsion.

Oxrose uses the following distinctions to describe the severity of infractions. An "instance" of cheating is academic dishonesty regarding a single item (one test or assignment). The typical penalty is a zero on that grade item. A "pattern" is more than one "instance" of cheating (either instances in multiple classes or multiple instances in a single course). The typical penalty is a zero for the course or courses. A "repeated pattern" of cheating is more than one "pattern"

in the career of the student; the patterns need not occur in the same academic year. The typical penalty is expulsion.

Students who have committed acts of academic dishonesty may not withdraw from or receive an incomplete for the course affected.

## **6. In-Class Behavior**

Students are required to comport themselves with professionalism and courtesy. Teachers' instructions should be followed promptly. Students who are disruptive or who refuse to abide by an instructor's directions, will be removed from live classes. If a student is removed from class, the instructor will inform the headmaster. The Dean of Discipline will inform the parents. Should a student be removed from class a second time in the course of the year, he or she may be expelled from the course or barred from live classes, at the headmaster's discretion.

## **7. Messaging and Social Media**

All approved student correspondence is to be conducted through the "Messaging" function within the online course suite.

Students should check Messaging several times weekly for notes from their instructors. In the event of a disruption to Live class meetings or if a student ever finds that a class is not starting on time, his first step should be to check Messaging. It is there that the teacher, deans, or headmaster will inform students of schedule changes, cancellations, homework modifications, and announcements. The student should call the office if there is no message affecting class meeting times.

Students are allowed to message each other. Non-academic interactions are allowed. We ask that students avoid using messaging for sharing links, campaigns, causes, or any outside content, keeping the focus on academic matters and sharing thoughts.

Messaging is archived and can be reviewed for one month, then is automatically deleted. Access can be restricted if the privilege is abused.



No interaction among students on social media of any kind, outside of “Messaging,” is officially sanctioned or monitored by the school. Parents are asked to exercise prudence in what they allow; though efforts to provide the kids opportunities to socialize via online tools are not discouraged.

Parents should be careful to have a clear sense of how much time students are spending on Messaging and should encourage good practices.

Students and parents should report any instances of uncharity, impropriety, discourtesy, over-use, or any other concern to the headmaster.

Students and teachers must use the “Messaging” function exclusively for all correspondence. No use of any other means of messaging or social media communication is allowed for the privacy and safety of all parties involved. In the event that any teacher should contact a student by any other means, the headmaster should be informed immediately. Students should be aware that this means the teachers are specifically required not to interact or respond with current students on social media—they are not just being rude.

For student-teacher correspondence, formal writing practices should be followed. We believe both that it is important for students to learn the art of letter writing and that the practice of formality is very appropriate and educative; hence, we request that all student correspondence include appropriate greetings, proper and polite phrasing, and cordial closings. Paper letter writing is strongly encouraged among the students—pen pals abound.

## **8. Video Requirement, Student Appearance, and Classroom Distractions**

During class time, students are required to keep video on, unless there is an at home disturbance that necessitates shutting it off (messy hair, a cold, etc. should not be used as justification for shutting it off). Video is important as a means for teachers to gauge the involvement and attention of the students, and it makes more complete the interactions between persons.

When attending LIVE classes, students must be neat, groomed, and well presented. A collared shirt, appropriate to an academic setting, is required. More formal attire may be required for some occasions (e.g., viva voce examinations). We recall with St. Bernard: "How beautiful then is modesty and what a gem among virtues it is!"

Distractions (siblings, pets, etc.) should be kept out of the academic space during class time, whenever possible.

Absolutely all apps, webpages, communication platforms (including Moodle messaging), games, etc. must be shut down during class time. Parents should take steps to ensure that this is the case. Students who are contacted by other students about joining any social platform during class time should report it to the instructor.

## **9. Prayer**

Prayer is an integral aspect of all class times and the educational vision of the school. Oxrose asks that students and parents pray for the student body, teachers, and staff of the Academy.

## **B. Academy Policies**

### **1. Textbooks and Course Materials**

Many course suites include textbooks and course materials digitally within them; however, some classes do require the purchase of books and other materials. Please read the “Course Information” sections of your course suite carefully and purchase any required books and materials in a timely fashion.

### **2. Technology Requirements**

The following items are required:

- A desktop or laptop computer is needed to access the curriculum and attend LIVE classes. Most tablets will also suffice in doing such tasks, but these should be checked for functionality during orientation (see calendar).
- A headset that includes both a microphone and dual earpieces.
- A webcam.
- A means of scanning homework—a smart-phone or desktop scanner.
- Software to generate PDFs that are compatible with Moodle (the course suite software) for homework uploads. Note: It is important that assignments be monitored to ensure that there are no issues. Incompatible PDFs may simply not appear for instructors and will be graded as missing.

Please speak with your instructors if you have any questions regarding required technology and troubleshooting.

### **3. Missed or Cancelled Class & Tutor Time**

If a teacher fails to open a scheduled class meeting within five minutes of the stated start time: (1) check messaging to see whether the class has been cancelled or rescheduled; (2) if there is no note, and it is five minutes past the allotted time, students/parents are asked to call the school office immediately. This will allow the school to check on the teacher, help with technical issues, and ensure that the class takes place as scheduled.

If weather, illness, or other circumstances prevent an instructor from hosting a LIVE class meeting, the school will try to find a substitute. If one cannot be found, the instructor will reschedule the class to one of the tutor times already scheduled for the week. If no time during tutor time in the week of the missed class is workable for a majority (or large minority) of students, the LIVE class meeting will be cancelled. Class will not be rescheduled, and students will be encouraged to attend any tutor time throughout the week for instruction and help with the week's work.

In weeks when class is rescheduled or cancelled, all course work will still be due on the regular schedule, unless notice is given otherwise.

Instructors are expected to adhere to their posted schedules for Tutor Times. If a teacher knows he will miss a tutor time, notice should be given in advance via messaging, if possible. If a teacher fails to open a scheduled Tutor Time, students should message him. If a teacher repeatedly misses Tutor Times without notice, students should inform the headmaster. Cancelled tutor times may be, but are not required to be rescheduled.

#### **4. Academic Records and Grade Information**

Instructors grade and provide feedback for assignments, quizzes, exams, and projects in diverse ways for each course. At the end of the year, parents are encouraged to copy the complete grade book for their records. Parents are responsible for retaining any student work that they wish to keep on file for any course—no assignments are retained after the finalization of grades at the end of the academic year. The registrar gathers gradebook downloads at the end of each school year.

Parents will receive an unofficial transcript with final course grades in digital form at the end of the academic year. Official transcripts are available upon request from the registrar.

High school credit courses may not be removed from a student's transcript. Repeated courses will show only the highest grade received for a course.

## **5. Withdrawals & Incompletes**

Students who choose to drop a class or are required to drop a class because of disciplinary issues before completion of the academic year will receive a “Withdrawal” on their transcripts (applies from the first day of the second week of class onward). Withdrawals are not considered in calculating grade point average but may not be removed from the transcript. To withdraw from a course, petition must be made by email to the registrar no later than April 25 (the end of the Easter Holiday).

Students may petition to receive an “Incomplete” for a course during the second half of the year. Petitions should be sent by email to the registrar no later than April 25 (the end of the Easter Holiday). Incompletes are only available for courses which receive high school credit. Incompletes are granted in cases where significant disruption of one kind or another has caused the student to perform below ability. If approved the student will receive an “Incomplete” on his transcript. He will then be allowed to retake the course in a subsequent year and the grade earned for the course will take the place of the Incomplete. No mention of the failing grade will appear on the transcript. Should the student fail to retake the course before graduation, the Incomplete will revert to the earned grade for the original attempt. Courses may not be removed from the transcript. In certain circumstances, opportunities for completing courses may be available in the summer following the academic year; inquiries about this possibility are welcome.

## **6. Parent Teacher Communication**

Parents will be given a parent account in the school system that allows them to login and check student grades and to communicate directly with the instructors; however, important announcements and messages from teachers will be sent via email to ensure that they are received by parents who may not be logged in.

Parents are asked to use the messaging system in the course suite to contact teachers. Responses to any inquiries sent via messaging will be made in messaging.

If a parent wishes to talk to a teacher, he is encouraged to arrange it via messaging and then to stop in during a Tutor Time.

The headmaster can be reached at 507-822-6966, via email at [office@oxroseacademy.com](mailto:office@oxroseacademy.com), or face to face during his office hours regularly posted on the school dashboard.

## **7. Grade Scales, Discussion, and Inflation**

The Academy uses the common grade scale wherein letter grades align with a ten-point range of percentage points, which are subdivided into three brackets (e.g., 100-90 receives an A+, A, or A-).

Students are encouraged to seek information regarding an instructor's reasoning for awarding a grade and to advocate for a better grade, if they believe one is deserved. If a student, after having discussed the matter with the instructor, believes strongly that a grade is not a fair reflection of his work in a course, he should consult with a parent, who may, in turn contact the headmaster. The headmaster will review the matter in close consultation with the appropriate dean and the instructor to decide upon the grade.

The Academy strives to avoid the widespread problem of grade inflation, whereby average level students, who ought to receive a low B or a C instead receive high Bs or As. C level grades must be understood to be reasonable scores for students of average abilities in challenging courses. C is a solid, passing grade, for which a student must often work hard and for which he receives full credit.

## **8. Special Accommodations**

If your student has specific educational needs that require accommodations to the stated policies, such as the need for additional time on quizzes or exams, these must be communicated to the office at registration, or as soon as possible after, in order to be implemented into the educational goals for the student, and applied within the courses.

## C. Parent Commitments

### 1. Internet Safety & Discipline

Oxrose provides a work schedule and limited, in-class learning oversight, however, direct supervision of student computer use during class and study time, generally, is a task for which we are unable to offer assistance. We cannot see what the students have open on their computer desktops during class, and we are simply not present at other times. With this in mind, we encourage parents:

- to make use of internet screening tools & parental controls;
- to carefully consider the placement of computers in the home—balancing the need for quiet study space with the need for oversight;
- to exercise prudence regarding the use of social media, knowing that interaction on such media is not a required or encouraged aspect of any of our classes;
- to be familiar with the necessary computer time required for classes. In most instances, students should be working off-line, after having checked the agenda and accessed any needed materials from the course suites. Only some activities (video lectures, quizzes, etc.) require computer time. If the student is spending overmuch time online, it can mean too much time spent on messaging or non-school activities.

### 2. Academic Oversight—Check-in and Check-up

Please do not assume that students no longer need your guidance and help in setting a disciplined schedule once they enroll in a class. We provide tools for setting a schedule, managing time, and working smarter, especially through the “Study Skills” courses, but we are limited in our day-to-day ability to guide student practice in the home. We ask that parents implement two specific practices to maintain awareness of and offer guidance to students.

- **Check in:** Ask what the days tasks are for each class and ask to see the work they have completed. This should be

done daily, if possible, and is especially important at the end of the week, when preparing to scan and upload the week's work for grading. Recall that it is best policy to require your student to turn in his work at the end of the week, rather than regularly relying on the late work grace period.

- **Check-up:** Log in and look over the gradebook. Take note of any missing items, low grades, etc. Read the feedback, glance at the exam schedule ahead. Go over things with the student, asking about any issues you noted. This should be done every other week.

### 3. Creating a Studious Environment

Oxrose requests that parents take concrete steps to help create the best environment possible for student success.

First, it is necessary to create circumstances for successful online class attendance. Proper headphones, covering both ears and including a microphone, are required for live classes. Please realize that microphones designed to pick up all sound, such as those built-in to laptops or web-cameras, communicate white noise, household sounds, and any noisy disruptions to the entire class.

Second, in addition to headphones, it is necessary that the student be provided a place to study that is as free of distractions and noise as possible. This need must be balanced with the need for oversight and internet usage security.

### 4. Discipline

A last point regarding discipline in general. Though Oxrose teachers provide primary instruction, tutoring, and grading it is important to realize that the parent role of general disciplinarian is still essential for success at the school. The students need someone to hold their noses to the grindstone, as it were, day-to-day and week-to-week throughout the year. Shifting analogies, the instructors provide the water, but only the parents can lead the horse to the river and make him drink.



As you are working to diagnose any challenges that arise this year, here is a useful analysis paradigm from the great medieval educator, Hugh of St. Victor. He outlines three general categories of problems that interfere with study and how these should be addressed by the teacher.

- Carelessness: The student omits, skips, or does less than he should.  
The student should be *admonished*.
- Imprudence: The student neglects the most suitable order and method.  
The student should be *instructed*.
- Bad Luck: The student suffers from poverty, illness, non-natural slowness, or a scarcity of professors.  
The student should be *assisted*.

Another useful paradigm to have in mind when considering how to help your student, particularly for motivating a student, is the threefold combination of carrot, stick, and love. What is meant by this is definitely not the use of sticks on students! Simply put, motivating a struggling student needs to include a clear-cut reward for success, a clear cut penalty for failure, and an ever present and attentive support for the student. It can often be very productive to include the student in the process of setting his academic goals, rewards, and penalties. By love here we mean, beginning by, letting the student know that he is cherished and that you are on his team, and then following up with the support and help needed as the final component.

There is no replacement for your attention and support.

## 5. Prayer

Oxrose asks that students and parents pray for the student body and teachers of the Academy.

## D. Graduation Pathways

### 1. Pathways in General

In keeping with the mission of Oxrose Academy to grow holy, wise, and joyful saints for the bounty of the kingdom of God and the good of the world through academic achievement, moral and spiritual formation, and family and school community involvement, Oxrose Academy offers three diploma options (*Scholastic*, *Classical*, and *Basic*) available as of the 2024-2025 academic year. Accommodation will be made for students already in the program.

*Scholastic* is our scholars' track. The *Classical* track should be considered our standard, academic pathway. *Basic* reflects the minimum score and course requirements allowable, and may be best for those students who need a lighter load or who wish to include a high number of elective courses from outside the normal curriculum.

A minimum grade of 70% must be met to receive credit for any course.

In limited circumstances, some credit requirements can be waived. Notably, students who were enrolled at Oxrose prior to the establishment of the pathway requirements here stated may seek a waiver for courses they are unable to complete before their scheduled graduation date through no fault of their own. Petitions regarding credit waivers should be made to the office.

## 2. Scholastic Diploma

The Scholastic Diploma Pathway embraces the entirety of the Oxrose vision for academic excellence, including some course sequences that must be begun in 8<sup>th</sup> grade.

<b>Courses</b>	<b>Must choose</b>	<b>Must take</b>	<b>Credits</b>
Composition		1 – 5	3.5
Economics		Eco.	.5
Empirical Science		2 – 4	3
Fine Art		1 – 3	1.5
Government		Gov.	.5
Great Books		1 – 5	5
Health		Hea.	.5
History		2 – 5	4
Latin		1 – 3	3
Mathematics		2 – 4	3
Physical Education		P.E.	.5
Study Skills		1, 2, 4	1.5
TPT		1 – 5	5
Electives			
<b>TOTAL</b>			<b>31.5</b>
<i>Spiritual Formation</i>		<i>1 - 5</i>	5

30 Academic credits + 5 Formation credits

Level 1 classes are strongly preferred and encouraged for all course cycles, but only those that are awarded credit are included above.

Electives may be completed as desired.

### 3. Scholastic: Example Enrollment Plan

<b>Courses</b>	7th	8th	9th	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Composition	Pr	1	2	3	4	5
Economics (w GB5)						X
Empirical Science	Pr	1	2	3		4
Fine Arts				1	2	3
Government (w GB4)					X	
Great Books	Pr	1	2	3	4	5
Health					X	
History	Pr	1	2	3	4	5
Latin	Pr	1	2	3		
Math	Pr	1	2	3	4	
Physical Education						X
Study Skills	Pr	1	2		4	
TPT	Pr	1	2	3	4	5
Electives						
<i>Spiritual Formation</i>	Pr	1	2	3	4	5

Required courses are shaded. Unshaded courses are highly recommended; especially preparatory primer and level 1 courses.

#### 4. Classical Diploma

The Classical Diploma Pathway is the standard academic pathway used by most students. It requires completion of the majority of the core courses. It can be completed in four years by students entering Oxrose in the 9<sup>th</sup> grade.

<b>Courses</b>	<b>Must choose</b>	<b>Must take</b>	<b>Credits</b>
Composition	1 – 3 (any 2)	4, 5	2.5 – 3
Economics		Eco.	.5
Empirical Science		2–4	3
Fine Arts		1–3	1.5
Government		Gov.	.5
Great Books	1 – 3 (any 2)	4, 5	4
Health		Hea.	.5
History	2 – 3 (any 1)	4, 5	3
Latin		1, 2	2
Mathematics		2–4	3
Physical Education		P.E.	.5
Study Skills		1, 2, 4	1.5
TPT		1, 2, 3	3
Core Electives: GB, History, Latin, TPT	2 – 5 (any 3)		3
Other Electives			
<b>TOTAL</b>			<b>29</b>
<i>Spiritual Formation</i>		<i>1 – 5 (any 4)</i>	4

26 Academic credits + 4 Formation credits.

3 credits of “core electives” must be taken from Great Books, TPT, Latin, or History.

Other electives may be completed as desired.

## 5. Classical: Example enrollment plans

For entering 7<sup>th</sup> grader

Courses	7th	8th	9th	10th	11th	12th
Composition	Pr		2	3	4	5
Economics					X	
Empirical Science	Pr	1	2	3		4
Fine Arts				1	2	3
Government						X
Great Books	Pr	1	2	3	4	5
Health					X	
History	Pr	1	2	3	4	5
Latin	Pr	1	2			
Math	Pr	1	2	3	4	
Physical Education						X
Study Skills	Pr	1	2		4	
TPT	Pr	1	2		3	4
Other Electives						
<i>Spiritual Formation</i>	Pr	1	2	3	4	5

For entering 9<sup>th</sup> graders

Courses	9th	10th	11th	12th
Composition	2	3	4	5
Economics			X	
Empirical Science	2	3		4
Fine Arts		1	2	3
Government				X
Great Books	2	3	4	5
Health			X	
History	2	3	4	5
Latin	1	2		
Math	2	3	4	
Physical Education				X
Study Skills	1	2	4	
TPT	2	3	4	5
Other Electives				
<i>Spiritual Formation</i>	2	3	4	5

Required courses are shaded. Courses listed in red are taken as Core Electives. Unshaded courses are highly recommended; especially preparatory primer and level 1 courses.

## 6. Basic Diploma

Includes the minimum set of the core courses.

Courses	Must choose	Must take	Credits
Composition		1–3	2.5
Economics		Eco.	0.5
Empirical Science		2–4	3
Fine Arts	1 – 3 (any 2)		1
Government		Gov.	0.5
Great Books		1–3	3
Health		Hea.	.5
History	1 – 3 (any 2)	4, 5	4
Latin		1, 2	2
Mathematics		2–4	3
Physical Education		P.E.	.5
Study Skills		1, 2, 4	1.5
TPT		1, 2	2
Electives			
<b>TOTAL</b>			<b>24</b>
<i>Spiritual Formation</i>		<i>1 – 5 (any 4)</i>	<i>4</i>

22.5 academic credits + 4 formation credits.

## 7. Basic: Example enrollment plans

For entering 7<sup>th</sup> grader

Courses	8th	9th	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Composition	Pr	1	2	3	
Economics					X
Empirical Science	1		2	3	4
Fine Arts				1	2
Government				X	
Great Books	Pr	1	2	3	
Health					X
History	1	2	3	4	5
Latin	Pr	1	2		
Math		1	2	3	4
Physical Education					X
Study Skills	Pr	1	2	4	
TPT	Pr	1		2	
Electives		1			1
<i>Spiritual Formation</i>		1	2	3	4

For entering 9<sup>th</sup> graders

Courses	9th	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Composition	1	2	3	
Economics				X
Empirical Science		2	3	4
Fine Arts			1	2
Government			X	
Great Books	1	2	3	
Health				X
History	2	3	4	5
Latin	1	2		
Math	1	2	3	4
Physical Education				X
Study Skills	Pr/1	2	4	
TPT	Pr		1	2
Electives		1	1	1
<i>Spiritual Formation</i>	1	2	3	4

Required courses are shaded. Unshaded courses are highly recommended; especially preparatory primer and level 1 courses.



## E. ALTERNATIVE CREDITS

### 1. Dual Credit

All courses that are eligible for Advanced College Credit will be designated in the Oxrose Academy course description as "ACC." There are Oxrose pre-requisites for each course per description and a cumulative 3.0 GPA is required for participation. All communication regarding dual-credit courses and registration should be directed to the registrar@oxroseacademy.com.

The following courses are available for the 2025-2026 Academic Year:

- LATN-1000 - Beginning Latin 1, 4 credit hours
- LATN-1020 - Beginning Latin 2, 4 credit hours (both semester-long and year-long options available)
- HIST-1000 - World History up to 1500, 3 credit hours
- HIST-1101 - World History Since 1500, 3 credit hours
- GNST-1980 Topics in Western Civilization, 3 credit hours
- MATH-1300 - Calculus I, 4 credit hours
- MATH-1350 - Calculus II, 4 credit hours



### 2. Independent Credits

Independent Credits allow students to earn academic credit for course work carried out via tutoring (either in the home or outside it). The credits are not transfer credits from other institutions (see below), but are credits awarded by Oxrose for learning that does not take place under the auspices of another academic institution, though it is carried out by a non-Oxrose instructor.

Independent Credit plans for study must be approved by the Registrar in order to receive credit. Grades from Independent Credit are not included in GPA calculations. With approval, in some instances, independent credits can be substituted for required courses for graduation.

Parents are especially encouraged to use independent credit to gain academic credit for fine arts performance, physical education such as

sports involvement, and other learning opportunities that students engage in offline.

### **3. Transfer Credits**

Transfer Credits allow students to receive credit for coursework taken at other institutions. All Transfer Credits are subject to approval on a case-by-case basis. To qualify for consideration, the credits must have been earned from an accredited institution and must meet the minimum passing grade requirements of Oxrose. To be considered as a replacement for the required Oxrose credit, the coursework, in addition, must be nearly equivalent to the course offered at Oxrose.

Honors course status is awarded for credits at the Academy's discretion. Grades from Transfer Credits may be included in GPA calculations at the Academy's discretion.

Parents wishing to transfer student credits should contact the office to inquire. Transcripts will be required.

### **4. Restrictions on Alternative Credits**

No more than seven (7) credit hours from Alternative Credit sources may be applied toward required courses on any graduation pathway. Exceptions may apply in cases where course equivalency is exceptionally clear. Contact the office to discuss.

Students are especially encouraged to use Alternative Credit to submit work in subject areas not available through Oxrose.

# F. GPA

## 1. Purpose

The purpose of applying grade “points” to credits and calculating grade point averages is to allow the academy to recognize the higher academic achievement represented by grades in honors courses.

## 2. Scales

When calculating GPA we apply the following point scale to grades for one credit courses.

Letter Grade	Percent Grade	Standard Scale	Honors Scale
A+	97-100	4	4.3
A	93-96	3.7	4
A-	90-92	3.3	3.6
B+	87-89	3	3.3
B	83-86	2.7	3
B-	80-82	2.3	2.6
C+	77-79	2	2.3
C	73-76	1.7	2
C-	70-72	1.3	1.6
D+	67-69	0	0
D	65-66	0	0
E/F	Below 65	0	0

## 3. Honors

Students may graduate with honors, high honors, and highest honors distinctions. These are determined as follows.

3.5-3.699	<i>cum laude</i>
3.7-3.899	<i>magna cum laude</i>
3.9-4.0	<i>summa cum laude</i>

