



**JOHN PAUL  
THE GREAT**  
CATHOLIC UNIVERSITY

# University Catalog 2016–2017

John Paul the Great Catholic University  
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## Changes in Policies

The information provided in this catalog reflects an accurate picture of John Paul the Great Catholic University at the time of publication. The information contained herein applies to the time period from September 15, 2016 - September 14, 2017. The University reserves the right to make necessary changes in procedures, policies, calendar, curriculum, fees, expenses, and other matters. For more information, write to the above address or phone 858-653-6740.

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This catalog covers the degree program curriculum that will be offered by John Paul the Great Catholic University (JPCatholic) for the academic year 2016 - 2017.

## University Overview

John Paul the Great Catholic University is a visionary teaching institution focused on and dedicated to molding students into future innovators and creators, leaders and entrepreneurs. Students have the opportunity to acquire a deep and personal knowledge of Jesus Christ. Catholic ethical, moral, and social values provide a guiding compass for everything we do. The curriculum rigorously prepares students to challenge a world in which there is an explosion of knowledge but not of understanding, a lack of trust and ethics in leadership and the media, a need for new enterprises that demonstrate a moral and ethical purpose, and an obligation to recognize the intrinsic human value of its workers.

## Vision, Mission, and Values

The vision of John Paul the Great Catholic University is to graduate innovative and determined students who know and love Jesus, and will boldly proclaim His Gospel in culture-impacting fields.

The mission of the University is to impact culture for Christ by forming students as creators and innovators, leaders and entrepreneurs at the intersections of media, business and theology, guided by the teachings of Jesus Christ as preserved by His Catholic Church.

JPCatholic is built on three core values that define its fundamental beliefs:

**1. To put into action in our lives the teachings of Jesus Christ, being faithful to his word.**

The Catholic commitment is organically embedded in a total, active and joyous life of faith. It aspires to dynamically develop the student's personal knowledge of and relationship with God through an ongoing and active prayer life, both personal and communal, and a thorough knowledge of scripture, thus leading to an active living of God's commandments.

**2. To develop all students and staff spiritually, personally and intellectually.**

The student's vocation is intellectual development with the ultimate purpose of becoming a mature, productive, creative and responsible citizen. Recognizing that its greatest resources are its people, JPCatholic pledges to treat each person with dignity and respect. The university welcomes and respects all students, faculty and staff and appreciates diversity among its students with respect to age, intellectual talents, financial resources, creed and ethnic background.

3. **To put into practice within the university what we teach, by being innovative with our curriculum development, pioneering in our educational niche, and entrepreneurial in defining our future.**

JPCatholic provides an education that emphasizes the integration of theory with practice, enhances the professional competence and ethical judgment of the student and has a particular focus on innovation and entrepreneurship. In its internal business processes and procedures, the university practices the very principles it teaches. JPCatholic recognizes the need to maintain leadership in its niche and will continue to be boldly entrepreneurial in maintaining its position as a leading teaching university.

## Honor Code

The JPCatholic community honor code of “Love in Action and Truth” encourages us to love others as Christ loved us who came “not to be served but to serve.” Our love is marked by action, especially sacrificial service to others, and truth, which demands that our “yes” be “yes” and our “no” be “no.”

In particular, this honor code entails a certain kind of living in the classroom, the JPCatholic community, and in the wider community:

1. In the classroom, both faculty and students are to pursue knowledge of the truth with personal integrity, that is, through the pursuit of both the intellectual (knowledge, understanding, and wisdom) and moral virtues (prudence, justice, temperance, and fortitude), wherein they not only attain a deeper knowledge of the truth, but act in accord with truth through honest and respectful classroom engagement. As a result, this necessarily excludes all manner of cheating (plagiarism, lying, etc.) and calls for each student to fully commit to the pursuit of truth and professional excellence together with their classmates.
2. In the JPCatholic community, faculty, staff, and students are to seek to love others as Christ loved us through building friendships that are ordered to truth and goodness in service to both God and the university. In order to build a community rooted in such friendships, not only are various forms of improper conduct necessarily excluded—verbal (e.g., gossip), physical, sexual, etc.—but the grace of self-sacrificial love is needed. In the person of Jesus we find the perfect example of this, for His self-sacrificial love mandates not shying away from sharing hard truths with His friends, but He does this with profound humility and gentleness, with the goal of helping His friends prepare for life in the heavenly world to come.
3. In the wider community, faculty, staff, and students are to seek the grace to serve society at large in order to impact culture for Christ and demonstrate love in action and



truth. While encouraging such engagement among students, it is also important that each student be able to balance both their classroom and community commitments with any additional service opportunities; for while essential, these additional opportunities should not lead to academic hardship but contribute to each students' overall development while at JPCatholic.

## Core Commitments

John Paul the Great Catholic University takes seriously its obligation to the spiritual and intellectual development of all students, faculty, and staff, and embraces the following fundamental core commitments.

**A commitment to the spiritual development of all students, faculty and staff:** We strive to put into action, in our lives and in the lives of those we touch, the teachings of Jesus Christ, being unapologetic for and uncompromising with His Word. The Catholic commitment at JPCatholic is organically embedded in a total, lively, and joyous life of Faith. It aspires to dynamically develop a personal knowledge of and relationship with Jesus Christ through an ongoing and active prayer life, both personal and communal, and a thorough knowledge of scripture, thus leading to an active living of God's commandments. JPCatholic welcomes and respects all students, faculty, and staff, and honors diversity among its students with respect to age, intellectual talents, financial resources, creed, and ethnic background.

Catholic liturgy is at the center of life on campus, with the Mass being at the very core. Other time-honored liturgical celebrations contribute to Catholic life, such as Confession, Eucharistic Adoration, Benediction, the Rosary and other Marian devotions, and the celebrations of the feasts and seasons of the liturgical year.

**A commitment to the intellectual development of all students, faculty and staff:** We will be innovative in our program development, leaders in our educational niche, and entrepreneurial in defining our future. JPCatholic recognizes that the student's vocation is intellectual development, with the ultimate purpose of becoming a mature, productive, creative, and responsible citizen. JPCatholic provides an education that emphasizes the integration of theory with practice, enhances the professional competence and ethical judgment of the student, and has a particular focus on creativity and innovation, leadership and entrepreneurship. JPCatholic recognizes the need to maintain leadership in its academic niche and to be boldly entrepreneurial in maintaining its position as a leading teaching university.

## Commitments to Students, Faculty and Staff

### Students can expect

- A welcoming campus that is competitive and challenging with high expectations where they learn to think lucidly, analytically, and autonomously; to write and speak clearly; and to reason quantitatively.
- To develop an intellectual curiosity through rigorous exchange with faculty and other students.
- An educational philosophy that strives to develop the whole person to be capable of forming sound and discerning beliefs.
- The promotion of participation in entertainment and recreational activities that enhance the lives of those involved.
- An encouragement of service to the materially and spiritually poor, locally and globally.
- A strong academic as well as extracurricular focus on developing an appreciation of the rich culture, fine arts, and music (both secular and sacred) that exist within the Catholic Church, a treasure of inestimable value.

### Faculty can expect

- A welcoming campus environment that recruits and retains creative, scholarly, and accomplished practitioners who show concern for the total development of students through extensive time and effort spent with them and through their eagerness to involve students in joint workplace projects, internships, and service to the community.
- A demand that they continuously develop in their teaching effectiveness, ongoing professional consulting, and collaboration with colleagues and students in creative and innovative entrepreneurial activities.
- A strong expectation to maintain their intellectual currency in their fields of practice.

### Staff can expect

- A welcoming campus environment that is committed to living the ideals of the Gospel with respect and dignity for all, providing opportunities for career growth and job satisfaction, consistent with core values of JPCatholic.

## Academic Focus and Broad Educational Expectations

The academic focus at John Paul the Great Catholic University is in the areas of

- Business
- Communications Media
- Theology

The degree programs seek to integrate the fundamental learned knowledge in these three academic disciplines with the moral and ethical principles proposed by Jesus Christ to prepare students to become innovators and creators, leaders and entrepreneurs, capable of building sustainable businesses that benefit local and global communities. JPCatholic's broad

educational expectations are that students are provided with an in-depth learning opportunity in the classroom, through homework, course-based project assignments, and in a major team business or media project, in

- A nationally accepted core body of knowledge in their major area of study
- A fundamental and critical knowledge in the life-critical areas of Spirituality and Humanities with the intent of acquiring time-tested moral, ethical, social and cultural values
- The business fundamentals and specific nuances of their major field of study

### **Unique Aspects of the Faculty and the Method of Instruction**

The faculty at John Paul the Great Catholic University have real world industry experience as innovators and creators, leaders and entrepreneurs. Recognized for their significant accomplishments in industry, they are also seasoned teachers with numerous years of classroom experience. While actively consulting to industry, faculty mentor, encourage, and help students in their efforts to ideate new business concepts. The curriculum focuses on innovation, creativity, business, and the formation of sustainable companies. The Senior Project brings together the student's passions and talents, teaches a real world application of learned and researched technical and business principles, and is guided by Catholic ethical, moral and social principles. Faculty are major catalysts and play a strong mentoring and coaching role in student senior project activities.

The method of instruction is traditional direct instruction delivered live in a classroom. This is supplemented by seminars, workshops, and lectures by guest speakers. JPCatholic organizes and hosts colloquia featuring leaders in the fields of media, theology, and business. Hands-on laboratory instruction is required in the technology and media courses. Tutorials provide the student with out-of-classroom assistance on course materials. The teaching technique involves active participation by the student through course projects that expose the students to real businesses, real products and services, and real markets.

### **Institutional Learning Outcomes**

John Paul the Great Catholic University has six institutional learning outcomes that describe what all students in all programs should know and be able to do.

- Values and knowledge based on the teachings of Jesus Christ as articulated by the Catholic Church
- Communication Fluency – Written, Oral, and Audio Visual
- Quantitative and Qualitative Assessment
- Leadership and Decision-making
- Information Literacy
- Critical and Creative Thinking

## Program Learning Outcomes

Each program has Program Learning Outcomes that align with Institutional Learning Outcomes. Undergraduate programs also include General Education Program Learning Outcomes.

## General Education

### General Education Program Learning Outcomes

#### IMPACT

In order to have an impact, student must be able to

- Describe strategies and demonstrate a desire to learn independently.
- Use critical thinking and logical reasoning to sift truth from falsehood.
- Communicate and evangelize using empathetic listening and applying reason in a logical form.

#### CULTURE

In order to impact culture, students must be able to

- Analyze the causes of culture and evaluate culture's impact on the individual, family and society.

#### CHRIST

In order to impact culture for Christ, students must be able to

- Demonstrate a friendship with Jesus Christ through an understanding of prayer and virtue.
- Demonstrate an intimacy with the Sacred Page through academic work.
- Demonstrate an understanding of the teaching of the Catholic Church.
- Articulate an individual code of ethics and apply it to predict and assess probable life situations.

## Required General Education Courses for a Bachelor of Science Degree

JPCatholic will endeavor to offer the courses as outlined below; however, unforeseen circumstances sometimes require a change of scheduled offerings. Students are strongly advised to check the Schedule of Classes before relying on the schedule below. Each course = 3 units. 30 Courses/90 units of General Education are required.

### Theology (8 Courses)

THEO100 Scripture I  
 THEO110 The Intellectual Life and Virtue  
 THEO200 Scripture II  
 THEO311 Fundamentals of Catholicism  
 THEO312 Sacraments, Liturgy & Prayer  
 THEO313 Moral Theology & Ethics

THEO400 Catholic Social Teaching  
 THEO401 Marriage and Family

### Philosophy (3 Courses)

PHIL203 Philosophy of Nature  
 PHIL204 Philosophy of Man  
 PHIL408 Philosophy of God

**Humanities Required Courses (8 Courses)**

HUMA106 Logic  
 HUMA107 Rhetoric: The Art of Persuasion  
 HUMA111 History of Culture Through the Arts I  
 HUMA120 Culture Making  
 HUMA211 History of Culture Through the Arts II  
 HUMA301 Global Cultures, History & Politics  
 HUMA311 History of Culture Through the Arts III  
 HUMA402 American Politics

**Humanities Elective Courses (2 Courses)**

Choose courses from HUMA, PHIL, or THEO or from this list  
 HUMA122 College Writing I

HUMA123 College Writing II  
 HUMA204 Poetics & Aesthetics

**Math & Science (2 Courses)**

MATH115 Decisions Based on Data  
 SCI200 Natural Science

**Business (7 Courses)**

BUSI191 Entrepreneurial Thinking  
 BUSI193 Introduction to Marketing  
 BUSI291 Business Planning  
 BUSI300 Negotiation Skills  
 BUSI301 Social Media Marketing  
 BUSI393 Leadership and Management  
 COMM200 Business Communications

**Writing Proficiency Requirement**

All students are required to take a writing proficiency exam when they begin their studies at JPCatholic. Students entering in the fall quarter will take the exam during orientation or the first weeks of the fall quarter. Students entering in other quarters will work with the Registrar to schedule a time for the writing proficiency exam. All students are required to pass the writing proficiency exam before they will be allowed to register for classes in their junior year. Students who do not pass the writing proficiency exam when they enter will be required to take HUMA122 College Writing I. As part of this course, students will retake the writing proficiency exam. Any student who does not pass HUMA122 College Writing I will be required to retake it. Any student who does not pass the writing proficiency exam after taking HUMA122 College Writing I will be required to work with the Writing Center and their advisor to pass the writing proficiency exam.

## Admissions and Enrollment

### Undergraduate Admission

A candidate student seeking admittance must, as a prerequisite, be a high school graduate or equivalent (for example, hold a General Educational Development (GED) Certificate, equivalent home school education, or have earned a bachelor's degree or higher from an accredited institution). In the case of an exceptional student, the requirement of graduation from a secondary school may be waived at the discretion of the Admissions Committee. Students who have completed high school or its equivalent, yet cannot provide the necessary documentation, may provide alternate documentation to satisfy this requirement. The Admissions Committee must approve exceptions. Students who cannot provide documentation of high school graduation or equivalent are not eligible for Federal aid. Each applicant seeking admission is interviewed either in person or by telephone by Admissions staff to assess whether the student has a reasonable chance of successfully completing a degree program. The interview will:

- Explore the applicant's academic interests as they relate to the degree programs offered;
- Help the applicant identify the appropriate area of study consistent with his/her background and interest; and
- Provide information concerning degree offerings and support services available.

JPCatholic, compliant with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act will admit qualified students of any race, color, creed, national and ethnic origin, disability, and sex, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

A complete application includes:

- A completed application form;
- Results of the SAT I or ACT tests. SAT critical reading and math composite score should be at 920 or higher. ACT composite score should be at 19 or higher. Applicants with lower scores will still be considered for admission, since decisions are made after weighing all admissions factors (GPA, extracurricular activities, phone interview, e.g.). The standardized test requirement may be waived at the discretion of the Admissions Committee. A student must typically have over 25 credits of college or a 3.5 GPA for the requirement to be waived.
- All transcripts indicating date of high school graduation and/or obtainment of GED certificate with scores. An applicant who has not yet graduated from high school at the time of application must provide the most recent partial transcript in order to be evaluated for early acceptance.
- An online essay questionnaire, which allows the student to express their decision to apply to JPCatholic and gives Admissions an example of their writing abilities.
- An interview with an Admissions Representative, conducted over the phone or in person.

- \$50 Application Fee

The Admissions Committee acts upon applications submitted by high school students as early as the first quarter/semester of the senior year. A final transcript of high school studies must be submitted as soon as possible after graduation and will complete the application.

Applicants who have undertaken college-level studies elsewhere before applying for admission to JPCatholic should submit both previous college and high school transcripts. Applicants who have graduated from institutions located outside of the United States must provide professionally translated official transcripts to JPCatholic.

### **Campus Tour**

Prospective students are strongly encouraged to visit JPCatholic, although a visit is not a condition for submitting the application for admission or enrollment agreement. Contact the Admissions Office to arrange a tour.

### **Orientation of New Students**

An orientation program is held and required for new students and their parents or guardians, if appropriate. Students will be notified of the date, time, and events, which will be scheduled prior to the new quarter for which they have been enrolled.

### **English Proficiency**

Student applicants must fulfill certain English proficiency requirements to be admitted. The minimum requirements are listed below. Applicants who satisfy these requirements will not automatically be accepted. JPCatholic carefully reviews the background and qualifications of each applicant to ensure that those admitted will have a successful experience.

### **Language Requirements**

Non-native English speaking applicants must submit one of the following test scores:

- TOEFL iBT: 80
- IELTS: 6.5
- Cambridge (Advanced and Proficiency Exams): Pass

Language of Instruction: Instruction is in English.

### **Student Health Requirement**

New students are required to submit a Medical Information Form prior to securing student housing. Forms and instructions will be sent to entering students in advance of registration. Disclosing specific medical conditions or disabilities under the "Medical Disclosures" portion of the form is optional and not a requirement of enrollment or housing. Any information disclosed on the form is kept strictly confidential.

**Vaccination Policy**

The State of California mandates that first-time enrollees, 18 years old or younger, must provide proof of immunization against Hepatitis B. All students born on or after January 1<sup>st</sup>, 1957 must also provide proof of one MMR (Measles, Mumps, and Rubella) vaccination.

Hepatitis B Immunization: The State of California mandates that first-time enrollees who are eighteen years of age or younger provide proof of full immunity against Hepatitis B prior to their enrollment. Students who enroll at JPCatholic, and who will still be under eighteen years old by the beginning of the Fall Quarter, will receive the Hepatitis B information in the mail. The immunization consists of a series of three vaccinations. Students can receive further information from their health care provider or county health department.

MMR (Measles, Mumps, Rubella): MMR is required for all new and readmitted students born on or after January 1<sup>st</sup>, 1957. Requirements may be satisfied by providing proof of at least one MMR immunization or blood test (titer) showing immunity. While only one MMR vaccination is currently required, two are highly recommended.

**Notification of Admission**

JPCatholic will notify the student (freshman and transfer) applicant, in writing, of his or her acceptance no later than one month after the receipt of their completed application. Offers of admission are provisional until the receipt and verification of test results and official final high school transcript (and college transcript, if applicable). For a student who will be offered admission based on a self-reported academic record, an official document will be used to verify the self-reported academic data submitted. Offers of admission will be rescinded if a) there are discrepancies between official transcripts and self-reported academic records; b) the applicant does not complete the courses listed as "in progress" or "planned"; or c) the applicant does not complete twelfth-grade courses at the same academic level as in previous course work.

**The Enrollment Process**

After the applicant receives notification of his or her admission to JPCatholic, he or she must complete and submit the Enrollment Agreement (EA) to the Admissions Office along with the \$100 nonrefundable enrollment fee by mail. Please note the deadline to return the EA. If it is submitted or is postmarked after this date, the applicant may be denied enrollment due to space limitations. For fall quarter the deadline for return of your EA is May 1st. JPCatholic is on a rolling admissions system. If space allows, JPCatholic will consider applicants after the May 1st deadline. For applicants considered after May 1st, the assigned enrollment deadline will be approximately three weeks from the date of the acceptance. Also, please read the information in the applicant's admission notification carefully, noting any special provision governing your admission. Request that outstanding transcripts be forwarded to the Office of Admissions.

Upon receipt of the Enrollment Agreement (EA), the Admissions Office will provide housing and orientation information.



## Graduate Admission

A prospective student seeking admittance to JPCatholic's MBA in Film Producing or MA in Biblical Theology must, as a prerequisite, have a bachelor's degree or be no more than two semesters away from completing it. Each applicant seeking admission is interviewed either in person or by telephone by Admissions staff to assess whether the student has a reasonable chance of successfully completing a graduate degree program. The interview will:

- Explore the applicant's academic interests as they relate to the degree programs offered;
- Provide information concerning graduate degree offerings and support services available.

JPCatholic, compliant with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act will admit qualified students of any race, color, creed, national and ethnic origin, disability, and sex, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

A complete application includes:

- A completed application form
- Three letters of reference
- All transcripts indicating date of college graduation. An applicant who has not yet graduated from college at the time of application must provide the most recent partial transcript in order to be evaluated for early acceptance.
- A personal statement of approximately 500 words describing why an education at JPCatholic will help them attain their personal and professional goals. The application form has the flexibility to allow students to express their academic aspirations and strengths. It is critical that the applicant state why JPCatholic is the appropriate school for them, and to include all information that the Admissions Committee will need to evaluate an applicant's potential for success.
- A resume
- \$50 application Fee

The Admissions Committee acts upon applications submitted by undergraduate students as early as the first quarter/semester of the senior year. A final transcript must be submitted as soon as possible after graduation. Applicants who have graduated from institutions located outside of the United States must provide professionally translated official transcripts to JPCatholic.

## Campus Tour

Prospective students are strongly encouraged to visit JPCatholic, although a visit is not a condition for submitting the application for admission or enrollment agreement. Contact the Admissions Office to arrange a tour.

**Orientation of New Graduate Students**

An orientation program is held for new students at the beginning of the fall quarter. Students will be notified of the date, time, and events, which will be scheduled prior to the new quarter for which they have been enrolled.

**Notification of Admission**

JPCatholic will notify the student applicant, in writing, of his or her acceptance no later than one month after the receipt of their completed application. Offers of admission are provisional until the receipt and verification of official college transcript. For a student who will be offered admission based on a self-reported academic record, an official document will be used to verify the self-reported academic data submitted. Offers of admission will be rescinded if a) there are discrepancies between official transcripts and self-reported academic records; b) the applicant does not complete the courses listed as “in progress” or “planned”; or c) the applicant does not complete courses at the same academic level as in previous course work.

**The Enrollment Process**

After the applicant receives notification of his or her admission to JPCatholic, he or she must complete and submit the Enrollment Agreement (EA) to the Admissions Office along with the \$100 nonrefundable enrollment fee by mail. Please note the deadline to return the EA. If it is submitted or is postmarked after this date, the applicant may be denied enrollment due to space limitations. For Fall quarter the deadline for return of your EA is May 1st. JPCatholic is on a rolling admissions system. If space allows, JPCatholic will consider applicants after the May 1st deadline. For applicants considered after May 1st, the assigned enrollment deadline will be approximately three weeks from the date of the acceptance. Also, please carefully read the information in the applicant’s admission notification carefully, noting any special provision governing your admission. Request that outstanding transcripts be forwarded to the Office of Admissions.

Upon receipt of the Enrollment Agreement (EA), the Admissions Office will provide orientation information.

**Continuing Education Certificate Admission**

A student seeking to enroll in the Continuing Education Certificate program must complete the online Continuing Education Certificate application form.

## Tuition and Other Expenses

### Undergraduate Tuition and Fees

Paid to JPCatholic: Required Incoming: July 1, 2016 – June 30, 2017						
		Charge				Notes
		Quarterly	Academic Year (3 quarters)	Calendar Year (4 quarters)	Total	
Tuition		\$8,000	\$24,000	\$32,000	\$96,000	Refundable.
Room	Triple Room	\$2,400	\$7,200	\$9,600	\$28,800	Non-refundable. \$500
	Double Room	\$2,700	\$8,100	\$10,800	\$32,400	Housing Fee required to
	Single Room	\$3,700	\$11,100	\$14,800	\$44,400	secure spot.
Parking	Resident Parking Fee	\$200	\$600	\$800	\$2,400	Non-refundable.
	Commuter Parking Fee	n/a	n/a	\$25	\$75	Non-refundable.

Minimum Payment Frequency is Quarterly.

Tuition Guarantee: Your tuition will not increase for 12 consecutive quarters if you remain enrolled full-time. Housing costs and parking fees are subject to change.

One-Time Fees		
	Fee	Notes
Enrollment Fee	\$100	Non-refundable.
Housing Fee (Resident students)	\$500	Non-refundable. <b>Not</b> applied toward the 1 <sup>st</sup> quarter of housing costs.
Apartment Fob Deposit (Resident students)	\$50	Refundable upon return.
Garage Opener Deposit (Resident students with car)	\$100	Refundable upon return.
Graduation Fee	\$300	Paid at end of program. Students who choose not to participate in the annual graduation ceremony will be charged a \$100 Graduation Fee.

All living expenses (such as laptop, textbooks, and food) are variable and not payable to the University. For estimates, please evaluate your current cost of living and cost of living indexes. You may also consult the student expense budgets compiled by the California Student Aid Commission. Please visit:

- [http://www.csac.ca.gov/pubs/forms/grnt\\_frm/studentexpensebudget.pdf](http://www.csac.ca.gov/pubs/forms/grnt_frm/studentexpensebudget.pdf)
- [http://www.jpatholic.com/admission/cost/UGrad/UG\\_Tuition.php](http://www.jpatholic.com/admission/cost/UGrad/UG_Tuition.php)

## MBA Tuition and Fees

Paid to JPCatholic: Required Incoming: July 1, 2016 – June 30, 2017			
	Per Quarter (4 total)	Program Total	Notes
Tuition	\$8,600	\$34,400	Refundable.
Commuter Parking Fee (If applicable)	n/a	\$25	Non-refundable.

Minimum Payment Frequency is Quarterly.

Tuition Guarantee: Your tuition will not increase for 5 consecutive quarters if you remain enrolled full-time. Parking fees are subject to change.

The total cost for the MBA program (\$34,400) covers all 69 credits required for the degree. The total program cost will be charged to students for the first 60 credits taken (generally over four quarters if enrolled full-time). No additional tuition costs will be charged for the last 9 credits required for the degree (generally in the fifth quarter of enrollment). In all quarters of enrollment, students will be responsible for all housing, living expenses, and other costs.

One-Time Fees		
	Fee	Notes
Enrollment Fee	\$100	Non-refundable.
Graduation Fee	\$300	Paid at end of program. Students who choose not to participate in the annual graduation ceremony will be charged a \$100 Graduation Fee.

All living expenses (such as laptop, textbooks, and food) are variable and not payable to the University. For estimates, please evaluate your current cost of living and cost of living indexes. You may also consult the student expense budgets compiled by the California Student Aid Commission. Please visit:

- [http://www.csac.ca.gov/pubs/forms/grnt\\_frm/studentexpensebudget.pdf](http://www.csac.ca.gov/pubs/forms/grnt_frm/studentexpensebudget.pdf)
- [http://www.jp catholic.com/admission/cost/MBA/Grad\\_Tuition.php](http://www.jp catholic.com/admission/cost/MBA/Grad_Tuition.php)

## MA Tuition and Fees

Current Tuition for Classes July 1, 2016 – June 30, 2017				
	Number of Courses	Per Course Fee	Total	Notes
Foundational Courses (4 credit hours)	3	\$1,726	\$5,178	Refundable.
Core Courses (3 credit hours)	14	\$1,295	\$18,130	Refundable.
Comprehensive Exam or Thesis (3 credit hours)	1	\$1,295	\$1,295	Non-refundable.
			<b>\$24,603</b>	

Additional Fees July 1, 2016 – June 30, 2017				
	Per Quarter	Calendar Year (4 Quarters)	Total	Notes
Commuter Parking Fee (If applicable)	n/a	\$25	Total will vary depending on the length of plan	Non-refundable.

Minimum Payment Frequency is Quarterly.

Tuition Guarantee: Your tuition will not increase for 12 consecutive quarters if you remain enrolled either full-time or part-time. Parking fees are subject to change.

One-Time Fees		
	Fee	Notes
Enrollment Fee	\$100	Non-refundable.
Verbum Software	\$225	Biblical Reference Software.
Graduation Fee	\$300	Paid at end of program. Students who choose not to participate in the annual graduation ceremony will be charged a \$100 Graduation Fee.

All living expenses (such as laptop, textbooks, and food) are variable and not payable to the University. For estimates, please evaluate your current cost of living and cost of living indexes. You may also consult the student expense budgets compiled by the California Student Aid Commission. Please visit:

- [http://www.csac.ca.gov/pubs/forms/grnt\\_frm/studentexpensebudget.pdf](http://www.csac.ca.gov/pubs/forms/grnt_frm/studentexpensebudget.pdf)
- [http://www.jpatholic.com/admission/cost/MA/MA\\_Tuition.php](http://www.jpatholic.com/admission/cost/MA/MA_Tuition.php)

## Tuition Summary

### Bachelor of Science

The total amount for tuition in Academic Year 2016/2017 is \$24,000 (from the tuition table above). The estimated tuition for four academic years is \$96,000.

### Master of Business Administration

The estimated tuition for the entire MBA program is \$34,400.

### Master of Arts in Biblical Theology

The estimated tuition for the entire M.A. program is \$24,603.

### Graduate Theology Certificate Program

The estimated tuition for the following graduate certificate programs is \$6,906.

- Graduate Certificate in Catholic Theology, Level I
- Graduate Certificate in Catholic Theology, Level II
- Graduate Certificate in Catholic Theology, Level III

### Continuing Education Certificate Program

The estimated tuition for the following certificate programs is \$995.

- Continuing Education Certificate of Philosophy
- Continuing Education Certificate of Catholic Theology

## Tuition Disclosures

1. Undergraduate tuition fees cover 12 or 15 units per quarter. 15 units per quarter are required to graduate in **3 calendar years (= 4 academic years = 12 academic quarters)**.
2. For undergraduate students taking less than 12 units or more than 15 units of credit per quarter, the cost of tuition per 3 units of credit (typically 3 units=1 class) is \$2,000. Tuition includes all costs associated with the course, but excludes textbooks. In addition to tuition and fees, students are required to pay a one-time, non-refundable \$100 enrollment fee. This fee is to be paid before the student is enrolled in any class.
3. **Housing Fee:** A \$500 non-refundable deposit is required of all residential students. This fee must be paid prior to moving into the student apartments. This fee is collected in order to secure an apartment for the student in the upcoming quarter as well as pay for any damages and cleaning needed. The fee will not be applied towards the room expense.
4. Undergraduate students taking less than 12 units or more than 15 units of credit per quarter will receive a pro-rated bill. The pro-rated amount will be based on the original full course load amount. Their originally granted institutional financial aid will also be pro-rated. The student will receive the proportional amount of scholarship per class they received when taking a 'full' (12-15 unit) class load.
5. Minimum Payment Frequency is Quarterly.
6. **Late Payment Penalty:** All tuition and fee payments are due by 5:00 PM on the Friday before the first day of class. Failure to pay by the required deadline will result in late

payment charge of 4%. These penalties will be assessed on the total unpaid balance each quarter on the Friday following the start of classes, one week after the due date. The 4% penalty assessment on delinquent account balances takes place quarterly, on an ongoing basis until the entire outstanding balance is paid in full. If current or past account balances are delinquent, the University reserves the right to un-enroll current students from their classes. Please be aware that students with past-due account balances are not entitled to receive final grades, transcripts, a diploma or certificate, and/or other possible University-provided verifications until the balance is paid in full.

7. A parking permit issued by the Student Life Office is required for all students with a car; the cost will depend on whether the student is commuting or living on-campus. For detailed parking policy, please visit [www.jpcatholic.com/studentlife/parking.php](http://www.jpcatholic.com/studentlife/parking.php).
8. Single undergraduate students who are under 25 years of age are required to live on campus, unless they live with their parents or in a religious community, within daily commuting distance. Incoming students who are under 18 and do not turn 18 during the academic year will be required to meet with the Student Life Staff and receive approval before being placed in the resident apartments. Single undergraduate students between 25 and 28 years of age may live on or off-campus. Undergraduate students who are over 28 years of age when entering the program must live off-campus. All married students must live off-campus. Currently JPCatholic does not offer graduate student housing. Exceptions to the above housing policy are rarely granted, but may be petitioned to the Dean of Students.
9. MBA tuition fees cover 15 GRADUATE level units per quarter.
10. For MBA students taking either less than or more than 15 GRADUATE level units of credit per quarter the cost of tuition per 3 units of credit (typically 3 units=1 class) is \$1,720. Tuition includes all costs associated with the course, but excludes textbooks.
11. MBA students taking either less than or more than 15 units of credit per quarter will receive a pro-rated bill. The pro-rated amount will be based on the original full course load amount. Their originally granted institutional financial aid will also be pro-rated. The student will receive the proportional amount of scholarship per class they received when taking a 'full' (15 unit) class load.
12. MA Tuition includes all costs associated with the course, excluding textbooks and Verbum software.
13. **For MA in Biblical Theology Students:** Once the student commences the required practicums the tuition is non-refundable. Once the student has committed to the Comprehensive Exam, the tuition is non-refundable.

## Financial Aid

### Costs and Financial Aid

Paying for college can be a daunting task. We are committed to provide assistance to students as they plan how they will cover the cost of their attendance here at JPCatholic; however, financial aid is supplementary to the financial ability and commitment of students and their families.

Eligible prospective students are encouraged to apply for financial aid, and the majority of our students receive institutional assistance. The earlier a student applies, the more likely they are to receive financial help. There are various sources of funds, some of which vary by program. Please review the section appropriate to your program.

Note: Certificate students are not eligible for financial aid, with the exception of some private education loans.

### **Code of Conduct**

(Adopted from the NASFAA Statement of Ethical Principles and Code of Conduct for Financial Aid Professionals)

The Financial Aid Professional shall:

1. Maintain the highest level of professionalism.
2. Refrain from taking any action for his or her personal benefit.
3. Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
4. Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
5. Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.
6. Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity.
7. Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.
8. Make every effort to assist students with financial need.
9. Educate students and families through quality consumer information.
10. Respect the dignity and protect the privacy of students, and ensure the confidentiality of student records and personal circumstances.
11. Ensure equity by applying all need analysis formulas consistently across the institution's full population of student financial aid applicants.
12. Provide services that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.
13. Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.



## Student Rights and Responsibilities

The student has the responsibility of completing all applications for aid in a timely manner, and complying with any requests from the University for additional information. If an application is incomplete, it will not be processed; the student may or may not be contacted more than once to request the outstanding information.

Students are responsible for maintaining current contact information with the University. They will receive many required notices via the email they provide, so it is crucial that students update JPCatholic of any change in their contact information.

The student has a right to accurate information and disclosures. They have the responsibility to review, on a periodic basis, the University Catalog, Student Handbook, and other documents provided to be aware of the University policies. A general disclosure notice with all consumer information is sent out once a year via email (paper copies are available upon request), and it is the student's responsibility to read and understand the information provided.

- Institutional Scholarships: A student has a right to review their award letter; a copy can be obtained from the Financial Aid Office. The student has the responsibility of understanding their renewal requirements.
- Federal Financial Aid (Pell Grant, Direct Loans, FSEOG, and Work Study): Students have the right to disclosures about their aid. They have the responsibility of completing all applications in a timely manner, maintaining SAP, providing information about all outside aid, and abiding by all provided policies.
- Private Scholarships: Rights and responsibilities are designated by the scholarship fund.
- Private Education Loans: Students have the right to disclosures about their aid (provided by the lenders in the approval process) and notification of disbursement. They have the responsibility of completing all applications in a timely manner, providing information about all outside aid, and abiding by all provided policies.
- Veterans Affairs Benefits: The student has the responsibility of reviewing the University Catalog and Veterans Information Bulletin and understanding all policies relating to Veterans.

## Financial Aid Undergraduate & Graduate Students

Nearly all financial aid is supplementary to the financial ability and commitment of students and their families. Some aid is considered 'gift' aid, and others 'self-help' aid. 'Gift' aid will not need to be repaid, but carry various requirements for eligibility; this type of aid is limited. 'Self-help' aid includes employment and loans (money that must be repaid plus interest, less any refund in the case of withdrawal), and will most likely be the largest portion of aid.

### Gift Aid

1. Federal Education Grants (Pell Grants, FSEOG [Federal Supplemental Educational Opportunities Grants])
2. Institutional Scholarships

3. State Grants
4. Private Scholarships and Grants

### **Self-Help Aid**

1. Part-time Employment (private employment or Federal Work Study)
2. Stafford (Federal) Loans
3. Private Loans

Most aid will require reapplication on a quarterly to annual basis. Guidance regarding the required frequency of action can be found on the webpage describing the respective program or by inquiry to the Financial Aid Office.

## **Federal Student Aid**

### **JPCatholic's Federal School Code is 041937**

JPCatholic is an eligible institution under the Higher Education Act and our eligible undergraduate, MBA, & MA students are qualified to participate in programs under the Title IV student financial assistance programs. It is recommended that students at JPCatholic fill out the FAFSA on an annual basis to determine their eligibility for Pell Grants (undergraduates only) and Direct Loans prior to utilizing private student loans due to typically lower, capped interest rates. Unsubsidized federal loans accrue interest during the time the student is in school and is capitalized (added to the initial amount borrowed) at the beginning of repayment. Only on federal subsidized loans (not all students are eligible; FAFSA EFC results and the student's enrolled program determine eligibility) does the government pay the interest during the in-school period. The Virtual Financial Aid Office instructions are available on the website or upon request from the Financial Aid Office.

Brief descriptions of the aid programs available are listed below. For additional information, please view [studentaid.ed.gov](http://studentaid.ed.gov), or contact the Financial Aid Office.

### **Pell Grant**

Undergraduate students who have an EFC of 5234 or less (as determined by the FAFSA) are eligible for this need-based grant. Applicants must be U.S. citizens and fulfill all eligibility requirements for Federal aid. In order to receive this grant, students must complete the FAFSA, a Virtual Financial Aid Office interview ([jpcatholic.vfao.com](http://jpcatholic.vfao.com)), and provide any additional documentation requested by the school. Financial eligibility is determined on an annual basis, and satisfactory academic progress is determined each quarter (see full SAP policy for details). Annual amounts vary from \$590 to \$5815. Your grant funds will come directly to JPCatholic on a quarterly basis, where they will be disbursed by crediting them to your school account.

**Federal Supplemental Educational Opportunities Grant (FSEOG)**

Pell recipients with the most need may be eligible for this additional campus-based aid grant. Awards are usually \$300/academic year, and availability is limited. Eligible students will be scheduled when their Federal aid application is processed.

Financial eligibility is determined on an annual basis, and satisfactory academic progress is determined each quarter (see full SAP policy for details). Your grant funds will come directly to JPCatholic on a quarterly basis, where they will be disbursed by crediting them to your school account.

**Federal Work Study (FWS)**

Undergraduate and graduate students with financial need<sup>1</sup> are eligible to apply for any posted Federal Work Study positions by completing a FAFSA, Virtual Financial Aid Office Interview ([jpcatholic.vfao.com](http://jpcatholic.vfao.com)), any additional documentation requested by the school, and applying for the position per the instructions in the posting. Work study need is evaluated after all scholarship and grant aid and before all loan aid; employment in a work study position may reduce your overall loan eligibility. Students may not exceed the number of hours offered to them, and are responsible for tracking their time and submitting timecards in a timely manner for processing.

Students will be paid via a paycheck on the same schedule as part-time employees, and it is their obligation to use the funds towards their educational expenses (tuition, housing, books, transportation, personal expenses).

Financial eligibility is determined on an annual basis, and satisfactory academic progress is determined each quarter (see full SAP policy for details).

**Subsidized Stafford Loan**

Undergraduate students with financial need<sup>2</sup> are eligible for this need-based loan. This loan does not accrue interest while the student is enrolled in school at least half time. Applicants must be U.S. citizens and fulfill all eligibility requirements for Federal aid. In order to receive this loan, students must complete the FAFSA, a Virtual Financial Aid Office interview ([jpcatholic.vfao.com](http://jpcatholic.vfao.com)), and provide any additional documentation requested by the school. Financial eligibility is determined on an annual basis, and satisfactory academic progress is determined each quarter (see full SAP policy for details). Amounts are determined by the student's need and academic level. Your loan funds will come directly to JPCatholic on a quarterly basis, where they will be disbursed by crediting them to your school account.

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<sup>1</sup> Financial Need = COA (Cost of Attendance) – EFC (Expected Family Contribution) – other aid received (scholarships/grants/FWS).

<sup>2</sup> See footnote 1.

**Unsubsidized Stafford Loan**

Unsubsidized loans are available to students without concern for need. These loans accrue interest for the entire period after disbursement. Deferment is automatic while the student is enrolled in school at least half time. Applicants must be U.S. citizens and fulfill all eligibility requirements for Federal aid. In order to receive this loan, students must complete the FAFSA, a Virtual Financial Aid Office interview ([jpcatholic.vfao.com](http://jpcatholic.vfao.com)), and provide any additional documentation requested by the school. Eligibility is determined on an annual basis, and satisfactory academic progress is determined each quarter (see full SAP policy for details). Amounts are determined by the student's academic level. Your loan funds will come directly to JPCatholic on a quarterly basis, where they will be disbursed by crediting them to your school account.

**Parent & Grad PLUS Loans**

PLUS loans are available to parents of dependent college students and graduate students without concern for need. These loans accrue interest for the entire period after disbursement. Applicants must be U.S. citizens and students fulfill all eligibility requirements for Federal aid. In order to receive this loan, parents or graduate students must complete a PLUS Request at [studentloans.gov](http://studentloans.gov) and pass the credit check in addition to the completion of the FAFSA, Virtual Financial Aid Office interview, and any additional documentation requested by the school. Eligibility is determined on an annual basis, and satisfactory academic progress is determined each quarter (see full SAP policy for details). Amounts are determined by the Cost of Attendance minus other aid received. Loan funds will come directly to JPCatholic on a quarterly basis, where they will be disbursed by crediting them to the student's school account.

**What are the benefits of Direct Loans?**

Stafford loans allow students to borrow a limited amount towards their education without a cosigner. Education loans to the student are automatically deferred while the student is attending school at least half time. When you enter repayment there are several plans to choose from, designed to meet your needs. All Direct Loan funds will come directly to JPCatholic, where your loan funds will be disbursed by crediting them to your school account. Your loan funds will usually be disbursed in at least three installments (quarterly).

**Additional Information for Direct Loans**

1. Interest rates and origination fees
  - a. Stafford Loans – for current rates, please see <https://studentaid.ed.gov/types/loans/subsidized-unsubsidized>
  - b. PLUS Loans – for current rates, please see <https://studentaid.ed.gov/types/loans/plus>
2. Origination fees are deducted before you receive any loan funds. The loan amount received will be less than the amount you were awarded. For example, if you borrow a \$5500 Stafford loan, you will receive approximately \$5442 credited to your account.

3. Stafford loans have a six-month grace period that starts the day after you graduate, leave school, or drop below half-time enrollment. Payments will begin at the end of the grace period.
4. In order to be eligible for Direct Loans, undergraduate students must take at least six credits per quarter and maintain "satisfactory academic progress" (SAP).
5. Direct loans (both Stafford and PLUS) require the completion of a MPN – Master Promissory Note. This document explains the terms and conditions of the loan and is your legally binding agreement to repay the amount you borrow.
6. Entrance counseling is required for any student loan and is completed when you complete the VFAO. Exit Counseling is also required and will be completed on studentloans.gov; information will be provided when you leave JPCatholic or cease to attend at least half time.
7. Please refer to studentaid.ed.gov and/or studentloans.gov for additional information on the Direct Loan programs.

Questions or concerns regarding the loan program may be directed to Lisa Williams at [lwilliams@jpcatholic.com](mailto:lwilliams@jpcatholic.com).

### **Federal Aid Verification Deadlines**

On the initial email notice requesting documents, students will be asked to provide the documents within 14 days to ensure timely processing. However, students must provide any verification documents by the "Federal Aid Document Completion Deadline" listed on the Academic Calendar. Failure to meet this deadline may result in a delay in processing. If, as a result of this delay, the aid is not scheduled by the date that invoices are due and full payment is not made, the students may incur a late penalty fee.

Continuing students may be scheduled for quarters in the current award year. If verification documents are not received by June 15 of the current award year (June 15, 2017 for the 2016-2017 award year), they will be taken out of tracking and not be scheduled.

### **State Aid**

Information on Cal Grants can be found on the California Student Aid Commission website (<http://www.csac.ca.gov/doc.asp?id=19>). The Cal Grant award year runs from Fall quarter through Summer quarter.

Eligible students should complete their FAFSA by March 2nd of every year to retain eligibility for their Cal Grant funds and must maintain Satisfactory Academic Progress (same policy as Federal aid). As with Federal aid, funds will be disbursed after the end of the Add/Drop period for each term, and we receive confirmation from your professors that you have begun attending your classes.

Cal Grant A funds can only be applied towards tuition for the term for which it was disbursed. This means that if you have substantial scholarship funds, your award will be reduced so that you do not exceed your quarterly tuition cost with restricted funds.

Cal Grant B Access funds will automatically be disbursed to you, regardless of whether you have an outstanding balance remaining on your account. Cal Grant B Tuition awards will be treated the same as Cal Grant A awards listed above.

If you have loans (particularly PLUS loans), your eligibility may be adjusted to account for any increase in aid and you will receive an updated award letter from [financialaid@vfao.com](mailto:financialaid@vfao.com).

## **Undergraduate Institutional Aid**

Institutional aid at JPCatholic is awarded to students on the basis of a combination of merit and financial need. The “Undergraduate Institutional Financial Aid Application” and a completed FAFSA (completed at [fafsa.gov](http://fafsa.gov)) are required for all undergraduate students applying for institutional financial aid, and will be considered with their full application for admission. Additional merit items are optional; information on how to submit merit items can be obtained from the Financial Aid Office.

### **Deadline**

Students should apply no later than April 15th or 30 days after their acceptance date. Students accepted 30 days or less prior to the start of classes must apply no later than the Monday prior to check in/orientation.

Any undergraduate student whose family is unable to meet the costs of a JPCatholic education is encouraged to apply for financial aid. All regularly admitted undergraduate students with demonstrated financial need are eligible for financial aid. All students who have clearly demonstrated achievement or need and apply early will be awarded financial aid.

The information detailed on the completed FAFSA is used to determine the amount a student's family can provide toward the cost of their education. It allows for necessary family expenditures such as taxes, reasonable living costs, sibling's educational costs, and medical expenses. It calculates the Estimated Family Contribution, or EFC, which is what the student and their family are expected to contribute before receiving any need-based aid.

### **Eligibility and Rules**

1. Student must be accepted to the undergraduate program at JPCatholic before they may apply for a scholarship.
2. Student's application for Institutional Aid must include
  - a. Undergraduate Institutional Financial Aid Application
  - b. FAFSA

3. All aid is renewable on a quarterly basis after the freshman year. Renewal is dependent on the student's cumulative GPA after their first two quarters. Full details on renewal can be found below.
4. For the full award, recipient must be a full-time student. Part time enrollment will have their award prorated based on course load.
5. Awards apply toward the expense of tuition only and may not be applied against room or other fees.
6. To provide institutional aid to as many students as possible, most students will receive no more than an average of \$9,000 per academic year in awards (of scholarships and/or grants). This may be waived in exceptional cases.

### **What to Expect**

1. Completed applications are typically reviewed by the Financial Aid Committee within two weeks of completion. In addition to the FAFSA and Institutional Aid Application, the Committee may review the student's GPA, SAT or ACT scores, and commitment to mission (determined by the student's full application for admission) in determining the amount of the award.
2. Award letters are emailed and mailed to students. Most students will be given an option between two awards. One averages a lower amount but is the same for all four academic years; the other averages a higher amount but increases with each academic year. The average is what is used to determine a maximum award (\$9000/academic year).
3. Students are required to sign and return the award letter to accept the award of their choice. With this acceptance is the assumption that the student has reviewed and accepted the terms of renewal.

### **Graduate Institutional Aid**

Institutional aid at JPCatholic is awarded to students on the basis of a combination of merit and financial need. The Institutional Financial Aid Application and a completed FAFSA (completed at [fafsa.gov](http://fafsa.gov)) are required for all undergraduate students applying for institutional financial aid, and will be considered with their full application for admission. Additional merit items are optional; information on how to submit merit items can be obtained from the Financial Aid Office.

### **Deadline**

Students should apply no later than April 15th or 30 days after their acceptance date. Students accepted 30 days or less prior to the start of classes must apply no later than the Monday prior to check in/orientation.

### **MBA Eligibility and Rules**

Any MBA student whose family is unable to meet the costs of a JPCatholic education is encouraged to apply for financial aid. Students who have clearly demonstrated achievement or need and apply early will be awarded financial aid.

1. Student must be accepted to the MBA program at JPCatholic before they may apply for a scholarship.
2. Student's application for Institutional Aid must include
  - a. MBA Institutional Financial Aid Application
  - b. FAFSA
3. All aid is a one-time award. Quarterly renewal is dependent on the student's cumulative GPA and on-going commitment to the school's mission. Please read the renewal requirements.
4. For the full award, recipient must be a full-time student. Part time enrollment will have their award prorated based on course load.
5. Awards apply toward the expense of tuition only and may not be applied against room or other fees.
6. Students are only granted one award, regardless of how many essays they send in.
7. To provide institutional aid to as many students as possible, most students will receive no more than \$10,000. This may be waived in very exceptional cases.

### **MA Eligibility and Rules**

Starting in Fall 2014, scholarships are available to students both on campus and online that wish to complete the M.A. in Biblical Theology within three calendar years. The scholarship covers a percentage of the graduate program tuition.

<b>Scholarship</b>	<b>Percentage</b>
Accelerated Plan (1 year) – On Campus	Up to 50%
Standard Plan (2 years) – On Campus	Up to 40%
Standard Plan (2 years) – Online	Up to 30%
Part Time Plan (3 years) – On Campus or Online	Up to 25%

1. Student must be accepted to the MA program at JPCatholic and choose an Academic Plan before they may apply for a scholarship.
2. Student's application for Institutional Aid must include
  - a. MA Institutional Financial Aid Application
  - b. FAFSA
3. Quarterly renewal is dependent on the student's cumulative GPA (minimum of 3.0) and following their Academic Plan (Accelerated, Standard or Part Time) throughout the entirety of their studies. Please read the renewal requirements for GPA requirements.
4. Awards apply toward the expense of tuition only and may not be applied against room or other fees.

### **What to Expect**

1. Completed applications are typically reviewed by the Financial Aid Committee within two weeks of completion.
2. Award letters are emailed and mailed to students.
3. Students are required to sign and return the award letter. With this acceptance is the assumption that the student has reviewed and accepted the terms of renewal.



## Institutional Aid Renewal

### Financial Aid Renewal and Criteria

Students who maintain the grade standard listed in their award letter and maintain overall good standing with the University will have their financial aid automatically renewed. Students who do not fulfill their criteria as listed below risk losing all or some of their financial aid. Since grades provide the most objective metric of student commitment, the effect of the student's GPA on the renewal of financial aid is non-negotiable. If a student would like a copy of their award letter or are unsure which schedule they must abide by may contact the Financial Aid Office.

GPA will be checked on a quarterly basis after accumulating two quarters of grades at JPCatholic, and will affect a following billing period as shown here:

- Winter quarter's cumulative GPA affects Summer quarter's billing
- Spring quarter's cumulative GPA affects Fall quarter's billing
- Summer quarter's cumulative GPA affects Winter quarter's billing
- Fall quarter's cumulative GPA affects Spring quarter's billing

*Schedule A:* Students who have an award that averages \$9,000 or less per academic year must maintain a 3.0 average or they will forfeit a percentage of financial aid according to the table below.

Cumulative GPA	% of Eligible Financial Aid
3.00 – 4.00	100%
2.90 – 2.99	80%
2.80 – 2.89	60%
2.70 – 2.79	40%
2.50 – 2.69	20%
< 2.50	0%

*Schedule B:* Students who have an award that averages \$9,001 or more per academic year must maintain a 3.2 average or they will forfeit a percentage of financial aid according to the table below.

Cumulative GPA	% of Eligible Financial Aid
3.20 – 4.00	100%
3.10 – 3.19	90%
3.00 – 3.09	80%
2.90 – 2.99	70%
2.80 – 2.89	60%
2.70 – 2.79	40%
2.50 – 2.69	20%
< 2.50	0%

### Renewal Criteria Exceptions

Students who have agreed to different renewal terms will be required to abide by the terms in their award letter.

### GPA-Based Scholarship Reinstatement

In the event that a student's quarterly GPA drastically improves from their previous quarter's cumulative GPA, students will be eligible to regain some or all of their lost scholarship funds. Students will be notified of the amount that they regained after grades come in for the current quarter.

Scholarship funds will be reinstated according to the table below:

GPA-Based Scholarship Reinstatement	
Quarterly GPA	Percent of Loss Reinstated
3.50 +	100%
3.40 – 3.49	80%
3.30 – 3.39	60%
3.20 – 3.29	40%
3.10 – 3.19	20%

Example: Joe Smith has a scholarship of \$1000 per quarter. However, due to a Fall cumulative GPA of 2.7, he has a scholarship loss for Spring quarter of 60% (\$600) and is billed at that rate. When the grades are reported for Winter quarter, Joe achieved a 3.4 quarterly GPA. For spring quarter, 80% of his scholarship loss (\$480) is reinstated for an adjusted loss of \$120.

### Financial Aid Award Amounts

As long as the financial aid renewal criteria are met, a student's scholarship is awarded and renewed in the amounts of the original financial aid scholarship award letter. If a student would like to review or receive an additional copy of their award letter, they should see the Director of Financial Aid.

### Private Scholarships

There is no need to repay private scholarships or grants, but they will carry certain requirements. Scholarships are typically based on merit, while grants are most often need-based. Students should search and apply for scholarships at parishes, businesses, clubs, etc. in their local area as well as searching for scholarships online.

Searching for scholarships can be hard work, and a student may not receive all that he applies for. However, if a student is able to devote time to searching and writing essays, they may be able to reduce their loan burden coming out of school.

Prospective and current students can request a list of scholarships from the Financial Aid Office for their convenience. This is not an inclusive list and JPCatholic does not determine a student's eligibility for these scholarships.

## Private Loans

This option of paying for school requires paying interest on the amount borrowed, may have additional fees associated with them, and may require a cosigner. It is a good idea to exhaust the other options first so as to lower your debt burden coming out of school, but for many students they are a viable option to close the funding gap.

It is recommended that students fill out the FAFSA to determine their eligibility and borrow through the Direct Loan (federal aid) program prior to utilizing private student loans due to typically lower, capped interest rates. Private student loans and unsubsidized federal loans accrue interest during the time the student is in school and is capitalized (added to the initial amount borrowed) at the beginning of repayment. Only on Federal subsidized loans (not all students are eligible; FAFSA results determine eligibility) does the government pay the interest during the in-school period.

John Paul the Great Catholic University currently certifies loans from private lenders to make alternative education loans available to students. **JPCatholic provides these partnerships as a convenience for students, but does in no way endorse these private lenders or require that a student get an educational loan from these lenders. JPCatholic will certify any loan that comes to the university.**

FASTChoice Private Loan Selection Tool:

- [Alternative Lender List: https://choice.fastproducts.org/FastChoice/home/4193700/1](https://choice.fastproducts.org/FastChoice/home/4193700/1)

### Important to note:

1. Students are typically not required to make payments while in school.
2. Most students will need to apply with a **cosigner** in order to meet credit history, income, and employment requirements.
3. Students applying for a student loan must do so through the lender's websites.

## Student Employment

A part time job, where the student works at minimum wage (\$10/hour) for 15 hours a week for 40 weeks (the time that school is in session), will gross \$6,000 per year. There are many retail businesses within walking distance of the apartments, and more opportunities nearby for those students who are motivated. A student with a bicycle or willing to ride the bus has access to multiple shopping centers and a Mall which hire periodically. Occasionally, internships that qualify for class credit are paid positions as well.

Job searching requires the initiative of the student and can be a challenge; it is recommended that students work with Career Services if they need assistance.

A limited number of part-time positions are available on campus; note that earnings are taxable and taxes will be withheld. These positions are advertised as needed.

## Refund Policy

*Students must be aware that the institutional refund policy may differ from the Return to Title IV policy, and if they received Federal Financial Aid, they may be liable for the return of funds while still owing a debt to JPCatholic. Please carefully review both policies below.*

### Refund Provisions

Enrollment Fee and Housing Costs are non-refundable.

### Cancellation Prior to the First Day of the Quarter

The student has the right to cancel their enrollment and obtain a refund of charges paid prior to the first day of the quarter. This includes fees for instruction only. Equipment such as laptops, software, and books is purchased separately by the student and is NOT covered by this refund policy.

Cancellation shall occur when written notice is delivered to the address of JPCatholic shown on Page 2 of this catalog. This delivery can be by mail or hand delivery. If the notice is sent by mail, it is effective when postmarked. If a student cancels their enrollment, JPCatholic will refund any money that the student has paid for tuition within thirty days after their Notice of Cancellation is received.

### Withdrawing from the University

Any student will have the right to withdraw from their program of instruction at any time. The refund policy for students who have completed 60% or less of the course shall be based on a pro rata formula. Students must obtain the Official Withdraw Form from the Registrar to withdraw from the program or class.

Students are obliged to pay only for educational services rendered. The refund shall be the amount paid for instruction multiplied by a fraction, the numerator of which is the number of weeks of instruction which the student has not received but for which they have paid (determined by the date on the Official Withdrawal Form), and the denominator of which is the total number of weeks of instruction for which they have paid.

If the amount student has paid is more than the amount they owe for the time they have attended, then a refund will be made within thirty days of withdrawal. If the amount that the student owes is more than the amount already paid, then the student must make arrangements to pay for it. Students with past-due accounts are not entitled to receive final

grades, transcripts, a diploma or certificate, and/or other possible University-provided verifications until the balance is paid in full.

If a student's entire tuition and fees are paid by a third party, the refund will go directly back to the third party and not the student. If the student has received student financial aid funds from a third party (Federal aid, State Aid, private scholarship fund, etc.), the student is entitled to a refund of remaining moneys not returned to the respective financial aid programs. Aid will be returned to third parties in the following order:

1. Title IV Federal Aid (Department of Education)
2. Cal Grant (California Student Aid Commission)
3. Private scholarships

Please note that any student receiving loans or VA Benefits that have withdrawn after attending at least one day of the quarter will be responsible for returning the unearned funds to the respective programs.

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student defaults on a federal or state loan, both the following may occur:

1. The federal or state government or a loan guarantee agency may take action against the student, including garnishing an income tax refund; and
2. The student may not be eligible for any other government financial assistance at another institution until the loan is repaid.

### **Return of Title IV Funds Policy**

The Office of Financial Aid is required by federal law to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60% of any payment period (quarter). The Return of Title IV Funds Policy applies to all students who have or could have been disbursed Title IV funds. In accordance with federal regulations, the institution and the student are required to return unearned portions of Title IV assistance.

The return of the funds is based upon the percentage of time the student was attending the University. The withdrawal date used to determine the refund is the date the student began the college's withdrawal process. When the student withdraws during his payment period, the amount of Title IV funds he has earned up to that point is determined by the Federal Return of Title IV funds formula: Percentage of payment period (quarter) completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period of term. Any break of five days or more is not counted as part of the days in the term. This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid. This is determined by multiplying the percentage of Title IV aid earned by the total of Title program aid that has been or could have been disbursed to the student. If the student received

less than the amount earned, the school must offer a disbursement of the earned aid that was not received (called a post-withdrawal disbursement). If the student earned less aid than was disbursed, the institution, student, or both must return the funds in a specified order. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of the Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order

- Unsubsidized Direct Stafford Loans
- Subsidized Direct Stafford Loans
- PLUS Loans
- FSEOG Grants
- Federal Pell Grants

If a student obtains a loan, the student will have to repay the full amount of the loan plus interest, less the amount of any refund.

## Schools and Degree Programs

John Paul the Great Catholic University offers undergraduate and graduate degree programs within three schools. The schools, degree programs, and areas of emphasis are:

- School of Business
  - Bachelor of Science in Business  
Emphasis in:
    - Management Accounting & Analysis
    - Sales and Marketing
    - Leadership & Management
    - Entrepreneurship
  - Master of Business Administration  
Emphasis in:
    - Producing
- School of Communications Media
  - Bachelor of Science in Communications Media  
Emphasis in:
    - Acting
    - Animation
    - Game Development
    - Journalism
    - New Evangelization
    - Producing
    - Production
    - Post Production
    - Screenwriting
    - Television Studio Production
- Graduate School of Biblical Theology
  - Master of Arts in Biblical Theology

### Accreditation Status

John Paul the Great Catholic University is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, 510.748.9001.

## School of Business

The School of Business is critical in accomplishing the mission and vision of JPCatholic, which is to shape creators and innovators, leaders and entrepreneurs at the intersections of communications media, technology, and business, guided by the spiritual, moral and social teachings of Jesus Christ. The curriculum prepares students to create, lead, manage, sustain, and grow entrepreneurial product and service companies.

## Bachelor of Science in Business (BS)

Emphasis in:

- Management Accounting & Analysis
- Sales and Marketing
- Leadership & Management
- Entrepreneurship

This degree program focuses students on the leadership and management of innovation-driven product and service organizations, with a strong emphasis on entrepreneurial strategies. The curriculum is designed to prepare students to master the complexities of today's global and ever-changing business environment. Courses provide the key fundamentals of management and in-depth exposure to the forces shaping business today.

Students learn to passionately pursue new and innovative ideas, to defy conventional wisdom, to dare mighty things, and to lead through action and example. Students can expect a transforming experience, acquiring self-confidence, knowledge, and the tools they will need to chart their own future. The industry-experienced faculty brings a unique blend of entrepreneurial spirit, underpinned by a serious focus on forming businesses to thrive within the increasingly competitive global marketplace.

The learning experience at JPCatholic is influenced by the call of the late Pope John Paul II that "the world needs genuine witnesses to Christian ethics in the field of business" making the world's marketplaces and workplaces better for every race and creed.

### Program Learning Outcomes

#### Spiritual and Ethical Development

- Students articulate how business impacts the spiritual life of all stakeholders (customers, employees, community, etc.).
- Students describe and respond to ethical dilemmas that they are likely to encounter while working in business, based on a personal code of ethics informed by the teachings of Jesus Christ.

#### Business Knowledge and Understanding

- Students can apply the approach of business storytelling, to communicate effectively in oral and written communications.
- Students can explain the principles and basic practices in the following core business disciplines including: accounting, economics, finance, management, leadership, information systems, marketing, risk management, strategy, and law.
- Students can identify core business problems and develop concrete proposals as solutions to those problems.

#### Business Leadership and Execution

- Graduates will be able to describe the process of developing business opportunities and how to develop and synthesize this knowledge into a viable business plan.



### **Required Courses Bachelor of Science in Business**

JPCatholic will endeavor to offer the courses as outlined below; however, unforeseen circumstances sometimes require a change of scheduled offerings. Students are strongly advised to check the Schedule of Classes before relying on the schedule below.

Students must complete a minimum of 72 units of business related courses.

#### **Required Major Core Courses (10 Courses)**

BUSI100 Introduction to Products and Markets  
 BUSI200 Project Management  
 BUSI203 Finance I  
 BUSI208 Macroeconomics  
 BUSI308 Microeconomics  
 BUSI333 Human-Centered Design  
 BUSI420 Business Law  
 BUSI418 Career Strategies  
 BUSI431 Global Markets  
 BUSI493 Overview of Deal Making

#### **Emphasis in Leadership & Management (8 Courses)**

BUSI107 Entrepreneurial Management  
 BUSI125 Financial Planning & Budgeting  
 BUSI225 Financial Performance, Costing & Controls  
 BUSI321 Competitive Strategies  
 BUSI325 Financial Analysis  
 BUSI411 LaunchPad I  
 BUSI412 LaunchPad II  
 BUSI424 Strategic Management

#### **Emphasis in Management Accounting & Analysis (7 Courses)**

BUSI125 Financial Planning & Budgeting  
 BUSI225 Financial Performance, Costing & Controls  
 BUSI303 Finance II  
 BUSI321 Competitive Strategies  
 BUSI325 Financial Analysis  
 BUSI424 Strategic Management  
 BUSI425 Pricing & Investment Decisions

#### **Emphasis in Entrepreneurship (9 Courses)**

BUSI107 Entrepreneurial Management  
 BUSI125 Financial Planning & Budgeting  
 BUSI303 Finance II  
 BUSI321 Competitive Strategies  
 BUSI411 LaunchPad I  
 BUSI412 LaunchPad II  
 BUSI413 LaunchPad III  
 BUSI424 Strategic Management  
 BUSI435 Strategic Marketing

#### **Emphasis in Sales and Marketing (7 Courses)**

BUSI220 Business Development  
 BUSI230 Public and Media Relations  
 BUSI232 Applied Market Research  
 BUSI303 Finance II  
 BUSI315 Sales Strategy  
 BUSI321 Competitive Strategies  
 BUSI435 Strategic Marketing

#### **Independent Study & Internships (9 Credit Maximum)**

BUSI441 Internship I  
 BUSI442 Internship II  
 BUSI443 Internship III  
 BUSI444 Independent Study: Business I  
 BUSI445 Independent Study: Business II  
 BUSI446 Independent Study: Business III

## **Business Minor**

Student may earn a minor in business by completing a minimum of 27 units of business related courses as outlined in this section. Students who wish to declare a minor in business should complete the appropriate form with the Registrar's Office.

### **Required Courses for Business Minor (9 Courses)**

BUSI191 Entrepreneurial Thinking  
 BUSI193 Introduction to Marketing  
 BUSI291 Business Planning  
 BUSI300 Negotiation Skills  
 BUSI301 Social Media Marketing  
 BUSI393 Leadership and Management  
 COMM200 Business Communications

Choose two of the following courses:

BUSI125 Financial Planning & Budgeting  
 BUSI203 Finance I  
 BUSI225 Financial Performance, Costing & Controls  
 BUSI303 Finance II

## **Master of Business Administration (MBA)**

Leaders and managers, creators, innovators and entrepreneurs in Media have a tremendous role in shaping our culture and the world in which we live. Our world needs many more leaders with integrity who will shape their organizations so that ethical behavior is not just tolerated but promoted. With passion, they bring Christ to the marketplace and workplace.

### **Integrating faith and business**

Our programs integrate a radical blend of Catholic teaching with tested business of media principles that prepare graduates to excel both spiritually and professionally. Students learn to see their work through the prism of Christ's teaching, and to understand how their enterprise will impact culture.

### **Emphasis in Producing (Business of Entertainment)**

The MBA in Film Producing provides a firm stepping-stone for students to transition from an educated undergraduate to a successful producer and studio executive. The curriculum empowers students with a rigorous integration of film producing and entertainment development courses, graduate business of media training, and Catholic formation in Scripture, philosophy, and theology.

JPCatholic faculty help students in the challenge of building an extensive professional network that will be invaluable in finding the talent and funding needed to launch their projects.

Students will graduate equipped with a solid knowledge of core business principles and the competence and foundational experience to join a working studio or create their own.

### **Program Learning Outcomes**

- Knowledge of Jesus Christ: Graduates will identify and address the ethical challenges and dilemmas faced when working in the film, TV, and media industries based on a personal code of ethics informed by the teachings of Jesus Christ.
- Knowledge of the Profession: Graduates will comprehend the distinct nature of the three basic types of producer: executive, creative, and physical, identify a specialized area of interest, and then perform the roles and responsibilities connected to that area of producing.
- Knowledge of Production Theory and Practice: Graduates will understand and possess the ability to apply media production skills within typical production environments.
- Knowledge of Business of Producing: Graduates will understand, apply, analyze and evaluate the various business processes common to the development, packaging, financing, production and distribution of film, TV, and media products.
- Synthesis of Theory and Practice: Graduates will successfully plan, create and implement an MBA Thesis Project, as well as an industry related internship.
- Critical Evaluation: Graduates will evaluate, critique and discuss literary and other works that serve as a basis for a compelling visual story, with a view to generate, develop, refine and package scripts and projects for the screen.

### **Required Courses Master of Business Administration**

JPCatholic will endeavor to offer the courses as outlined below; however, unforeseen circumstances sometimes require a change of scheduled offerings. Students are strongly advised to check the Schedule of Classes before relying on the schedule below.

Student must complete a minimum of 69 credits of graduate courses.

#### **Required Core Courses (20 Courses)**

BIBL505 Introduction to the Bible and Catholic Theology  
 BUSM500 The Art and Business of Producing  
 BUSM501 Hollywood Mentor Series I  
 BUSM507 Scheduling and Budgeting  
 BUSM509 Finance: Forecasting and Funding  
 BUSM511 Producing: Pre-Production  
 BUSM512 Producing: Production  
 BUSM513 Producing: Post-Production  
 BUSM521 Pitching  
 BUSM524 Entertainment Law and Negotiations

BUSM526 Media Career Strategies  
 BUSM541 The Business of Media Seminar  
 BUSM545 Advanced Development  
 BUSM547 Advanced Marketing and Distribution  
 BUSM550 Thesis Development  
 BUSM580 Internship I: MBA  
 ENTM531 Visual Storytelling  
 PHIL510 Philosophy in Film  
 THEO507 Catholic Spirituality  
 THEO522 Morality, Theology and Ethics

#### **Electives (4 Courses)**

Choose four of the following (some courses may be repeated for credit):

BUSI527 Launchpad I  
 BUSI528 Launchpad II  
 BUSI529 Launchpad III  
 BUSM542 Life on the Set: Production  
 Fundamentals  
 BUSM546 Advanced Production

ENTM502 Principles of Storytelling for the  
 Screen  
 ENTM507 Writing for Producers  
 ENTM508 Developing the Feature  
 Screenplay  
 ENTM513 Leading Creative Development

## School of Communications Media

### Bachelor of Science in Communications Media (BS)

Emphasis in:

- Acting
- Animation
- Game Development
- Journalism
- New Evangelization
- Producing
- Production
- Post Production
- Screenwriting
- Television Studio Production

#### Mission and Purpose

JPCatholic University recognizes the sacramentality of the performing arts in communicating truth to global cultures. JPCatholic has therefore designed a curriculum to prepare students spiritually, physically, emotionally, and professionally for careers as writers, directors, producers, business owners, and investors in film, television, video, interactive media, and the stage. JPCatholic provides an academic, artistic, and practical environment for individuals who feel they are called to influence culture with Christian values.

Pope John Paul II wrote, "All communication has a moral dimension.... People grow or diminish in moral stature by the words they speak and the messages they choose to hear."

The curriculum tightly integrates the study of entertainment media - creative, technical and business. JPCatholic aims to mold creative, independent thinkers and leaders. Upon graduation, these leaders will work tirelessly to create and distribute media products that promote values beneficial to the common good and that strengthen family life. JPCatholic seeks to develop creative students to explore and realize novel ideas that are acknowledged for their artistic originality, creativity, and profitability.

JPCatholic believes that communications media has a serious public and spiritual mission, and that committed Catholic creators and leaders can and must make a significant difference

in the world. JPCatholic wants to educate those who concur. Possibilities for positive societal impact abound, but the possibility to do compelling work consistent with Catholic teachings that entertains, informs, engages, and is relevant to the societies in which we live is what drives our faculty, inspires our students, and molds our basic approach. JPCatholic will be a place where serious creative entertainment media is pursued, taught, dialoged, and improved - and hopefully invented. The primary emphasis will be the practical instruction focused on creativity and building businesses based on that creativity, religion, classical literature, ethics, world history, and culture. Students learn to observe the world's marketplaces for media and then target a media response that is both aligned with Catholic values as well as being profitable and sustainable.

The Communications Media student is exposed to the fundamentals of both liberal arts and the business of entertainment, as well as to advanced coursework, directed studies, industry experiences, and team projects. Students are exposed to all facets of entertainment project ideation, development, production, and distribution.

### **Program Learning Outcomes**

#### Ethical and spiritual development

- Students articulate a response to an ethical dilemma they are likely to encounter while working in media, based on a personal code of ethics informed by the teachings of Jesus Christ.

#### Media knowledge and understanding

- Students apply the concepts of storytelling, as practiced by the commercial entertainment industry, to create forward-thinking projects that communicate meaning and benefit their audience.
- Students demonstrate knowledge of specific aspects of media production that are directly relevant to their area of study.
- Students analyze media products at various stages of development from multiple points of view for technical and artistic excellence, effectiveness and meaning.

#### Entrepreneurial orientation & professional focus and development

- Students identify their specialized interest and value within media, and use the knowledge, skills and experience necessary to be hired by media companies, and, when appropriate to their specialty, analyze the commercial prospects for media products and articulate strategies to take advantage of business opportunities in both traditional and new media.

### **Required Courses Bachelor of Science in Communications Media**

JPCatholic will endeavor to offer the courses as outlined below; however, unforeseen circumstances sometimes require a change of scheduled offerings. Students are strongly advised to check the Schedule of Classes before relying on the schedule below.

Students must complete a minimum of 72 units of media related courses. Requirements for each emphasis are given below. Once the requirements for an emphasis are complete, electives can be chosen from another emphasis or other DIGM or ENTM courses. Up to 3 internships and 3 independent study courses may be taken for credit towards a degree.

### **Emphasis in Acting**

The BS degree in Communications Media with an emphasis in acting is dedicated to the training of exceptional actors who are prepared to use their skills in service of the New Evangelization. The acting curriculum is designed to develop body, voice and speech, as well as intellect and spirit, to form a person who is prepared to bring his or her gifts to the Church and the world. Perhaps nowhere is this truer than in the craft of acting. You'll learn to develop the character from the self, as well as mastering rehearsal and performance techniques. You will become familiar with the terminology and techniques of Stanislavski, which are the foundation of contemporary acting. Then you'll bring it all together with performance analysis, script analysis, and Meisner exercises to develop emotional honesty and reliance on impulse.

#### **Required Major Core Courses (6 Courses)**

ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey  
 ENTM207 Film Criticism and the Art of Visual Storytelling  
 ENTM410 Media Law and Ethics  
 ENTM421 Career Strategies – Film/Animation  
 ENTM480 Acting Practicum I

ENTM241 Acting Production Project I  
 ENTM316 Acting I: Foundations  
 ENTM319 Acting II: Acting and Text  
 ENTM320 Acting III: Character Building and Development  
 ENTM332 Movement for the Actor  
 ENTM333 Scene Study  
 ENTM430 Screen Acting  
 ENTM432 Acting Production Project II  
 ENTM433 Playing Shakespeare I  
 ENTM434 Cold Reading  
 ENTM435 Playing Shakespeare II  
 ENTM485 Acting Practicum II

#### **Emphasis in Acting (15 Courses)**

ENTM130 Introduction to Acting  
 ENTM131 Introduction to Performing Techniques  
 ENTM231 Voice and Speech

### **Emphasis in Animation**

The Animation emphasis provides students with a production approach to study animation. Students will explore major elements of animation including story development, pre-production, production and post-production. From developing unique stories and worlds, and populating them with memorable characters and creative environments to visually communicating those ideas through lifelike and stylized character performance, stunning locations, and visual effects, students will have numerous opportunities to gain theoretical knowledge and practical skills within their individual area of interest.

#### **Required Major Core Courses (6 Courses)**

ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey

ENTM207 Film Criticism and the Art of Visual Storytelling  
 ENTM410 Media Law and Ethics

ENTM421 Career Strategies –  
Film/Animation  
DIGM490 Production Studio I

### **Emphasis in Animation (15 Courses)**

#### Required:

DIGM100 Fundamentals of Art and Design  
DIGM107 History of Animation  
DIGM111 Observational Drawing  
DIGM122 Writing and Pitching a Script:  
Animation  
DIGM207 3D Fundamentals  
DIGM491 Production Studio II  
DIGM492 Portfolio Review

#### Electives:

Choose at least 8 courses from the following suggested focus areas.

#### Producing for Animation

DIGM110 Drawing in Perspective  
ENTM200 Fundamentals of Story  
Development  
ENTM203 The Producer: Planning for  
Production  
ENTM305 Film Finance  
ENTM311 Adaptation  
ENTM315 Advanced Producing  
ENTM400 Design for the Screen: Adobe  
After Effects  
ENTM420 Advanced Distribution and  
Marketing Strategies

#### Story Art & Directing

DIGM110 Drawing in Perspective  
DIGM202 Storyboarding  
DIGM210 Life Drawing I  
DIGM211 2D Animation I

DIGM310 Life Drawing II  
DIGM324 Directing: Animation  
ENTM200 Fundamentals of Story  
Development  
ENTM302 Directing I  
ENTM308 Sound in Film: Post-Production  
ENTM309 Cinematography  
ENTM311 Adaptation  
ENTM415 Advanced Cinematography  
Techniques

#### Animator

DIGM110 Drawing in Perspective  
DIGM202 Storyboarding  
DIGM210 Life Drawing I  
DIGM211 2D Animation I  
DIGM305 2D Animation II  
DIGM310 Life Drawing II  
DIGM322 3D Animation I  
DIGM323 Character Rigging: Animation  
DIGM414 3D Animation II  
ENTM130 Introduction to Acting

#### 3D Artist

DIGM110 Drawing in Perspective  
DIGM210 Life Drawing I  
DIGM213 Introduction to Texturing & UV  
DIGM214 Texturing & Lighting I: ANM  
DIGM310 Life Drawing II  
DIGM313 Hard Surface Modeling I  
DIGM314 Hard Surface Modeling II  
DIGM315 Texturing & Lighting II: ANM  
DIGM320 Environment Design I  
DIGM323 Character Rigging: Animation  
DIGM350 Organic Modeling I  
DIGM352 Organic Modeling II  
DIGM410 Drawing on Location

### **Emphasis in Game Development**

The Game Development emphasis provides students with unique opportunities to study many facets of game development. From combining the artistry of game design with interactive storytelling, and creating compelling characters and backgrounds to choreographing endless

hours of fun game play, and programming/scripting new game functionality, students will have numerous opportunities to gain theoretical knowledge and practical skills within their individual area of interest.

### **Required Major Core Courses (6 Courses)**

DIGM224 Interactive Story and Character Development  
 ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey  
 ENTM410 Media Law and Ethics  
 ENTM421 Career Strategies – Film/Animation  
 DIGM490 Production Studio I

### **Emphasis in Game Development (16 Courses)**

#### Required:

DIGM100 Fundamentals of Art and Design  
 DIGM106 Fundamentals of Game Design  
 DIGM111 Observational Drawing  
 DIGM207 3D Fundamentals  
 DIGM221 Fundamentals of Production: Gaming  
 DIGM330 Introduction to Programming  
 DIGM491 Production Studio II  
 DIGM492 Portfolio Review

### Electives:

Choose at least 8 courses from the following suggested focus areas.

#### Environment and Prop Artist

DIGM110 Drawing in Perspective  
 DIGM212 Texturing & Lighting I: GAME  
 DIGM213 Introduction to Texturing & UV  
 DIGM312 Interactive Visual Effects  
 DIGM313 Hard Surface Modeling I  
 DIGM314 Hard Surface Modeling II  
 DIGM318 Texturing & Lighting II: GAME  
 DIGM320 Environment Design I  
 DIGM321 Environment Design II: Gaming  
 DIGM410 Drawing on Location

#### Character Artist

DIGM110 Drawing in Perspective  
 DIGM210 Life Drawing I  
 DIGM212 Texturing & Lighting I: GAME  
 DIGM213 Introduction to Texturing & UV  
 DIGM310 Life Drawing II  
 DIGM312 Interactive Visual Effects  
 DIGM318 Texturing & Lighting II: GAME  
 DIGM350 Organic Modeling I  
 DIGM352 Organic Modeling II

### **Emphasis in Journalism**

The BS in Communications Media degree with an emphasis in Journalism prepares students professionally and spiritually for careers in the field of journalism. It provides an academically rigorous, yet practical environment for students called to impact culture for Christ. Journalism is a field in constant change as technology, governments, and people continue to shift and change. The last decade has ushered in an explosion of new communications technology which has changed the landscape of the news industry. At JPCatholic, you'll be prepared with the diverse skills necessary to meet the demand of this rapidly changing industry. The curriculum combines principles of traditional journalism and research with practical training in how to tell your stories across multiple platforms including print, online, and television. You'll gain real experience and have the opportunity to do a major investigative expose in the senior capstone project.



**Required Major Core Courses (6 Courses)**

ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey  
 ENTM207 Film Criticism and the Art of Visual Storytelling  
 ENTM410 Media Law and Ethics  
 ENTM421 Career Strategies – Film/Animation  
 Choose one of the following:  
 ENTM490 Senior Project I: Pre-Production  
 ENTM491 Senior Project II: Production  
 ENTM492 Senior Project III: Post-Production

**Emphasis in Journalism (11 Courses)**

JOUR100 Introduction of Print, Broadcast and Online Journalism  
 JOUR201 Research Evidence, Inference and Impact I  
 JOUR202 News Writing for Print  
 JOUR203 News Writing for Broadcast  
 JOUR301 Research, Evidence, Inference and Impact II  
 JOUR302 Reporting for Print and Broadcast  
 JOUR401 Research, Evidence, Inference and Impact III  
 ENTM250 TV Studio Production I  
 ENTM350 TV Studio Production II  
 ENTM361 Field Electronic News Gathering  
 ENTM460 The Business of Television Content Creation

**Emphasis in New Evangelization**

The BS degree in Communications Media with an emphasis in New Evangelization curriculum is inspired by Pope John Paul II's exhortation to young people to be inspired with new energies to the call to spread the Gospel to all nations. Our new millennium has ushered in an explosion of new media and channels in which to spread the Good News of Christ, and John Paul II called us to embrace these new means of communications to impact the culture in which we live. The New Evangelization emphasis embraces John Paul's exhortation to bring the light of the Gospel to all nations by passionately articulating the faith using new forms of communication.

The program is a rigorous integration of Sacred Scripture and theology, new media and film production. Students study God's Fatherly plan (the 'divine economy'), the unity of the Old and New Testament ('typology') and the relationship of salvation history to the Church's celebration of the Liturgy ('mystagogy'). Students are firmly rooted in the magisterial teaching of the Catholic Church as well as the philosophy and theology of St. Thomas Aquinas. In addition, students will be trained to effectively communicate what they have learned to others, focusing on ways to apply what they have learned to the task of evangelization. The Practicum classes give students the opportunity to practice communicating the faith, while having the guidance of experienced professors.

Students take a comprehensive mix of classes in media production, screen writing and storytelling, camera and lighting operations, sound recording and editing, post-production essentials, as well as directing and producing.

**Required Major Core Courses (6 Courses)**

ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey  
 ENTM207 Film Criticism and the Art of Visual Storytelling  
 ENTM410 Media Law and Ethics  
 ENTM421 Career Strategies – Film/Animation  
 THEO451 New Evangelization Practicum I

**Emphasis in New Evangelization (19 Courses)**

BIBL502 Philosophy and Biblical Interpretation  
 BIBL511 Pentateuch  
 BIBL512 Historical Books of the Old Testament  
 BIBL513 Prophets  
 BUSI200 Project Management  
 BUSI230 Public and Media Relations

**Emphasis in Producing**

The BS in Communications Media degree with an emphasis in Producing curriculum places equal emphasis on developing the creative/artist and acquiring key business leadership and management fundamentals. The curriculum is designed and continually updated to prepare students to master the complexities of today's global and ever-changing business environment for entertainment content creation in film, television, and new media. The students learn the fundamentals of the entertainment media industry, followed by two years of advanced coursework, directed studies, industry experiences, and team projects. Students learn the financial nuances of entertainment project development, production and distribution.

**Required Major Core Courses (6 Courses)**

ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey  
 ENTM207 Film Criticism and the Art of Visual Storytelling  
 ENTM410 Media Law and Ethics  
 ENTM421 Career Strategies – Film/Animation  
 Choose one of the following:  
 ENTM490 Senior Project I: Pre-Production  
 ENTM491 Senior Project II: Production

BUSI493 Overview of Deal Making  
 PHIL205 Ethics  
 PHIL206 The Republic  
 PHIL301 Epistemology  
 PHIL402 Political Philosophy  
 PHIL407 Metaphysics  
 PHIL410 Capstone Seminar  
 THEO321 Studies in John Paul II (THEO310 New Evangelization may be substituted for THEO321)  
 THEO322 Personal Dynamics and the New Evangelization  
 THEO331 Applied New Evangelization I  
 THEO332 Spirituality and the New Evangelization  
 THEO452 New Evangelization Practicum II  
 THEO502 Fundamental Theology and Biblical Interpretation

ENTM492 Senior Project III: Post-Production

**Emphasis in Producing (11 Courses)**Required:

ENTM103 Fundamentals of Post Production  
 ENTM104 Fundamentals of Production  
 ENTM105 Writing and Pitching a Script  
 ENTM203 The Producer: Planning for Production  
 ENTM302 Directing I

ENTM315 Advanced Producing

Electives:

Choose at least 5 courses.

ENTM200 Fundamentals of Story

Development

ENTM206 Production Execution

ENTM208 Writing Short Form Cinema

ENTM303 Directing II

ENTM305 Film Finance

ENTM311 Adaptation

ENTM400 Design for the Screen

ENTM420 Advanced Distribution and  
Marketing

ENTM490 Senior Project I: Pre-Production

ENTM491 Senior Project II: Production

ENTM492 Senior Project III: Post-  
Production

**Emphasis in Production**

The BS degree in Communications Media with an emphasis in Production curriculum covers the various aspects of production with a strong emphasis on shaping the creative and artistic vision of an entire project and executing its production. This program teaches students the art and craft of film and video production, while expanding their understanding of the critical components of this art form. The program seeks to stimulate the creative imagination, combined with the sense of Christian responsibility to give the visual storyteller the ingenuity and skill to take creative risks. At every stage, students are working on their own films with other students. The curriculum includes directing, cinematography, sound, lighting, special effects and screenwriting. The facilities, equipment, and resources provide students with an industry-standard education and experience with a soundstage, post-production lab, HD cinema cameras, and digital classrooms.

**Required Major Core Courses (6 Courses)**

ENTM101 Story, Genre and Structure

ENTM102 Media Survey

ENTM207 Film Criticism and the Art of  
Visual Storytelling

ENTM410 Media Law and Ethics

ENTM421 Career Strategies –  
Film/Animation

Choose one of the following:

ENTM490 Senior Project I: Pre-Production

ENTM491 Senior Project II: Production

ENTM492 Senior Project III: Post-  
Production

ENTM104 Fundamentals of Production

ENTM206 Production Execution

ENTM302 Directing I

Electives:

Choose at least 5 courses.

ENTM105 Writing and Pitching a Script

ENTM200 Fundamentals of Story  
Development

ENTM208 Writing Short Form Cinema

ENTM303 Directing II

ENTM306 Sound in Film: Production

ENTM309 Cinematography

ENTM311 Adaptation

ENTM318 Lighting

ENTM400 Design for the Screen

ENTM415 Advanced Cinematography

**Emphasis in Production (9 Courses)**

Required:

ENTM103 Fundamentals of Post  
Production

### Emphasis in Post-Production

The BS degree in Communications Media with an emphasis in Post-Production curriculum focuses specifically on the unique role post-production plays in telling a convincing story. This area of emphasis covers both the technical and artistic skills that are necessary to navigate the complex workflow of the post-production world. Students will have the opportunity to work within a variety of genres including short and medium form narrative, commercials, documentaries, webisodes and special effects. The curriculum includes editing, color grading, compositing, sound design and mixing, and various aspects of both visual and special effects.

#### Required Major Core Courses (6 Courses)

ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey  
 ENTM207 Film Criticism and the Art of Visual Storytelling  
 ENTM410 Media Law and Ethics  
 ENTM421 Career Strategies – Film/Animation  
 Choose one of the following:  
 ENTM490 Senior Project I: Pre-Production  
 ENTM491 Senior Project II: Production  
 ENTM492 Senior Project III: Post-Production

#### Emphasis in Post-Production (9 Courses)

##### Required:

ENTM103 Fundamentals of Post Production  
 ENTM104 Fundamentals of Production  
 ENTM206 Production Execution  
 ENTM302 Directing I

##### Electives:

Choose at least 5 courses.  
 ENTM105 Writing and Pitching a Script  
 ENTM208 Writing Short Form Cinema  
 ENTM303 Directing II  
 ENTM308 Sound in Film: Post-Production  
 ENTM310 Advanced Editing  
 ENTM400 Design for the Screen  
 ENTM417 Compositing and Color Grading

### Emphasis in Screenwriting

The BS degree in Communications Media with an emphasis in Screenwriting curriculum encompasses the tools of storytelling for the screen, which includes generating innovative ideas, developing character-drive stories, and translating those stories into scripts for film, TV, and the web. Also covered are ethical, financial, legal and labor issues of special concern to writers for the screen.

#### Required Major Core Courses (6 Courses)

ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey  
 ENTM207 Film Criticism and the Art of Visual Storytelling  
 ENTM410 Media Law and Ethics  
 ENTM421 Career Strategies – Film/Animation

#### Choose one of the following:

ENTM490 Senior Project I: Pre-Production  
 ENTM491 Senior Project II: Production  
 ENTM492 Senior Project III: Post-Production

**Emphasis in Screenwriting (9 Courses)**Required:

ENTM104 Fundamentals of Production  
 ENTM105 Writing and Pitching a Script  
 ENTM200 Fundamentals of Story Development  
 ENTM201 Writing for the Screen I  
 ENTM202 Writing for the Screen II  
 ENTM208 Writing Short Form Cinema

Electives:

Choose at least 3 courses.  
 ENTM206 Production Execution  
 ENTM260 Writing for TV Multi-Camera Production  
 ENTM302 Directing I  
 ENTM311 Adaptation  
 ENTM312 Advanced Writing Seminar I  
 ENTM403 Advanced Writing Seminar II

**Emphasis in Television Studio Production**

The emphasis in Television Studio Production teaches students how to create compelling media content within a multi-camera production environment. Programming that incorporates this unique production approach include newscasts, talk shows, variety shows, sitcoms, sports and location based events. Students will learn how to create and pre-produce a multi-camera show, operate all equipment found in a typical television studio, and how to write, shoot and edit content that supports the main program.

**Required Major Core Courses (6 Courses)**

ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey  
 ENTM207 Film Criticism and the Art of Visual Storytelling  
 ENTM410 Media Law and Ethics  
 ENTM421 Career Strategies – Film/Animation

Choose one of the following:

ENTM490 Senior Project I: Pre-Production  
 ENTM491 Senior Project II: Production  
 ENTM492 Senior Project III: Post-Production

**Emphasis in Television Studio Production (9 Courses)**Required:

ENTM103 Fundamentals of Post Production  
 ENTM104 Fundamentals of Production  
 ENTM105 Writing and Pitching a Script  
 ENTM250 TV Studio Production I

Electives:

Choose at least 5 courses.  
 ENTM260 Writing for TV Multi-Camera Production  
 ENTM310 Advanced Editing Techniques  
 ENTM318 Lighting  
 ENTM350 TV Studio Production II  
 ENTM361 Field Electronic News Gathering  
 ENTM400 Design for the Screen  
 ENTM460 The Business of Television Content Creation

### **Interdisciplinary Emphasis**

With approval from both the Academic Dean and the Department Chair, a current student may declare an interdisciplinary emphasis. An interdisciplinary emphasis is appropriate when a student who possesses unusual interests, superior ability, and exceptional self-discipline wishes to take courses that would normally fall outside his or her program. The interdisciplinary emphasis may consist of courses from multiple programs, including Business, Media, Philosophy, and Theology. An interdisciplinary emphasis does not modify the required core courses for a major. The student must have their class list approved by the Academic Dean. Students pursuing this emphasis must work closely with the Registrar to register for their courses.

## **Graduate School of Biblical Theology**

### **Master of Arts in Biblical Theology (MA)**

#### **Program Overview**

The Bible as the Soul of Theology. The Second Vatican Council explained, “the study of the sacred page is . . . the soul of theology” (*Dei Verbum* 24). The M.A. in Biblical Theology Program seeks to implement what the Council called for, namely, a biblical approach to theology. Indeed, our program aligns well with the teaching of Benedict XVI, who asserted, “where exegesis is not theology, Scripture cannot be the soul of theology, and conversely, where theology is not essentially the interpretation of the Church’s Scripture, such a theology no longer has a foundation” (*Verbum Domini* 35).

By focusing their study on God’s fatherly plan (the ‘divine economy’), the unity of the Old and New Testament (‘typology’) and the relationship of salvation history to the Church’s celebration of the Liturgy (‘mystagogy’), students will learn a biblically based approach to the major branches of Catholic theology (e.g., dogmatic, sacramental, moral).

Fidelity to Catholic Tradition. Students in our program will learn how to approach Biblical Theology in a way that is faithful to the Catholic Church’s living tradition. Their program of study will ensure that their understanding of Scripture and its role in Theology is well-formed by the magisterial documents of the Church. In addition, students will study the writings of the fathers and doctors of the Church. In particular, our program stresses the need for a thorough training in the philosophy and theology of St. Thomas Aquinas, the saint whom the church calls the ‘Common Doctor.’

Teaching and Scholarship. Finally, students will be trained to effectively communicate what they have learned to others, specifically through catechetical ministries and academic work. At the end of their course of study, students will be well formed for the task of evangelization and further academic work.

#### **Program Learning Outcomes**

By the time they graduate, students will be able to:

- Analyze and explain the literary, historical, and theological dimensions of the books of the Bible.
- Critique contemporary biblical scholarship from a Catholic perspective.
- Analyze the various branches of Catholic theology (e.g., dogmatic, sacramental, moral) and their relationship with one another, with particular attention to how the “study of the sacred page” informs each field.
- Develop ways to effectively improve their ability to communicate and / or teach their understanding of Scripture and Theology to others.

### **Unique Curriculum**

Our program offers a unique integration of the various branches of theology with a heavy concentration in the study of Sacred Scripture. In this, our curriculum is unique. Whereas most theology programs offer little more than basic introductory courses in the Old and New Testaments, ours involves in-depth study of all of the major categories of biblical literature. Likewise, whereas most graduate biblical studies programs offer their students little in terms of theological formation, students in the M.A. in Biblical Theology program at JPCatholic take courses in the major branches of Catholic theology. Furthermore, since one of the goals of this degree is not only personal formation but also evangelization, students will be trained to communicate to others what they have learned by, among other things, teaching in a parish and/or classroom environment.

### **Prospective Students**

This program has two primary practical aims: to train students for the work of evangelization and to prepare students to engage in scholarship. The degree is ideal for those interested in working in pastoral ministry, religious education as well as those who simply want to have a better understanding of their faith. Likewise, the M.A. in Biblical Theology program will help to form those interested in pursuing a career as a Catholic academic. In sum, students will learn how to both interact with contemporary scholarship as well as how to effectively communicate what they have learned at the parish level.

### **Relationship With JPCatholic Undergraduate School**

At the undergraduate level, John Paul the Great Catholic University focuses on impacting culture through the fields of business and media. The close proximity to the tools of evangelization will offer unique opportunities for the practical application of this degree.

### **Two Tracks**

M.A. students will have a choice between an Exegetical track and a Catechetical track. Both tracks will retain the same core of thirteen Scripture and Theology courses plus two elective courses. Students in the Exegetical track will also take two courses in New Testament Greek, while students in the Catechetical track will complete two Practicum courses and focus on teaching. At the end of the program Exegetical track students will either take a comprehensive exam or, if their thesis proposal is accepted, may write a thesis. Catechetical track students will take a comprehensive exam.

**Catechetical Track**

Students will be trained to effectively communicate what they have learned to others and focus on ways to apply what they have learned in their own lives and thus be well formed for the task of evangelization. The Catechetical track is ideal for those interested in working in pastoral ministry or religious education, as well as those who simply want to have a better understanding of their faith.

**Exegetical Track**

Students will learn to interact with contemporary scholarship, focus on academic research, as well as further work in biblical and theological scholarship. They will also develop a basic facility in New Testament Greek, thus gaining the ability to read the biblical texts as they were originally written, bypassing the filter of centuries of translations. The Exegetical track will help form those interested in going on to PhD programs or a future career as a Catholic academic.

**Online Learning**

The Masters in Biblical Theology program is entirely available online. Distance students have the opportunity to take any of the classes from our academically rigorous program. Our online learning tools ensure that students get a virtual equivalent to the experience of students studying on campus. All Biblical Theology classes are available in high-quality video created in our state-of-the-art production facilities, so that students can be fully immersed in the actual classroom experience. Videos are available all quarter, allowing students to view course lectures multiple times. Moreover, online students are able to participate in discussions with professors and students via discussion groups, where they are immersed in a virtual graduate student culture, participating in conversations led by the professors. Online students are also enabled in their studies by electronic library resources and databases as well as being given the ability to check out books from our library on campus via mail.

**Biblical Theology Graduate Certificate Program**

Certificates are a widely respected credential offered by many colleges and universities to those who want to acquire a new body of knowledge. Graduate certificate students must already have a bachelor's degree. Some students use the certificate program to test the water in order to determine whether they will pursue a Masters degree in Biblical Theology. Courses may be completed in the classroom or through our online program.

The Graduate certificate program meets our high academic standards. The Graduate certificate documents the student's completion of the rigorous and focused program of study at the graduate level. It provides access to our top-notch graduate courses for the serious learner and documents his or her accomplishments.

**Graduate Certificate in Catholic Theology, Level I**

(16 Credits)

THEO502 Fundamental Theology and Biblical Interpretation

BIBL511 Pentateuch

BIBL513 Prophets



BIBL521 Synoptic Gospels and Acts  
 THEO505 Ecclesiology and Eschatology

### **Graduate Certificate in Catholic Theology, Level II**

(16 Credits)

BIBL502 Philosophy and Biblical Interpretation  
 BIBL512 Historical Books of the Old Testament  
 BIBL523 Pauline Epistles  
 THEO503 Trinity and the Divine Economy  
 THEO504 Christology and Soteriology

### **Graduate Certificate in Catholic Theology, Level III**

(16 Credits)

THEO532 Moral Theology and Spiritual Theology  
 THEO511 Liturgical and Sacramental Theology  
 BIBL526 Johannine Literature and the Apocalypse  
 Elective I  
 Elective II

### **Required Courses Master of Arts in Biblical Theology**

There are 15 courses required in the Biblical Theology program. In addition to these, depending upon whether one is in the Catechetical track or the Exegetical track, students must complete two practicum experiences (Catechetical track) or two language requirements (Exegetical track). Students complete the program by either taking comprehensive exams or writing a thesis. The thesis option is available only for Exegetical track students whose thesis proposal has been approved.

Student must complete a minimum of 57 credits of graduate theology courses.

### **Required Core Courses**

BIBL502 Philosophy and Biblical Interpretation  
 BIBL511 Pentateuch  
 BIBL512 Historical Books of the Old Testament  
 BIBL513 Prophets  
 BIBL521 Synoptic Gospels and Acts  
 BIBL523 Pauline Epistles  
 BIBL526 Johannine Literature and the Apocalypse  
 THEO502 Fundamental Theology and Biblical Interpretation  
 THEO503 Trinity and Divine Economy  
 THEO504 Christology and Soteriology  
 THEO505 Ecclesiology and Eschatology  
 THEO511 Liturgical and Sacramental Theology  
 THEO532 Moral Theology and Spiritual Theology

Elective I

Elective II

### **Remaining Requirements for Students in the Exegetical Track**

BIBL531 New Testament Greek I

BIBL532 New Testament Greek II

### **Remaining Requirements for Students in the Catechetical Track**

THEO551 Practicum I

THEO552 Practicum II

### **Comprehensive Exams or M.A. Thesis**

Students will complete their course of study by demonstrating that they have mastered the material covered in their various classes. In addition, students must be able to demonstrate an ability to integrate the elements of the various courses into a coherent theological synthesis.

This can be done in one of two ways.

### **Comprehensive Exams**

Most students in the Exegetical track and all students in the Catechetical Track will take comprehensive exams, which will be constituted by questions from each of the courses taken and focus the student's attention on bringing together all that the student has learned in the program.

### **M.A. Thesis**

Students in the Exegetical track may be approved to write a M.A. Thesis. In order to do so, students must submit a proposal before they have completed more than 50% of their course work, though students are encouraged to begin the process as early as possible in their studies. If a student's proposal is approved, a thesis director will be assigned him or her. The director and the student should remain in frequent contact regarding the chosen topic from that time forward. In consultation with their advisor, students will choose to write their papers in various courses on topics that contribute to their thesis project. The thesis itself is to be about 60-80 pages in length and will pull together elements already researched and written in the papers submitted for other courses. The thesis will demonstrate the student's ability to identify and investigate a question relating to the field of Biblical theology, to carry out research appropriate to the topic and to organize and present his or her work in a critical and coherent manner. The final draft of the thesis is due by the fifth week of the quarter in which they are enrolled in the thesis course. The advisor will either pass the thesis on to the Chair of the department or make further suggestions. The student has three weeks to make whatever changes need to be made. A committee of at least two faculty members will read the final submitted form of the thesis. Together they will decide to either pass or fail the thesis according to criteria as described in the Thesis Rubric. A public defense may be scheduled if the director and student agree that such is desirable.

### **Transferring in Courses Already Taken**

For more information, please see the Transfer Credit Guide section of this Catalog.

### **Timetables for Course of Study**

It is expected that a full-time student would be able to complete the degree as a “standard plan”: in eight quarters (two years, taking no less than 2 courses a quarter). Students may opt to enter the “accelerated plan” which will enable them to finish the program in 4 quarters (1 year), or there is the option for an “extended plan” for 12 quarters (3 years).

## **Continuing Education Certificates**

The Continuing Education Certificate programs (Certificate of Catholic Theology and Certificate of Philosophy) meet our high academic standards and may be taken through our online program. Each of the Certificates documents the student's completion of a focused program of study. The Certificate of Catholic Theology contains five courses that cover the New Testament, Old Testament, and the Catechism of the Catholic Church. The Certificate of Philosophy contains five courses in philosophical thought from a solid Catholic perspective, covering areas from the basic structures of sound reasoning and classic Aristotelian logic to the “problem of evil” and the question of free will.

### **Continuing Education Certificate of Catholic Theology**

CECT060 Introduction to the New Testament

CECT061 Introduction to the Old Testament

CECT062 Catechism I: The Creed

CECT063 Catechism II: Catholic Spirituality

CECT064 Catechism III: Catholic Morality

### **Continuing Education Certificate of Philosophy**

CECP050 Sound Reasoning

CECP051 Understandings of Nature

CECP052 Nature of the Human Being

CECP053 Philosophy, Politics and Government

CECP054 Metaphysics and Natural Theology

The Continuing Education Certificates are non-degree seeking and the student does not earn college credit. Upon completion of the courses within either the Certificate of Catholic Theology or Certificate of Philosophy the student will be mailed a Certificate of completion.

## Academic Policies

### Bachelor's Degree Requirements

To earn a Bachelor of Science degree at John Paul the Great Catholic University, a student must:

- Complete a minimum of 180 units of credit.
- Fulfill the University's General Education requirements.
- Fulfill the major program requirements.

This can be achieved in 3 years taking fifteen units per quarter for four successive quarters per year. JPCatholic operates on the quarter system. **Most courses carry 3-units of credit unless otherwise noted.** 3-units of credit requires at least 30 contact hours of lecture, discussion, recitation, seminar, or colloquium, as well as a minimum of 60 hours of student homework. One contact hour is the equivalent of 55 minutes of class time or 60 minutes of independent study work.

All course work required for a Bachelor's degree must be completed by the end of the Summer quarter of the year of filing for graduation. Candidates for a bachelor's degree must have completed a major – the requirements for each major are laid out in its course matrix. A student must have declared a major upon completion of their second year of study at JPCatholic. A change of major after that will require individual petition to the Academic Dean.

### Double Major Requirements

To graduate with a double major, a student must complete: 1) all General Education courses, 2) all core courses for each major, 3) an emphasis under each major, and 4) a minimum of 180 credits. If the required courses to complete the chosen majors and emphases total less than 180 credits, the student must take the necessary number of electives to reach this amount. Electives must be from the same department(s) as one or both of the double majors. Pursuing a double major may vastly extend a student's timeframe to completion. Double majors must be approved by the department chairs of each respective program and the Registrar.

### Double Emphasis Requirements

To graduate with a double emphasis, a student must fulfill the requirements for two emphases within a major. A course may not count towards both emphases, unless it is part of the core emphasis requirements for both emphases. Emphasis electives may only be counted towards one emphasis. Pursuing some double emphasis combinations may extend a student's timeframe to completion. Double emphases must be approved by the department chair and the Registrar.

## Graduation and Commencement

Commencement at John Paul the Great Catholic University is a symbolic ceremony provided for students, faculty, and families in celebration of the students' accomplishments.

Students who are in good academic standing, have completed degree requirements (including the official recording of transfer work), and are clear of financial obligations to the university may participate in the University's annual Commencement exercises.

Degrees are awarded only after required courses are completed with minimum required credits and grades are earned and posted for all courses.

Students with outstanding balances on their account will not be permitted to participate in the Commencement ceremony and are not entitled to receive a diploma or certificate, transcripts, final grades, and/or other possible University-provided verifications until the balance is paid in full.

## Credit Hour Policy

John Paul the Great Catholic University operates under a quarter credit hour system, with approximately 10 weeks per quarter. An academic year has 3 quarters. JPCatholic operates 4 quarters per calendar year. The "credit hour policy" aims to both codify JPCatholic's credit hour requirements and to comply with Federal and accrediting agency guidelines. The policy applies to all courses offered by JPCatholic.

The credit hour policy applies equally to courses of varying credits, duration, and modes of instruction. Regardless of the mode of instruction, courses should be consistent in terms of purpose, scope, quality, assessment, and expected learning outcomes with other courses with the same department code, number, and course title. The course syllabus should reflect the course's credit hours and the amount of work required to earn those credits.

### Standard Undergraduate Courses

One unit credit hour is assigned to one hour (55 minutes) of classroom time with a minimum of two hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week throughout one quarter of approximately 10 weeks in length. Thus, a three unit class requires nine hours of total work per week, and 90 hours per quarter on the part of the student. In general, undergraduate courses should not carry more than four units.

### Standard Graduate Courses

One unit credit hour is assigned to one hour (55 minutes) of classroom time with a minimum of two/three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week throughout one quarter of approximately 10 weeks in length. Thus, a three unit class requires nine to twelve hours of total work per week, and 90 to 120 hours per quarter on the part of the student.

**Other Academic Activities**

Alternately, if the time is wholly occupied with either a seminar, studio, field, online or internships, a minimum of 30 hours of student work is expected for each unit of credit. It is conceivable that there may be other modes of instruction, which can satisfy of the credit hour requirement. These modes require the approval of the pertinent department and/or the appropriate Academic Dean. One unit credit hour is assigned to three hours of student work per week throughout one quarter of approximately 10 weeks in length or approximately 30 hours of work over a quarter.

**Internship Courses**

One unit of credit hour is assigned to at least 30 hours of internship work throughout the course of one quarter.

**Independent Study Courses**

One unit of credit hour is assigned to the equivalent amount of work to 60 minutes of classroom time per week with a minimum of two hours of out-of-classroom time studying and doing homework or research per week throughout one quarter. The faculty supervisor, the Registrar and the Academic Dean must approve independent study courses.

**Practicum Courses**

The MA in Biblical Theology program (Catechetical track) requires students to complete two practicum courses in classrooms. Each practicum experience is allocated three units (5 hours of teaching and 85 hours of independent preparation and assessment). Experienced teachers observe practicum students and provide supervision and feedback.

**Online and Hybrid Courses**

One unit of credit hour is assigned at least 3 hours of contact time either through direct classroom discussion or through online video or audio presentations, assigned reading and quizzes, and discussions (For example: Scripture 1, a 3-unit course). So if the student spends 2 hours viewing the video material, they would have to spend 7 hours work during the week in online or phone discussion, reading and assignments.

**Attendance Policy**

JPCatholic's policy relating to student attendance, academic progress and performance is derived from its fundamental belief that the student's success is core to its mission. It recognizes that students in general will not share the same levels of commitment and motivation. The Dean of Students tracks the progress of all students in real-time. Particular attention will be paid to raising an alert when a student's performance has started to spiral downwards.

Physical attendance is mandatory for undergraduate students taking a course on campus. Students must be present at the beginning and remain for the entirety of each class session or they will be marked absent. In addition, student participation will involve participating in class

discussion. Attendance requirements for online or hybrid courses may not simply be fulfilled by physical attendance but through other activities (e.g., online interaction, conference calls, etc.). A student who misses more than 20% of a course due to *unexcused* absences cannot receive a passing grade for the course. Penalties for missing up to 20% of the course are to be determined by the professor. A student may not be excused for more than 30% of course sessions. Excused absences may be granted at the professor's determination (e.g., serious illness; make-up assignments may be assigned to cover missed material, etc.).

### **Dealing with an absence**

In the case a student is aware he or she is going to be absent for a particular session or sessions, arrangements may be made with the professor. Barring a medical emergency or other extreme circumstance, such arrangements must be made prior to the course session to be missed. It is up to each professor to determine whether the absence will be excused.

### **Academic Standing**

For university certification purposes, an undergraduate student with a cumulative GPA of 2.5 or above or a graduate student with a cumulative GPA that meets their program specifications (see Progress Toward Degrees) or above is considered to be in good academic standing and may re-enroll and register for classes.

### **Progress Toward Degrees**

#### **Undergraduate Students**

In order to apply the credit units of a course toward the unit requirements for a degree, a student must receive an A, B, C, D, or P grade in the course. (Plus or minus suffixes (+/-) may be affixed to A, B, C, and D.) Further, a student must have a cumulative 2.5 or higher GPA and his or her record must not bear more than two entries with a grade of a D to receive a bachelor's degree.

#### **Graduate Students**

In order to apply the credit units of a course toward the unit requirements for a degree, a student must receive an A, B, or P. (Plus or minus suffixes (+/-) may be affixed to A & B.) Students who receive a C will need to retake the course, unless an exception is granted by the department chair of the relevant program. A grade below C- cannot apply towards a graduate degree. The university requires graduate students to maintain a minimum cumulative GPA of 2.70. A department may implement a standard higher than the minimum university GPA. A graduate degree will not be awarded to a student whose overall cumulative GPA does not meet the university's standard or their program standard, whichever is higher. A student may repeat a class once to improve his or her GPA.

#### **Graduate Programs Minimum Cumulative GPA Requirement**

MA Biblical Theology	2.70
MBA Film Producing	2.70

## **Satisfactory Academic Progress for Federal Financial Aid & Cal Grant Aid**

### **Undergraduate Students**

John Paul the Great Catholic University (JPCatholic) is required by federal law to establish specific standards for measuring Satisfactory Academic Progress (SAP) for students receiving financial aid.

Financial aid recipients are expected to make reasonable and timely academic progress toward their declared program objective each quarter. Reasonable progress is measured by the following standards:

1. The GPA Standard
  - a. Meet the minimum cumulative grade point average required (2.5).
2. The Pace Standard
  - a. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted.
3. The Maximum Time Frame Standard
  - a. Maximum timeframe for completion of the Undergraduate degrees while receiving Title IV (Federal Financial Aid) funds is 270 credit hours.

The Registrar will check undergraduate grades and credits at the end of each quarter to determine satisfactory progress of each student. The Registrar will keep a master document each quarter indicating whether students have maintained, lost, or reestablished their satisfactory progress. If a student's eligibility is impacted, they will be notified by letter and a copy will be placed in their file.

Maximum timeframe for completion of the Undergraduate degrees while receiving Title IV (Federal Financial Aid) funds is 270 credit hours. At the time of each determination, each student's GPA must be 2.5 or higher. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted. If students do not meet the GPA and/or Pace requirements, they are not maintaining Satisfactory Academic Progress and will be placed on Financial Aid Warning for one quarter. If, at the end of that quarter the student still has not met the GPA and pace standards outlined above, they will lose all eligibility for Title IV aid.

If a student has lost eligibility, they may reestablish their Satisfactory Academic Progress at the end of their next quarter by increasing their GPA and pace to meet the minimum standards listed above.

### **Graduate Students – MBA Program**

John Paul the Great Catholic University (JPCatholic) is required by federal law to establish specific standards for measuring Satisfactory Academic Progress (SAP) for students receiving financial aid.



Financial aid recipients are expected to make reasonable and timely academic progress toward their declared program objective each quarter. Reasonable progress is measured by the following standards:

1. The GPA Standard
  - a. Meet the minimum cumulative grade point average required (2.70).
2. The Pace Standard
  - a. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted.
3. The Maximum Time Frame Standard
  - a. Maximum timeframe for completion of the MBA degree while receiving Title IV (Federal Financial Aid) funds is 103.5 credit hours.

The Registrar will check MBA grades and credits at the end of every two quarters to determine satisfactory progress of each student. The Registrar will keep a master document each quarter indicating whether students have maintained, lost, or reestablished their satisfactory progress. If a student's eligibility is impacted, they will be notified by letter and a copy will be placed in their file.

Maximum timeframe for completion of the MBA degree while receiving Title IV (Federal Financial Aid) funds is 103.5 credit hours. At the time of each determination, each student's GPA must be 2.70 or higher. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted. If students do not meet the GPA and/or Pace requirements, they are not maintaining Satisfactory Academic Progress and will be placed on Financial Aid Warning for one quarter. If, at the end of that quarter the student still has not met the GPA and pace standards outlined above, they will lose all eligibility for Title IV aid.

If a student has lost eligibility, they may reestablish their Satisfactory Academic Progress at the end of the next quarter by increasing their GPA and pace to meet the minimum standards listed above.

### **Graduate Students – MA Program**

John Paul the Great Catholic University (JPCatholic) is required by federal law to establish specific standards for measuring Satisfactory Academic Progress (SAP) for students receiving financial aid.

Financial aid recipients are expected to make reasonable and timely academic progress toward their declared program objective each quarter. Reasonable progress is measured by the following standards:

1. The GPA Standard
  - a. Meet the minimum cumulative grade point average required (2.70).
2. The Pace Standard

- a. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted.
3. The Maximum Time Frame Standard
    - a. Maximum timeframe for completion of the MA degree while receiving Title IV (Federal Financial Aid) funds is 85.5 credit hours.

The Registrar will check MA grades and credits at the end of every two quarters to determine satisfactory progress of each student. The Registrar will keep a master document each quarter indicating whether students have maintained, lost, or reestablished their satisfactory progress. If a student's eligibility is impacted, they will be notified by letter and a copy will be placed in their file.

Maximum timeframe for completion of the MA degree while receiving Title IV (Federal Financial Aid) funds is 85.5 credit hours. At the time of each determination, each student's GPA must be 2.70 or higher. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted. If students do not meet the GPA and/or Pace requirements, they are not maintaining Satisfactory Academic Progress and will be placed on Financial Aid Warning for one quarter. If, at the end of that quarter the student still has not met the GPA and pace standards outlined above, they will lose all eligibility for Title IV aid.

If a student has lost eligibility, they may reestablish their Satisfactory Academic Progress at the end of the next quarter by increasing their GPA and pace to meet the minimum standards listed above.

**Note: Academic and Financial Aid Policies are Different**

Be aware that ACADEMIC policy is different from FINANCIAL AID policy. There are instances where students are eligible to attend school, but not eligible for financial aid. Contact the Financial Aid office if you have questions regarding Financial Aid eligibility. Students receiving institutional financial assistance should refer to information in the Financial Aid section of this catalog; unique scholarship eligibility requirements must be met.

## **Probation**

### **Undergraduate Students**

An undergraduate student is subject to academic probation if at the end of a quarter his or her cumulative GPA is less than 2.5. A student whose quarterly GPA is below 2.5 but whose cumulative GPA is above 2.5 will receive an academic warning letter, but will not be placed on academic probation. The Registrar will check grades and credits at the end of each quarter to determine satisfactory progress of each student, documenting by letter (copy in file) if a student is placed on academic probation or academic warning.

### **Graduate Students**

A graduate student is required by the university to maintain a minimum cumulative grade point average of 2.70 in his or her program. A department may implement a standard higher than the minimum university GPA (see Progress Toward Degrees). If a student's cumulative GPA drops below the minimum, he or she will be placed on academic probation.

### **Graduate Programs Minimum Cumulative GPA Requirement**

MA Biblical Theology	2.70
MBA Film Producing	2.70

## **Dismissal Policy**

### **Undergraduate Students**

A student is subject to academic dismissal if at the end of a quarter his or her GPA for that quarter is less than 1.5 or if he or she has completed two successive quarters on academic probation without achieving a cumulative grade point average (GPA) of 2.5. Continued registration of the student who is subject to dismissal will be at the discretion of the Academic Dean. If a student is not currently in scholastic good standing or has been denied registration for the next ensuing quarter on the date on which he or she left the university, a statement of his or her status shall accompany his or her transcript.

To be in good academic standing and to be eligible to graduate, undergraduate students must maintain a GPA of 2.5.

### **Graduate Students**

A student is subject to academic dismissal if he or she has completed a quarter on academic probation without achieving a cumulative GPA that meets their program specifications (see Progress Toward Degrees). A student will be academically disqualified if he or she has received more than three grades of C+ and below. If a student's final grade in a class is below a C- he/she will be dismissed from the program, unless Senate approval is granted to repeat the course.

### **Academic Dismissal Appeals**

Students who are academically dismissed from the University may appeal that dismissal. Students wishing to initiate the appeal should do so within 30 days of notification of dismissal by contacting the Academic Dean.

## **Withdrawing from the University**

JPCatholic recognizes that there are various reasons for students withdrawing from the university. Enrolled or registered (paid fees) students who wish to withdraw either prior to or during the quarter will be required to complete the Official Withdrawal Form. The form should be filed with the Registrar's Office. This form will serve two purposes 1) a means to provide a

refund of fees, if appropriate; 2) automatic withdrawal from classes. Students considering withdrawing will be urged to consult with their academic advisor.

If a student withdraws before the end of the add/drop period, no course entries will appear on the student's transcript for that quarter.

If a student withdraws after the end of the add/drop period and before the end of the seventh week of instruction, the registrar will assign a final grade of W to the student for each course in which the student was enrolled at the beginning of the third week of instruction. Only the Registrar may assign a W.

The student will receive a final grade for each course in which the student was enrolled after the end of the seventh week of instruction of the quarter.

When an instructor has assigned a grade in a course prior to the end of the seventh week of instruction, dropping the course or withdrawing from the university may not subsequently change that grade.

Courses in which a W has been entered on a student's transcript will be disregarded in determining a student's grade-point average.

### **Leave of Absence Policy**

Students, in good academic standing, who will be taking a leave of absence should complete the appropriate form with the Registrar and with the Department of Student Life (if applicable). A leave of absence is defined as being absent from the university between one and three quarters. Students who are absent for more than three quarters are considered to be withdrawn. Voluntary Medical Leave of Absence and Involuntary Leave of Absence situations are governed by separate policies. See the appropriate sections below. Students may take up to two leaves of absence while remaining enrolled at the university. Students who need to take an additional leave of absence (for any reason) should petition for an exception (see the section on Use of Student Petition).

### **Readmission to the University**

Students who have taken a leave of absence are considered to be continuing students and should contact the Registrar's Office to re-enroll no later than four weeks prior to the beginning of the next quarter they wish to re-enroll. The readmission process after Voluntary Medical Leave of Absence or Involuntary Leave of Absence is different from that outlined in this section. See the appropriate sections below.

Students who have withdrawn from the university, have not been enrolled for more than three quarters, or who were dismissed from JPCatholic should contact the Admissions Office for readmission no later than four weeks prior to the beginning of the next quarter they wish to re-

enroll. Students must complete the online application, essay, and pay the \$50 application fee. Other materials submitted with the students' prior application do not need to be resubmitted as part of the readmission application.

Students who attended another institution since leaving JPCatholic must submit official transcripts for academic work completed. Please see the Transfer Credit Guide section of this Catalog for more details.

Students who were in good academic standing and have been readmitted must consult with the Registrar's Office before enrollment. Students must adhere to the graduation requirements in effect at the time of readmission or those subsequently established.

Students who were on probation or subject to dismissal the last quarter of attendance at JPCatholic, but were not dismissed, must consult with the Registrar's Office and establish a contract before enrollment.

Students who were dismissed from JPCatholic, but have subsequently met the conditions stipulated in their original dismissal letter, must consult with the Registrar's Office and establish a quarterly contract before readmission and enrollment.

## **Voluntary Medical Leave of Absence Policy**

### **Introduction**

A student may experience physical or psychological conditions that significantly impair the student's ability to function successfully or safely in his or her role as a student. In such cases, the student may decide that time away from the University for treatment and recovery can help restore functioning to a level that will enable the student to return to the University and perform successfully in and out of the classroom. The University has an interest in students receiving appropriate care not only for their own well-being, but also for the well-being of the larger community with whom the student interacts.

When a student initiates a Medical Leave of Absence (MLOA), JPCatholic may establish criteria regarding the student's eligibility for returning to the campus community. The criteria include, but are not limited to, compelling evidence that the condition that precipitated the need for the MLOA has been sufficiently treated or ameliorated to the point where it will no longer adversely affect the student's or the community's safety or functioning.

### **Obtaining a Medical Leave of Absence**

Approval for a MLOA is ultimately granted by the Dean of Students (DOS) or the DOS's designee. Before approval, the student must:

- Present a notice to the DOS from a medical professional, based on a current assessment of the student (within the last 60 days); the note should indicate the condition(s) requiring a MLOA and recommend that a MLOA be granted;

- Complete the LOA Request Form, including obtaining the signature of the Registrar; and,
- Schedule an appointment with the DOS or DOS's designee to discuss and review the MLOA request.

The MLOA request may be made at any time during the quarter, but must be completed no later than the last day of classes in a quarter, including the requisite evaluation and any related paperwork for the Dean's office. Requests not completed by the last day of classes will be considered late requests and will be considered for the following quarter barring exceptional circumstances.

The DOS or DOS's designee will make the final determination in a timely manner (usually within 5 days) whether the MLOA will be granted, in consultation with other relevant University officials. The approval or denial of a MLOA will be provided to the student in writing.

The DOS granting the leave will specify the terms of the MLOA including conditions for return to the University following the leave. At a minimum, a MLOA will be for one quarter and, depending on the timing of the request and the nature of the circumstances, the MLOA may involve additional quarters to allow sufficient time for full recovery, a sustained period of stability, and to increase the student's opportunity for success upon his/her return to the University. A MLOA cannot be granted for more than one calendar year.

### **Returning to JPCatholic after a Medical Leave of Absence**

When a student seeks to return to the University after a MLOA, the DOS or DOS's designee will determine whether the student has satisfied the conditions and is permitted to return. To start the process, at least 14 days prior to the start of class in the quarter during which the student wishes to return, the student must present in writing to the DOS:

- A notice indicating an intention to return in the upcoming quarter; and
- Evidence that the student has satisfied the conditions of return, including a notice from a medical professional based on a current assessment of the student (within the last 30 days), indicating that the student is ready to return to academia.

After receiving the above information, the DOS or DOS's designee will make a timely determination (usually within 5 days) whether the student has met the conditions for re-entry, and will inform the student in writing of the decision.

A student who is not reinstated within one calendar year of taking a voluntary medical leave (either because s/he is not eligible for reinstatement or because it is not sought) shall be administratively withdrawn from the University and must reapply, if s/he desires to return at a later date.

**Effect on Academic Status**

In the event of a MLOA, changes of grades to W will be recorded on the student's transcript for all courses taken that academic session that the student has not completed. The University's refund policy will apply.

**Effect on Housing Status**

If a student takes a MLOA from the University under this policy and has been living in the residence, the residential contract will be canceled and the student will not be assessed a breakage fee. The student will receive a refund of housing fees on a pro rata basis for the academic session in which the leave occurs.

**Appeal**

Students have a limited right to appeal either the DOS or DOS's designee's denial of a MLOA or denial of a petition to return after a MLOA. All appeals must be submitted in writing to the President of the University within 5 days of receiving the denial. The appeal must cite at least one of the following reasons for reconsideration of the decision:

- Applicable procedures were not followed;
- The decision of the DOS or DOS's designee was arbitrary; or
- Significant new evidence warrants reconsideration of the decision.

Within 30 days of the receipt of the written appeal, the President will notify the student in writing of the decision regarding the appeal. The decision of the DOS will remain in effect unless or until otherwise changed on appeal.

**Involuntary Leave of Absence Policy****Introduction**

JPCatholic is committed to preserving the safety, security and well-being of students and all other members of the University community. When a student engages in disruptive or dangerous behavior, the University reserves the right to request or require the student to take leave from the University according to the terms of this policy. Any such request or requirement for involuntary leave shall be in addition to any disciplinary action that may be taken under other applicable University policies or procedures.

**Definition**

The term "disruptive or dangerous behavior" includes but is not limited to the following:

- Behavior that poses a threat to self, including but not limited to a suicidal attempt, gesture, or statement of suicidal attempt;
- Behavior that demonstrates an imminent, foreseeable or existing threat to the safety or well-being of a student and/or other member of the University community on or off campus;
- Behavior that seriously disrupts or interferes with the ability of other students, faculty, or staff to participate in the educational programs, living environment, or employment opportunities offered by the University;

- Behavior that indicated that a student is unable to control his/her behavior or to perform the essential functions of a student.

## **Procedures**

### **Involuntary Temporary Leave or Other Restrictions: Interim Determination**

The Dean of Students (DOS) or the DOS's designee is responsible for making an interim determination whether a student has engaged in behavior that triggers the application of this policy. The DOS or the DOS's designee will:

- Review all initially available information and if possible, consult with appropriate University representatives. These representatives generally will include the Behavioral Assessment Team (BAT) members, as well as other employees of the University;
- Make an individualized and objective assessment of the student's ability to safely participate in the University's program, where appropriate based on a reasonable medical judgment relying on the most current medical knowledge or the best available evidence. As a portion of this assessment, the DOS or the DOS's designee may require the student to present records from one or more outside medical or other professionals, or complete an evaluation by one or more University appointed medical professionals. The DOS or DOS's designee's assessment will determine the nature, duration and severity of the risk; the probability that the potentially threatening injury will actually occur; and whether reasonable modifications of policies, practices or procedures will sufficiently mitigate the risk;
- Contact the student's parents, if appropriate; and,
- If time permits, provide the student with an opportunity to meet with the DOS or DOS's designee to respond to the evidence of the dangerous and/or disruptive behavior and to receive counseling about the option of withdrawing from the University and/or initiating the process for a voluntary leave from the University. If the student chooses this option, he/she shall be subject to the same terms and conditions as someone who is required to leave involuntarily.
- On occasion, an emergency situation may require the DOS or the DOS's designee to make the interim determination without consultation of the student. In these cases, as soon as possible, the DOS or the DOS's designee will provide the opportunities notes above.

If the interim determination is that the student engaged in disruptive and/or dangerous behavior, and there is concern for the safety of the student or the University community, the DOS or the DOS's designee may place the student on a temporary involuntary leave and restrict the student's access to the University campus, University housing, services, classes, activities and facilities until a final determination of the matter is reached. In the alternative, depending on the circumstances, the DOS or DOS's designee may restrict in part the student's access to certain University facilities or services.

The decision to place a student on a temporary involuntary leave or to impose other restrictions will be communicated in writing to the student, the Registrar, and other departments as appropriate.



### **Involuntary Leave or Other Restrictions: Final Determination**

The final determination will be made by the BAT, or members thereof<sup>4</sup>. The BAT will make every reasonable effort to make a final determination within two weeks of the written notice of the interim determination. In making a final determination the BAT will:

- Review all relevant information and consult with appropriate University representatives;
- Make an individualized and objective assessment of the student's ability to safely participate in the University's program, where appropriate based on a reasonable medical judgment relying on the most current medical knowledge or the best available objective evidence. As a portion of this assessment, the BAT may require the student to present records from one or more outside medical or other professionals, or complete an evaluation by one or more University appointed medical professionals. The BAT's assessment will determine the nature, duration and severity of the risk; the probability that the potentially threatening injury will actually occur; and whether reasonable modifications of policies, practices or procedures will sufficiently mitigate the risk;
- Contact the student's parents, if appropriate;
- Provide the student with an opportunity to meet with the BAT and respond to the evidence of the dangerous and/or disruptive behavior; and,
- Provide the student with information regarding withdrawal or voluntary medical leave from the University before a final determination is reached. At any time before a final determination is reached, a student may initiate the procedures for withdrawal or voluntary medical leave from the University.

If the final determination is that there is insufficient evidence that the student has engaged in disruptive or dangerous behavior, the BAT will inform the student and other parties of this decision in writing.

If the final determination is that there is sufficient evidence that the student has engaged in disruptive or dangerous behavior, the BAT will notify the student in writing that he or she:

- Has been placed on involuntary leave; and/or
- Has restricted access to University housing and/or other University services and facilities; and/or
- Any conditions for reinstatement, if applicable.

Involuntary leave must be for a minimum of the duration of the quarter during which the leave is issued, and for a maximum of one calendar year.

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<sup>4</sup> For purpose of this policy, the BAT refers either to the appointed members of the team, or their designees. For the BAT to make a final determination on a case involving an involuntary leave of absence, at least 3 members (or their designees) must be present and voting. The BAT will select a chair for each case it hears.

**Reinstatement**

A student who has been placed on involuntarily leave from the University under this policy may be considered for reinstatement if the student has complied with the required conditions for reinstatement.

The student requesting reinstatement must contact the DOS or the DOS's designee. If requested to do so, the student must provide appropriate documentation establishing that the student does not pose a threat to the health or safety of the student or others and that the student is capable of behaving in a manner that is consistent with the University's academic and community standards.

The DOS or the DOS's designee will:

- Receive, investigate and make an individualized assessment of all relevant documentation;
- Provide the student with an opportunity to meet with the DOS or DOS's designee to discuss possible reinstatement;
- Consult with appropriate University representatives;
- Contact the student's parents, if appropriate, and;
- Decide whether a reinstatement will be approved, and if so, under what conditions. As part of the reinstatement, the DOS or DOS's designee may establish a behavioral contract that the student must successfully complete; failure to comply with the contract may be grounds for dismissal.

If the request for reinstatement is approved, the DOS or DOS's designee will initiate the reinstatement process and will provide the student, in writing, with any conditions for continued attendance.

The student who is reinstated shall remain subject to the rules and regulations found in the Student Handbook under which he/she originally entered the University.

If the request for reinstatement is denied, the DOS or DOS's designee will inform the student in writing when and if additional requests for reinstatement will be considered.

Involuntary leave must be for a minimum of the duration of the quarter during which the leave is granted, and for a maximum of one calendar year.

A student who is not reinstated within one calendar year of taking an involuntary leave (either because s/he is not eligible for reinstatement or because it is not sought) shall be administratively withdrawn from the University and must reapply, if s/he desires to return at a later date.

**Effect on Academic Status**

In the event of an involuntary leave, changes of grades to W will be recorded on the student's transcript for all courses taken that academic session that the student has not completed. The University's refund policy will apply.

**Effect on Housing Status**

If a student has been placed on involuntary leave from the University under this policy (final determination) and has been living in the residence, the residential contract will be canceled and the student will not be assessed a breakage fee. The student will receive a refund of housing fees on a pro rata basis for the academic session in which the involuntary leave occurs.

**Appeal**

After a final determination, if a student is placed on involuntary leave from the University under this policy, the student may appeal the decision to the President of the University. The appeal must be in writing and must be received by the Office of President within five days of the student's receipt of written notification of the decision by the BAT. The appeal must cite at least one of the following reasons for reconsideration of the decision:

- Applicable procedures were not followed;
- The decision of the BAT was arbitrary; or
- Significant new evidence warrants reconsideration of the decision.

Within 30 days of receipt of the written appeal, the President will notify the student in writing of the decision regarding the appeal. The decision of the BAT designee will remain in effect unless or until otherwise changed on appeal.

**Assistance During Process**

The student may consult persons of his or her choice, but the student is responsible for presenting his or her own case at all stages in the process of this policy.

**Residency Requirements**

Each candidate for the bachelor's degree must complete at minimum 90 units in residence at JPCatholic. Under rare circumstances, the Academic Dean may grant exceptions.

**Adding or Dropping a Class**

A student may add or drop a course before the end of the first week of instruction by filing the appropriate form with the Registrar, after first notifying the instructor and/or department. A student who wishes to take more than 5 classes in a quarter must have at least a 3.5 GPA. A student who wishes to drop all courses will be required to file the appropriate form with the Registrar's Office (see *Withdrawing from the University*). Students considering withdrawing from a course will be urged to consult with their academic advisor.

A course dropped before the add/drop deadline will not appear on the student's transcript. If a student drops a course after the add/drop deadline and before the end of the seventh week of instruction, the registrar will assign a final grade of W to the student for that course. Only the Registrar may assign a W.

The student will receive a final grade for each course in which the student was enrolled after the end of the seventh week of instruction of the quarter.

When an instructor has assigned a grade in a course prior to the end of the seventh week of instruction, dropping the course may not subsequently change that grade.

Courses in which a W has been entered on a student's transcript will be disregarded in determining a student's grade-point average.

### **Repetition of Courses**

Repetition of courses for credit has the following limitations:

An undergraduate student may not repeat a course for which a grade of A, B, C, I, or P is recorded on his or her transcript. (Plus or minus suffixes (+/-) may be affixed to A, B, and C.)

A graduate student may not repeat a course for which a grade of A, B, I, or P is recorded on his or her transcript. (Plus or minus suffixes (+/-) may be affixed to A and B.) Graduate students who receive a final grade of C in a course are required to retake that course, unless the department chair of the relevant program grants an exception.

Please note: If a student (both undergraduate or graduate) wishes to repeat a course for which they have received an unsatisfactory grade that will not count towards their degree, they will have to wait until the course is next offered during the normal cycle of classes. No independent study courses or other special arrangements will be allowed for repeating a course.

Repetition of a course for which a student's transcript bears two or more entries with grades of D or F will require approval of the Academic Dean.

All grades received by a student shall be recorded on the student's transcript. The first sixteen units of courses that have been repeated, and for which the student received a grade of D or F shall not be used in grade-point calculations on a student's transcript. The course with the highest grade will be used to compute the cumulative GPA.

Note:

- Although GPA will not include these repeated courses, other institutions/graduate programs, and agencies may recalculate the GPA to reflect all assigned grades.

- A student must declare his or her intent to repeat a course prior to re-enrolling in the course by filling out a “Notice of Intent to Repeat a Course” form which can be retrieved from the Office of the Registrar. The form must be submitted to the Registrar’s Office no later than two weeks after the start of the quarter in which the course is being repeated.

### **Auditing a Class**

With the consent of the instructor, registered students and interested individuals are permitted to audit classes. Arrangements are made directly with the faculty member under the rules the faculty member may establish, and those auditing ordinarily do not participate in discussions, exams, or written papers. The instructor is not obligated to devote time to the work of individuals not officially enrolled in the class. All persons auditing are required to abide by University policies and campus regulations.

### **Credit by Examination**

Credit by examination is intended for students who study the course material on their own and then petition for credit by examination when they are prepared. With the faculty’s approval and concurrence by the Academic Dean, a currently enrolled and registered student, in good academic and financial standing, may use this petition.

Upon passing the exam, the student will receive equivalent credits for the intended course. The intended course will be recorded on the transcripts with a mark designating it was completed by exam and the credits received do not factor into the GPA. Except as authorized by the instructor and Academic Dean, credit by examination may not be used to repeat a grade of D, F, or W.

There is a \$50 Fee for each Credit by Examination Petition. Additionally, a part-time student who, by registering to take a course credit by examination, surpasses the number of units allowed for part-time status must pay fees as a full-time student.

The student must retrieve an “Application for Credit by Examination” form from the Registrar’s Office.

### **Final Examinations**

Final examinations may be required in courses. All students are required to take the final exam on the date published in the course syllabus. Faculty members will not administer a Final Exam to a student at another time unless the student formally requests an alternate testing time. The request must be made to the course faculty member who will present the request to the Faculty Senate for a decision.

### **Retention of Examination Papers**

Faculty are required to retain examination papers for at least one full quarter following the final examination period, unless the papers have been returned to the students.

### **Independent Study**

The purpose of an Independent Study Course is to provide junior, senior, and graduate students with the opportunity to pursue, for academic credit, course material not covered in any approved JPCatholic Catalog course. Each Independent Study Course is awarded three units and up to nine (9) Independent Study credits may be granted towards graduation requirements.

An Independent Study Course:

- Is available to juniors, seniors, and graduate students who have at least a 3.5 GPA.
- May only be used to satisfy a program major requirement.
- Must meet one of the following three criteria:
  - Supplements existing courses in the curriculum with deeper study in a subject area,
  - Delves into topics of special interest not currently covered by a regular course in the JPCatholic curriculum, or
  - Includes work on specific projects designed to extend the student's knowledge in a particular subject area.
- Is a three credit-hour course, equivalent to:
  - 30 instructional hours per 10-week quarter (averaging 3 hours per week), and
  - 60 additional out-of-class hours per 10-week quarter (averaging 6 hours per week) preparing for class, studying, doing homework or research for undergraduate students, or 60 to 90 additional out-of-class hours per 10-week quarter (6 to 9 hours per week) preparing for class, studying, doing homework or research for graduate students.
- Occurs under the direction of an Independent Study Supervising Instructor (full-time or adjunct faculty member). A student wishing to complete an Independent Study Course must approach the faculty member directly.
- Requires students to:
  - Complete an Independent Study Proposal
  - Create a workload to be commensurate with other courses at the same level.
  - Seek consultation with the Independent Study Supervising Instructor who approves the requirements to be completed including, but not limited to textbooks, tests, term papers.
  - Obtain faculty approval and required signatures by the add/drop deadline and submit forms to the Registrar's office.

### **Grading Policy**

Grades are defined as follows

A, excellent  
 B, good  
 C, fair  
 D, poor  
 F, fail  
 P, passing  
 I, incomplete (work of passing quality but incomplete for good cause)  
 IP (In Progress courses approved for more than a one-quarter sequence)

A blank grade indicates no record or no report of grade was received from the instructor.

W is recorded on the transcript indicating the student withdrew or dropped the course before the end of the seventh week of a quarter.

Instructors have the option of assigning plus (+) and minus (–) suffixes to the grades A, B, C and D.

### Grade Points

For each student, the Registrar calculates a grade-point average (GPA) over courses taken. Grade points per unit are assigned as follows A=4, B=3, C=2, D=1, F=0. When attached to the grades of B, C, and D plus (+) grades carry three-tenths of a grade point more per unit. The grade of A+, when awarded, represents extraordinary achievement but does not receive grade-point credit beyond that received for the grade of A. When attached to the grades of A, B and C, minus (–) grades carry three-tenths of a grade point less per unit than the un-suffixed grades. Courses in which an I, IP, P, or W grade has been awarded will be disregarded in grade-point calculations.

JPCatholic uses the following grading system:

A+	4.0	B+	3.3	C+	2.3	D+	1.3
A	4.0	B	3.0	C	2.0	D	1.0
A-	3.7	B-	2.7	C-	1.7	F	0

The grade-point average is computed by dividing the total number of grade points earned by the total unit value of letter-graded courses completed. At the end of each quarter, the instructor of each course will assign a letter grade to each student who was enrolled in that course at the end of the seventh week of instruction on the basis of the work required for the entire course. An “I grade” may be assigned if appropriate.

### Changes in Grades

All grades except IP and I are final when filed by instructors on end-of-term grade reports. However, a final grade may be corrected when a clerical or procedural error is discovered. No

change of a final grade may be made on the basis of revision or augmentation of a student's work in the course. No term grade except Incomplete may be revised by further examination. No grade may be changed after one calendar year from the time it was recorded. Petitions for exceptions are referred to the Academic Dean's Office.

### **No Report/No Record**

A blank entry appearing on student transcripts in lieu of a grade indicates that the instructor assigned no grade. A blank entry will lapse automatically into an F if not replaced by a final grade by the last day of instruction of the subsequent quarter, and will be computed in the student's GPA.

### **The In Progress (IP) Grade**

For exceptional and compelling reasons, a course extending over more than one quarter may be authorized. In such courses an evaluation of a student's performance may not be possible until the end of the final term. In such cases faculty may assign the provisional grade IP (in progress).

IP grades shall be replaced by final grades if the student completes the full sequence. The instructor may assign final grades, grade points, and unit credit for completed terms when the student has not completed the entire sequence provided that the instructor has a basis for assigning the grades and certifies that the course was not completed for good cause. An IP not replaced by a final grade will remain on the student's record.

In calculating a student's grade point average, grade points and units for courses graded IP shall not be counted. However, at graduation, courses still on the record as graded IP must be treated as courses attempted in computation of the student's grade-point average.

### **The Incomplete (I) Grade**

An Incomplete may be given as the instructor sees fit, with the following conditions:

- At least 75% of the student's work has been completed;
- The student currently has a passing grade;
- The student has missed no more than one class;
- Completion of the student's work is prevented by a legitimate, verifiable extenuating circumstance, such as an illness (with medical verification).

An Incomplete grade "I" shall be disregarded in determining a student's grade-point average, except at point of graduation, when students must have an overall cumulative GPA of 2.5 on all work attempted at JPCatholic. All work required for a degree must be completed by the end of the quarter the student filed for graduation. Students requesting an "I grade" the last quarter before graduation may have their graduation date delayed.



Students whose work is of non-failing quality but incomplete for good cause, such as illness, must file a Request to Receive/Remove Grade Incomplete form. It is the student's responsibility to explain to the instructor the reasons for non-completion of the work and to request an incomplete grade prior to the posting of final grades. Students must complete their portion of the request form, including the reason they are requesting the Incomplete. The deadline for filing an Incomplete shall be no later than the first working day after final examination week.

The instructor should discuss with the student the conditions and deadline for completion. The instructor has the option to approve or disapprove the request and should state on the form how and when the "I grade" is to be completed. If approved, the instructor submits the form with term grade reports.

If the required work is not submitted by the end of the first week of classes of the following quarter (the first Friday on which classes are held), so that the instructor can report the grade, the Registrar will automatically change the grade to a "Fail". The instructor assigns a grade and submits no later than one week following the completion of the work (the end of the second week of the following quarter).

Failure to complete this work within the regulation time limit will result in the incomplete lapsing to a permanent F grade.

A student who has received an "I grade" should not re-enroll in the course to make up the missing work. If the student were to re-enroll, the course would be considered a repeat and would not remove the prior quarter's Incomplete, which would lapse to a permanent F grade.

### **Intended Use of the Incomplete**

The Incomplete is intended for use when circumstances beyond a student's control prohibit taking the final exam or completing course work.

The Incomplete is not intended as a mechanism for allowing a student to retake a course. A student who has fallen substantially behind and needs to repeat a course can drop the course prior to the end of the seventh week of classes. Otherwise, the instructor should assign the appropriate final grade (D or F for example).

An Incomplete may not be used simply to allow a bit more time for a student who has fallen behind without good reason. An "I grade" may be granted only to students who have a legitimate excuse. Examples of unacceptable reasons for approving an Incomplete include the need to rewrite a paper; the demands of a time-consuming job; the desire to leave town for a vacation, family gathering, or athletic contest; and the desire to do well on business plan work.

### **Extension of Incomplete**

For justifiable reasons, such as illness, students can petition the Academic Dean to extend the Incomplete past one quarter. These petitions must have the prior approval of the instructor and the department chair. The petition must include the reasons for requesting the extension and how and when the 'I' is to be completed. These petitions must be filed before the 'Incomplete' grade lapses to an F grade. The extension cannot be made retroactively.

An 'I' grade may be replaced upon completion of the work required by a date agreed upon with the instructor, but no later than the last day of finals week in the following quarter. If not replaced by this date, the "I grade" will lapse into an F.

### **Student Copy of Final Grades**

Grade reports are usually available 10 business days after the instructor's grade due date. Students should examine their record for accuracy and report omissions or errors to the Registrar's Office immediately.

### **Grade Appeals**

If a student believes that nonacademic criteria have been used in determining his or her grade in a course, he or she may appeal the grade through the Student Grievance Procedure within 30 days of the notification of grades for the quarter in which the grade was received. The 30 day limit may be waived for just cause or by mutual written agreement. Nonacademic criteria mean criteria not directly reflective of academic performance in the course. It includes discrimination on political grounds or for reasons of race, religion, sex, or ethnic origin.

### **Integrity of Scholarship**

The principle of honesty must be upheld if the integrity of scholarship is to be maintained by an academic community. We expect both faculty and students to honor this principle and in so doing protect the validity of university grading. This means that academic work will be done by the student to whom it is assigned and without unauthorized aid. Faculty will exercise care in planning and supervising academic work, so that honest effort will be encouraged.

### **Academic Ethics and Honesty Policy**

Unethical behavior and acts of dishonesty in class work, assignments, or test taking are serious offenses against morality and academic standards. The theft of intellectual property, including but not limited to the work of one's classmates, published scholars, and other sources, is a grave offense and can lead to academic dismissal.

It is evident that tests are meant to measure an individual's grasp of class material. Unless otherwise specified by the instructor, the use of books, notes, other student's work, or anything

other than the student's own mind is expressly prohibited in test taking and the violation of this policy can result in academic dismissal.

Plagiarism is the use of other's intellectual property, including but not limited to ideas and writings inserted into a student's work without appropriate acknowledgement including a source citation and quotation marks where appropriate. A source often should be cited even when quotation marks are not appropriate, i.e. not a direct quote. Plagiarism is a grave offense and can lead to academic dismissal.

### **Consequences and Procedures for Resolution**

When a faculty member suspects that an incident of academic dishonesty has occurred, the faculty member may: (a) communicate in writing and promptly arrange a conference with the student to discuss the matter, or (b) refer the case directly to the disciplinary board process. The disciplinary board process is described in the Student Handbook.

If the faculty member elects to speak directly with the student, at the conference the faculty member will inform the student of his or her concerns, and the student will be given the opportunity to present his or her version of the facts. No counsel (e.g., parents/guardians, lawyers) will be present at this conference. Once an allegation of suspected academic dishonesty has been communicated to the student, the student may not withdraw from the course or academic project in question. If the faculty member decides that an act of academic dishonesty has taken place, or the student admits to academic dishonesty, the faculty member imposes a sanction, makes a written record of the disposition of the matter, including the facts on which he or she relied, and submits an "academic honesty incident report" to the Dean of Students and the Academic Dean. The report will remain on file for 7 years after the student's graduation. The sanction must include failure of the assignment for the least egregious instances, and may include failure of the course. The faculty member cannot impose a sanction of expulsion or suspension; if the faculty member thinks the offense merits such a sanction, he or she must refer the case to the disciplinary board. The accused student, the Dean of Students, or the Academic Dean may also refer the case to the disciplinary board process if they do not agree with the resolution put forth by the faculty member.

If the faculty member presents the case directly to the disciplinary board, or the case is referred to the board, the disciplinary board shall resolve the case using the normal disciplinary process. If the board finds a violation of the Academic Honesty Policy, they will assign a sanction up to expulsion with prejudice (permanent expulsion) from the University.

If the student admits to the academic dishonesty at the disciplinary board hearing and it is a first offense, the presumed sanction for academic dishonesty will be failure of the course. There may be situations, however, where more serious sanction would be appropriate, even given the above circumstances.

If a student has had a prior academic honesty offense or lies to the board, the presumed sanction will be expulsion. The board may decide to allow the student to reapply after up to 12 months, or make the expulsion permanent.

## **Transcripts**

An official transcript is a comprehensive record of courses completed at John Paul the Great Catholic University. Official transcripts are printed on security paper and are embossed with the John Paul the Great Catholic University seal and signature of the Registrar.

Transcript requests should be directed to the Registrar's Office. Transcripts are not issued until the student has made a written request and has made satisfactory arrangements with the Finance Office in regard to payment of University bills and fines.

Any student whose University financial account is clear may obtain a copy of his or her official transcript. Transcripts will not be released for students who have an outstanding financial obligation to the University. The request may be submitted in person, mail, or fax. Transcripts will be sent via U.S. Mail. Transcripts are \$10.00 each with an additional \$30.00 for the expedited delivery. Payment can be made by check or cash. Transcript requests are processed in the order in which they are received. The normal processing time is two business days, however, during peak times and registration, this time period may be longer. It is a violation of federal law to release a copy of a transcript without the student's specific authorization.

Transcripts and documents sent to JPCatholic from other institutions become the permanent property of JPCatholic. These documents are available for viewing upon request as required by the Family Educational Rights and Privacy Act. However, JPCatholic is not required to and shall not provide (or allow the making of) copies of these documents. Students who wish to receive a copy of these documents must contact the originating institution and follow their process for releasing the documents.

## **Record Retention Policy**

Transcripts are retained indefinitely and are available via the Student Information System.

Grades are retained indefinitely and are accessible through the Student Information System. A hard copy of grades submitted by the instructor are filed, stored and retained for 3 years.

Institutional financial aid, Pell grant, campus-based program records, and Direct loan records related to borrower's eligibility and participation are kept for 3 years from the end of the award year in which the student last attended.

Fiscal Operations Report (FISAP) and supporting records are kept for 3 years from the end of the award year in which the report was submitted.

All other Direct loan records, including any other reports or forms are kept 3 years from the end of the award year in which the report was submitted.

Disciplinary records are stored for 5 years.

### **Use of Student Petition**

For exceptional circumstances, students may request approval for variances to regulations and policies as stated in this catalog. This should be done by filling out a Student Petition (available in the Registrar's Office), securing the necessary approvals, and filing the petition with the appropriate department or the Registrar's Office.

## **Transfer Credit Guide: Undergraduate and Graduate Programs**

Credit is given for equivalent college courses successfully completed with a grade of A or B. A grade of C may be reviewed and approved for transfer credit for undergraduate courses, and no more than 25% of a student's total transfer credits in a program shall consist of C grades. A grade of C may not be used for transfer credit for graduate courses. Courses from a non-accredited institution will not be accepted for transferability credit.

The Transfer Office determines course equivalency, in consultation with the appropriate JPCatholic program faculty.

Internship, practicum, and independent study courses must be completed at JPCatholic. Requirements for academic degrees are listed in the Academic Programs section of this Catalog.

Sources of transfer credit may include:

- Equivalent college courses
- College Level Examination Program (CLEP)
- Advanced Placement (AP)
- 

### **College Level Examination Program (CLEP) Exams Accepted for Credit**

John Paul the Great Catholic University awards credit for successful completion of select CLEP subject examinations. CLEP information can be found at the College Board website. Credits from the CLEP Exams will transfer as outlined in the chart below.

CLEP Examination	JPCatholic Equivalent	Minimum Score	Credit Earned
College Composition	HUMA122 College Writing I <sup>5</sup>	50	3
Analyzing and Interpreting Literature Humanities	HUMA204 Poetics & Aesthetics	50	3
American Government History of the United States I History of the United States II	HUMA402 American Politics	50	3
Biology Chemistry Natural Sciences	SCI200 Natural Science	50	3
Calculus College Algebra College Mathematics Precalculus	MATH115 Decisions Based on Data	50	3

### Advanced Placement (AP) Exams Accepted for Credit

John Paul the Great Catholic University awards credit for select AP examinations passed with a score of 3, 4, or 5. Further information on the AP exams can be found at the College Board website. Credits from the AP exams will transfer as outlined in the chart below.

AP Examination	JPCatholic Equivalent	Minimum Score	Credit Earned
English Language and Composition	HUMA107 Rhetoric	3	3
Art History English Literature and Composition Music Theory	HUMA204 Poetics & Aesthetics	3	3
United States Government and Politics United States History	HUMA402 American Politics	3	3
Biology Chemistry Physics	SCI200 Natural Science	3	3
Calculus AB Calculus BC Statistics	MATH115 Decisions Based on Data	3	3
Comparative Government and Politics	HUMA301 Global Cultures, History and Politics	3	3

<sup>5</sup> All students are required to take JPCatholic's writing proficiency exam. If a student has possible transfer credit for HUMA122 College Writing I, the student must pass the writing exam before such credit can apply. The exam must be taken at the start of a student's first quarter and may affect the student's overall transfer credit award and course schedule.

In no case may a student earn credit for a course, or equivalent, for which prior credit was earned. Students must take the JPCatholic courses for which they have not received transfer credit. Students may not transfer credit for courses taken at another university while simultaneously enrolled at JPCatholic, unless approved by the department chair. Students in the exegetical track of the MA Biblical Theology program may make a request to fulfill the language requirements of the MA program by taking a course at another academic institution even while currently enrolled at JPCatholic. Requests must be submitted before such work is undertaken.

Sources of credit that do not apply to undergraduate or graduate degrees include:

- American Council on Education (ACE) credit recommendations
- DSST exams
- International Baccalaureate (IB) exams
- Military training
- Prior vocational training
- Prior experiential learning

### **Transfer Credit from Colleges or Universities Outside the United States**

Students who wish to obtain transfer credit for courses taken at institutions outside the United States will be required to provide a course-by-course evaluation and translation of transcripts from an acceptable professional evaluation service and, in some instances, course descriptions and syllabi for review by the appropriate faculty.

### **Transfer Credit Evaluation Process**

The Transfer Office evaluates and records the amount of transfer credit from equivalent college courses, advanced placement (AP), and College Level Examination Program (CLEP) credit on academic records.

### **General Information**

Applicants must request transfer credit for courses from previous institutions through John Paul the Great Catholic University's Transfer Office.

The Transfer Credit Evaluation process involves a careful review of an applicant's academic record to determine if individual courses will be accepted as transfer credit and their appropriate placement. The Transfer Credit Evaluation is completed by the Transfer Office in consultation with the appropriate faculty and is evaluated in accordance with our transfer credit policy.

The major steps in the Transfer Credit Evaluation process are as follows.

### **Step 1 Initiation of Transfer Credit Evaluation Process**

The transfer credit evaluation process begins once transcripts have been received and an applicant has been accepted.

Applicants who would like to know how their credits would transfer prior to applying are encouraged to contact the Transfer Office. The Transfer Office will not complete an official Transfer Credit Evaluation; however, applicants may request a preliminary estimate for advisement purposes.

### **Step 2 Submission of Requested Information**

Once transcripts have been received and an applicant has been accepted, the Transfer Office will begin the Transfer Credit Evaluation process by determining whether additional information is needed to complete the evaluation.

Additional information may include:

- A list of applicant's current or most recent courses
- Course descriptions and/or syllabi
- Official Advanced Placement (AP) Test scores; these are to be sent to the Admissions Office. An official document from the College Board is required for transfer credit, not copies or documents from a high school or another college listing AP exam credit.
- Official College Level Examination Program (CLEP) scores; these are to be sent to the Admissions Office. An official document from the College Board is required for transfer credit, not copies or documents granting credit by another college.
- Official college transcript (if not sent during application process)
- Choices of:
  - Major
  - Emphasis

Typically, if additional information is needed to complete the Transfer Credit Evaluation, the Transfer Office will notify the applicant via phone or e-mail. The evaluation will be completed when all information is received.

### **Step 3 Review of Transfer Credit**

The applicant's transfer credit will be evaluated when all requested items are received.

The Transfer Office may require an in-depth consultation with the faculty from a specific academic area to determine whether and where the transfer course would apply (especially for courses that may apply to the chosen major or emphasis). This may require additional time to complete the evaluation process.

### **Step 4 Notification of Transfer Credit Award**

Once the Transfer Credit Evaluation has been completed, the Transfer Office will send a copy of the Transfer Credit Evaluation to the applicant's email address.

The Transfer Office strives to ensure that evaluations are completed with the highest degree of accuracy. Applicants are reminded to carefully review the Transfer Credit Evaluation. Applicants are invited to contact the Transfer Office with questions or concerns about the evaluation.



**Step 5 Submission of Official Transcripts with Final Grades**

If the applicant receives the Transfer Credit Evaluation and no IP (In Progress) grades are listed, the Evaluation is complete, provided that an official transcript with final grades was submitted during either the application or Transfer Credit Evaluation process.

A Transfer Credit Evaluation labeled with an IP means that an official transcript with final grades is required to complete the Transfer Credit Evaluation. An official transcript with final grades for each college with IP grades listed is required.

Once official transcripts with final grades have been received, an updated Evaluation will be sent to the applicant via email if significant changes result.

Official transcripts with final grades and AP/CLEP exam scores must be received prior to the first day of the quarter. Transfer credit awards will not be finalized or recorded without submission of official transcripts.

**Transfer Credit Policy by Curriculum Category**

General Core Curriculum is a fairly easy type of credit to transfer to JPCatholic. Courses that fall within the categories of Humanities, Math, Science, or Business may usually be applied toward credit in that category, without needing to specifically match a listed course description. For example, a student could transfer in credits for a Japanese History class to count toward Humanities, even though JPCatholic does not offer a Japanese History class. Courses that fall within the categories of Theology and Philosophy require approval by the Theology Department Chair. To graduate, students must fulfill the required credit amount in each category of the General Core Curriculum.

Major Core Curriculum needs to be matched specifically by outside coursework to obtain transfer credit.

Emphasis Core Curriculum needs to be matched specifically by outside coursework to obtain transfer credit, similar to Major Core Curriculum.

Elective Credit, like General Core Curriculum, is usually easier to transfer, and typically does not require a specific course match.

**Additional Information**

As part of the Transfer Credit Evaluation, an applicant may request information on how transfer credit affects designation as Freshman, Sophomore, Junior, or Senior.

Applicant must report transfer evaluation errors as early as possible to the Transfer Office.

If applicants enroll in a course for which transfer credit was awarded, changes are possible during the Add/Drop period.

**Residency Requirement Undergraduate Programs**

Each candidate for the bachelor's degree must complete at minimum 90 units in residence at JPCatholic. Under rare circumstances, exceptions may be granted.

**Residency Requirement Graduate Programs**

Students may be able to transfer units taken at another college or university. Credit is given for equivalent college courses successfully completed with a grade of A or B. At least 70% of the graduate program coursework must be taken in residency at JPCatholic. In total, transfer credits may not exceed 30% of the program's curriculum. Undergraduate level courses cannot be substituted for graduate level courses.

**Master of Arts in Biblical Theology**

The Chair of the Biblical Theology program must approve requests for the transfer of credits for graduate-level courses on transcripts from other universities. Transfer credits may not exceed 30% of the curriculum with special permission from the program faculty. In addition, unless formal written approval is granted by the program faculty, the following courses may not be transferred from another institution:

- BIBL502 Philosophy and Biblical Interpretation
- BIBL511 Pentateuch
- BIBL521 Synoptic Gospels and Acts
- BIBL523 Pauline Epistles
- THEO502 Fundamental Theology and Biblical Interpretation
- THEO503 Trinity and the Divine Economy
- THEO504 Christology and Soteriology
- THEO532 Moral Theology and Spiritual Theology

**Notice Concerning Transferability of Credits and Credentials Earned at our Institution**

The transferability of credits you earn at John Paul the Great Catholic University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in our educational programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending John Paul the Great Catholic University to determine if your credits, degree, diploma or certificate will transfer.

**Articulation or Transfer Agreement**

John Paul the Great Catholic University has entered into an articulation agreement with Palomar Community College District for the period of September 28, 2016 through September 6, 2019.

John Paul the Great Catholic University has entered into an articulation agreement with Catholic Pacific College for the period of September 28, 2016 through September 1, 2017.

John Paul the Great Catholic University reserves the right to enter into articulation agreements with other educational institutions.

## The Family Educational Rights and Privacy Act (FERPA)

### What is FERPA?

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law that pertains to the release of and access to educational records. The law applies to all schools that receive funds under an applicable program of the US Department of Education. Students have three primary rights under FERPA. They have the right to inspect and review their education records; the right to have some control over the disclosure of information from their education records; and the right to seek to amend their education records, under certain circumstances. Go to [www.ed.gov/policy/gen/guid/fpco](http://www.ed.gov/policy/gen/guid/fpco) to learn more.

### When do FERPA rights begin?

A student's FERPA rights begin when the student registers and attends his or her first class at JPCatholic.

### To which information does FERPA apply?

FERPA applies to personally identifiable information in educational records. This includes items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers or student identification numbers, and personal characteristics or other information that make the student's identity easily traceable.

### What are educational records?

Educational records are all records that contain information directly related to a student and are maintained by an educational agency or institution, or by a party acting on its behalf. A record means any information recorded in any way, including handwriting, print, tape, film, microfilm, microfiche, and digital images.

Educational records **do not** include the following:

- Sole possession records – records kept in the sole possession of the maker which are used only as a personal memory aid and are not accessible or reviewed by any other person except a temporary substitute for the maker of the record;
- Medical or psychological treatment records that include those maintained by physicians, psychiatrists, and psychologists;
- Employment records, provided that employment is not contingent upon being a student;
- Law enforcement records; and

- Records collected about an individual after that person is no longer a student at JPCatholic.

### **Does FERPA apply to everyone?**

At JPCatholic, FERPA rights apply to students. A student is a person who is or has been in attendance at the institution.

### **What are a student's rights under FERPA?**

Under FERPA, a student has a right to:

- Inspect and review his or her educational records;
- Request to amend his or her educational records;
- Have some control over the disclosure of information from his or her educational records.

### **Do students have a right to see and change their educational records?**

Upon written request, the university shall provide a student access to his or her educational records except for financial records of the student's parents or guardian; and confidential letters of recommendation where the student has signed a waiver of right of access. If the records contain information on more than one student, the requesting student may inspect, review, or be informed on only the specific information about his or her own records. A student may obtain copies of his or her educational records. Educational records covered by FERPA normally will be made available within forty-five days of the request. The contents of a student's educational records may be challenged by the student on the grounds that they are inaccurate, misleading, or otherwise in violation of the privacy rights of the student by submitting a written statement to the custodian of records.

### **What is directory information?**

FERPA identifies certain information, called directory information, which may be disclosed without the student's permission. The following is considered directory information:

- Student's name
- Local address/phone
- Permanent address/phone
- Email address
- Date of birth
- Hometown
- Major field of study
- Dates of attendance (current and past)
- Enrollment status and full or part-time classification
- Degrees, awards, and honors received and dates
- Expected graduation date
- Participation in officially recognized activities and sports

**Who has access to student educational records?**

According to FERPA, nondirectory information may not be released without prior written consent from the student. However, exceptions include access by appropriate university administrators, faculty members, or staff members who require access to educational records in order to perform their legitimate educational duties; officials of other schools in which the student seeks or intends to enroll; and in connection with a student's application for, or receipt of, financial aid.

**What is legitimate educational interest?**

Legitimate educational interest is access to educational records by appropriate University administrators, faculty members, staff members, appropriate administrators or staff members of John Paul the Great Catholic University, or contractors acting on behalf of the University, who require such access in order to perform their legitimate educational and business duties, when such records are needed in furtherance of the educational or business purposes of the student or University.

**How can students withhold release of directory information?**

According to FERPA, a student can request, while still enrolled, that the institution not release any directory information about him or her. Institutions must comply with this request. At JPCatholic, students who wish to restrict the release of directory information about themselves must complete a 'Request to Restrict Directory Information' form, available in the Registrar's Office. The completed form must be submitted in person to the Registrar's Office.

Students who wish to restrict the release of all directory information should realize that their name will not appear in university publications. Also, employers, credit card companies, loan agencies, scholarship committees and the like will be denied any of the student's directory information and will be informed that we have no information available about the student's attendance at JPCatholic. Students who wish to have specific directory information released may do so by providing a written authorization to the Registrar's office.

**Can parents access student educational records?**

At John Paul the Great Catholic University, parents have no inherent rights to access or inspect their son or daughter's education records. In order to grant access to a parent or another third party, the student must file an "Authorization to Release Records to a Third Party" with the Registrar's Office.

**How are records kept?**

JPCatholic maintains a record in the student's file listing to whom personally identifiable information was disclosed and the legitimate interests the parties had in obtaining the information. Please note, however, this does not apply to school officials with a legitimate educational interest or to directory information.

**How do students request to disclose information?**

A student must provide a signed and dated written consent before the institution may disclose personally identifiable information from the student's education records. The written consent must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

Forms for enrollment verifications, transcript requests, etc. are available through the Registrar's Office.

When a disclosure is made: if a parent of eligible student so request, JPCatholic will provide him or her with a copy of the records disclosed. If the parent of a student who is not an eligible student so request, the student must provide the parent with a copy of the records disclosed.

**Are there any parties to which the school may disclose personally identifiable information without student consent?**

Yes, JPCatholic may disclose personally identifiable information without student consent to:

- School officials with legitimate educational interests
- U.S. Comptroller General, U.S. Attorney General, U.S. Department of Education
- State and local officials
- Authorized organizations conducting educational research
- Accrediting agencies
- Alleged victim of a crime
- Parent of a Dependent Student as defined by the IRS
- Parents of a student under 21 regarding the violation of a law regarding alcohol or drug abuse

**FERPA and Subpoenas**

Educational institutions may disclose information pursuant to any other court order or lawfully issued subpoena only if the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek protective action. The institution will comply with FERPA's recordkeeping requirements when disclosing information pursuant to a standard court order or subpoena.

JPCatholic will make a reasonable effort to notify a student who is the subject of a subpoena or court order before complying, so that the student may seek protective action (unless the court or issuing agency has prohibited such disclosure).

**HIPPA and FERPA**

The Dean of Students, along with the Registrar, maintains health records for each student who applies for services or waivers. If a health record is used to make a decision in regard to a student's education program (e.g., whether a student should receive extended time for testing; or be exempt from an academic requirement) the health record may be construed to be an education record. In that case, the normal FERPA provisions for safeguarding the record would apply.

JPCatholic only discloses personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

## **Student Housing at JPCatholic**

JPCatholic students live at the Latitude 33 apartment complex, located at 515 Meander Glen, Escondido, CA 92025, approximately 0.4 miles from the classroom complex at 155 W. Grand in downtown Escondido. JPCatholic leases multiple apartments, which are sub-leased to students, providing a supervised residential community experience. Rooms are furnished and provide ample space for effective studying, sleeping, and storing of personal belongings, books, and clothes. The Pelican Perch Common Room at the student apartments is also available to students for study and recreation. The Department of Student Life administers details related to housing contracts and residential life.

Single undergraduate students who are under 25 years of age are required to live on campus, unless they live with their parents or in a religious community, within daily commuting distance. Incoming students who are under 18 and do not turn 18 during the academic year will be required to meet with the Student Life Staff and receive approval before being placed in the resident apartments. Single undergraduate students between 25 and 28 years of age may live on or off-campus. Undergraduate students who are over 28 years of age when entering the program must live off-campus. All married students must live off-campus.

Exceptions to the above housing policies are rarely granted, but may be petitioned to the Dean of Students.

Currently JPCatholic does not offer graduate student housing.

There are multiple apartment complexes located within walking distance, or a short drive or bus ride away from the campus. Housing costs can range from \$500 per month to rent a room in a home or apartment to \$1500-\$1700 per month for a two bedroom apartment. The university has NO responsibility to find or assist a student in finding off-campus housing.

On-campus housing costs are provided in the section on Tuition and Other Expenses.

## Course Descriptions

### Arts

#### **ARTS100 Art Humanities**

This course teaches students how to look at, think about, and engage in critical discussion of the visual arts. The course focuses on recent and historical works of art including painting, sculpture, architecture, graphic design, as well as a heavy focus on film and television.

### Biblical Studies

#### **BIBL501 Biblical Hermeneutics**

“Hermeneutics” is the science of “interpretation”. The purpose of this course is to introduce students to the fundamental principles and methods of Catholic biblical studies. First, by examining the biblical texts in light of their ancient Near Eastern, Greco-Roman, and Jewish contexts, the student comes to better understand the literary forms and historiographical methods that informed the approaches of the biblical writers. In addition, the student is introduced to the basic theological principles that shaped their message. Special attention is paid to the way the New Testament writers interpreted the Old Testament in light of Christ. The course then examines the fundamental tenants of early Christian biblical interpretation (e.g., Origen, Irenaeus, John Chrysostom, the Alexandrian and Antiochene schools, Augustine, and Jerome) as well those of later medieval writers, particularly, Thomas Aquinas. The philosophical and theological currents that helped shape the Protestant Reformation and the rise of modern critical scholarship are then explored. The course also introduces students to the official magisterial texts of the Catholic Church dealing with the study of Scripture (e.g., the Second Vatican Council’s Dogmatic Constitution on Divine Revelation, *Dei Verbum*). In addition, the student studies the synchronic and diachronic methods utilized in contemporary critical scholarship, guided by the Pontifical Biblical

Commission’s document, *The Interpretation of the Bible in the Church* (1993). Finally, the course explores the work of Cardinal Joseph Ratzinger / Pope Benedict XVI dealing with the role of Scripture in the life of the Church and in theological investigation. Ultimately, the course aims at equipping students with the tools necessary to interpret the Bible in a rigorously academic way that remains faithful to Catholic tradition, so that “the study of the sacred page” might truly become “the soul of sacred theology” (Vatican II, *Dei Verbum*, no. 24).

#### **BIBL502 Philosophy and Biblical Interpretation (4 credits)**

It is well known that good theology is impossible without proper philosophical formation. In fact, in his famous Erasmus lecture, the then Cardinal Joseph Ratzinger (Pope Benedict XVI) provocatively suggested that there is a crisis in contemporary biblical scholarship that is first and foremost a crisis of philosophy. In order to address this problem, the future pope suggested that biblical interpreters must more carefully analyze the philosophical presuppositions undergirding modern exegesis. This course aims to meet this challenge by first providing graduate students with a basic formation in the perennial philosophy as articulated by Aristotle and Thomas Aquinas and then by means of a constructive conversation between ancient and modern philosophy. Among other things, this course will examine the philosophers of modernity such as Ockham, Hobbes, Spinoza, and Kant, whose philosophical judgments have played a crucial role in the development of the historical-critical method and have influenced other aspects contemporary theological research.

#### **BIBL505 Introduction to the Bible and Catholic Theology**

This course, specifically designed for MBA students, begins with an overview of the



relationship of faith and reason, of the channels of divine revelation (Scripture and Tradition), and the role of the Magisterium in the life of the Church. It then focuses on the covenantal narrative of Scripture by taking a closer look at the major figures and events of salvation history, as found in both the Old and New Testaments. Along the way, the course offers a preliminary overview of basic Catholic doctrines such as the Trinity, the Incarnation and the sacramental economy of the Church.

### **BIBL511 Pentateuch**

This course introduces students to the study of the literary, historical, and theological dimensions of the Pentateuch, the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, and Deuteronomy), also known as the "Torah". These books contain the foundational narratives and laws of ancient Israel and set the stage for the rest of the story of salvation history related in Sacred Scripture. After addressing questions relating to the origin and sources of these books, the student meticulously works through the contents of these books in their entirety, including the accounts of: the creation of the world and of humanity; the fall; the flood; the lives of the Patriarchs, Abraham, Isaac, and Jacob, and the covenant promises God made to them; God's deliverance of Israel from Egypt under Moses through the plagues and the Passover; the giving of the Law at Sinai, including the ten commandments; the institution of the sacrificial cult, the Levitical priesthood and ancient Israel's purity laws; Israel's wilderness wanderings; the sending of the twelve spies into the promised land; Moses' final words to Israel before entering the land. In addition to studying contemporary scholarship on the Pentateuch, the student also explores commentaries from the Church Fathers and Doctors, learning how to read the theological dimensions of the text in light of the rest of the canon and Catholic tradition.

Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)

### **BIBL512 Historical Books of the Old Testament**

In this course students will be exposed to the books of the Old Testament typically classified as "the Historical Books", namely, Joshua, Judges, Ruth, 1-2 Samuel, 1-2 Kings, Ezra, Nehemiah, Esther, 1-2 Chronicles. These books contain the biblical account of Israel's history after the time of Moses leading up to the time of Christ. Among other things, students carefully explore the accounts of: Israel's entrance into the land of Canaan under Joshua; the Judges who led Israel, such as Gideon and Samson; the rise and fall of Saul; David and the kingdom covenanted to him; the glorious reign of Solomon and his building of the temple; the split between the northern and southern tribes; the ministry of prophets such as Elijah and Elisha; the reforms of Hezekiah and Josiah; the exile of the Jews to Babylon and their return to the land under Ezra and Nehemiah. Although not typically included in the category of the "Historical Books", students also explore 1 & 2 Maccabees, rounding out the narrative of the Catholic Old Testament. While engaging with contemporary critical scholarship, students also read these books in light of the writings of the Church Fathers and Doctors, exploring the theological dimensions of the text in light of the rest of the canon and Catholic tradition.

Prerequisites or Corequisites: BIBL502, BIBL511, THEO502 (unless granted written approval)

### **BIBL513 Prophets**

"Through the prophets, God forms his people in the hope of salvation, in the expectation of a new and everlasting Covenant intended for all, to be written on their hearts" (*Catechism of the Catholic Church*, no. 64). In this course, students are exposed to the key literary and historical issues involved in the study of the prophetic corpus, analyzing the contributions of contemporary scholarship. In addition, students will explore the theological dimensions of the prophetic literature. Among other things, the student will examine the way these books highlight key tenants of Old Testament ethics

and Israel's eschatological hopes. Furthermore, reading these books in light of the New Testament, Catholic tradition, and the Church's liturgy, students will also investigate these books in light of Catholic theology, e.g., Christology, ecclesiology, eschatology, moral theology, and liturgical theology.

Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)  
Preferred Prerequisite: BIBL512

#### **BIBL514 Psalms and Wisdom Literature**

Blessed Pope John Paul II described the Psalter as "the book of Church prayer *par excellence*."

This course begins by introducing students to the literary, historical, and theological dimensions of this Old Testament book.

Students read the psalms in light of contemporary scholarship but also read from the commentaries of earlier writers such as Augustine and Thomas Aquinas to familiarize themselves with how the book has been read in Catholic tradition. After examining the Psalms, the course then turns to the books of the Catholic Old Testament typically identified as "Wisdom Literature." Specifically, students study the books Proverbs, Ecclesiastes, Song of Songs, Job, Sirach, and Wisdom of Solomon. As with their study of the Psalms, students will examine all of these books using the tools of scholarship while also engaging sources from Catholic tradition.

Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)  
Preferred Prerequisite: BIBL512

#### **BIBL521 Synoptic Gospels and Acts**

According to the Second Vatican Council, "among all the Scriptures, even those of the New Testament, the Gospels have a special preeminence, and rightly so, for they are the principal witness for the life and teaching of the incarnate Word, our savior" (*Dei Verbum*, no. 18). This course analyzes the literary, historical, and theological issues involved with the study of the Synoptic Gospels (=Matthew, Mark and Luke) as well as the Acts of the Apostles. After examining questions regarding the study of the

historical Jesus, the course will introduce students to the debates about the origin and sources of the Synoptic Gospels as well as proposed solutions to the question of their relationship with one another. The course then offers an in-depth look at their accounts of the life and ministry of Jesus, his Passion and Resurrection. Among other things, the course will consider the Christological titles of Jesus, his miracles, his parables of the Kingdom, the Sermon on the Mount, and his eschatological discourses. The course will also include an introduction to the key literary, historical, and theological issues involved with the study of the book of the Acts of the Apostles. While engaging with the works of contemporary scholarship and critical approaches, students will also examine these books through the lens of sources from Catholic tradition (e.g., patristic and medieval commentaries).

Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)  
Preferred Prerequisites or Corequisites: BIBL512, BIBL513

#### **BIBL522 Johannine Literature**

This course examines the literary, historical and theological issues relating to the study of the Johannine Literature, with primary attention being given to the Gospel of John. The course begins with an overview of scholarly debates about the literary features of the Fourth Gospel (e.g., genre, literary structure, style), its origin (e.g., authorship, formation, date, relationship to Johannine Epistles), historical value and provenance. Students will then carefully survey its contents, with particular attention to its theological dimensions (Christology, Pneumatology, Eschatology, etc.). In addition to engaging with contemporary critical scholarship on Johannine literature, students will also be exposed to patristic and medieval readings of this book to appreciate how the book has been read within the Catholic tradition.

Prerequisites or Corequisites: BIBL502, BIBL521 (unless granted written approval)

### **BIBL523 Pauline Epistles**

This course introduces students to the canonical Pauline corpus, that is, Romans-Philemon, with the goal of gaining a preliminary, yet solid understanding of Pauline theology. In order to accomplish this goal, the course will examine Paul's life and letters within their Second Temple Jewish and Greco-Roman contexts, introducing students to the philosophical and theological milieu that served as the backdrop to Paul's life and mission.

From there, this course will proceed to examine each of the canonical Pauline letters by means of both contemporary Pauline scholarship and the reception history of Paul. By means of both ancient and cotemporary guides, students will have the opportunity to pursue an integrated, Catholic appropriation of Paul's theology, and in particular, have the opportunity to penetrate to the heart of the Pauline Gospel and its place in the faith of the Church. Particular topics that will be pursued will include the place of Damascus Road in Pauline theology, the nature of Pauline participation in Christ, the theological-political aspects of the Pauline Gospel, the place of justification in the theology of Paul, the eastern and western receptions of Paul, and the current state of Pauline scholarship, from the New Perspective on Paul to post-New Perspective projects.

Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)  
Preferred Prerequisites or Corequisites: BIBL511, BIBL513

### **BIBL524 Catholic Epistles and Hebrews**

This course seeks to pick up where Pauline epistles concludes by examining both Hebrews and the Catholic Epistles canonically, that is, as guides to understanding the nascent faith of the Church, and in particular, the Pauline corpus. As a result of this approach, this course will begin with a brief review of the Pauline Gospel, and its most difficult aspects with an eye towards how understanding how Hebrews and the Catholic Epistles may offer guidance for a canonical reception of Paul. From there, this course will proceed to examine both Hebrews

and the Catholic Epistles within their Jewish and Greco-Roman contexts, together with the reception history of these texts. As a result, students will be provided with an opportunity of gaining an integrated, Catholic appropriation of each of these texts, as well as a canonically-shaped reception of the early faith of the Church.

Prerequisites or Corequisites: BIBL502, BIBL511, BIBL512, BIBL521, THEO502 (unless granted written approval)

### **BIBL525 Apocalyptic Literature**

Among the biblical books none are more challenging to interpret than those classified as "apocalyptic literature". In this course students will examine such works, focusing on examples from both the Old Testament (Ezekiel, Daniel, Zechariah) and the New Testament (Revelation). The bulk of the course, however, will be spent analyzing the Apocalypse.

Students will look at the literary, historical and theological issues relating to the study of these books. In addition, students will be exposed to non-biblical apocalyptic texts, such as 1 Enoch. Prerequisites or Corequisites: BIBL502, BIBL531, BIBL532, BIBL511, BIBL512, BIBL514, BIBL521, BIBL522, BIBL523, BIBL524 (unless granted written approval)

### **BIBL526 Johannine Literature and the Apocalypse**

This course examines the literary, historical and theological issues relating to the study of Johannine Literature and the Apocalypse. The course begins with an overview of scholarly debates about the literary features of the Gospel and the epistles attributed to John (e.g., genre, literary structure, style), their origin (e.g., authorship, formation, date), and provenance. Following this, much of the first half of the course will survey issues relating to the study of the Fourth Gospel. After this, the course will analyze the Book of Revelation. After studying and assessing scholarly discussions of the apocalyptic genre in general, the course will consider the book of Revelation in particular. The date of its composition and its authorship

will first be considered before surveying major interpretive approaches to the book. The remainder of the course will examine its message with careful attention to its use of biblical imagery and its theological message. In addition, to engaging contemporary critical scholarship, students will also be exposed to patristic and medieval readings to appreciate how the texts covered in this course have been read within the Catholic tradition.

Prerequisites or Corequisites: BIBL502, BIBL511, BIBL512, BIBL521, THEO502 (unless granted written approval)

### **BIBL531 New Testament Greek I**

In this course students will gain an understanding of the basic vocabulary and grammar of the language in which the New Testament was originally written.

### **BIBL532 New Testament Greek II**

This class builds on what was learned in Greek I (BIBL531).

Prerequisite: BIBL531.

### **BIBL541 Biblical Hebrew I**

In this course students will gain an understanding of the basic vocabulary and grammar of the language in which the Old Testament was originally written.

### **BIBL542 Biblical Hebrew II**

This class builds on what was learned in Biblical Hebrew I (BIBL541).

Prerequisite: BIBL541

## **Business**

### **BUS1100 Introduction to Products and Markets**

The purpose of this class is to review current information about companies and business trends, to learn important lessons regarding the products they're selling and the markets they're serving. Students will use real-world and timely experience from a variety of businesses by reading the Wall Street Journal. Students will

also become proficient in brief Power Point presentations.

### **BUS1102 Decisions Based on Data I: Business**

The intent of this course is to give the student an introduction to working with spreadsheets, and provide hands-on experience building effective and accurate spreadsheet models. The course reviews and strengthens the student's understanding of applied mathematical concepts relevant to solving problems in accounting and finance. The course uses a traditional hands-on approach of teaching spreadsheet techniques. Basic mathematical operations and functions will be introduced throughout the entire duration of the course. The student will reinforce his/her knowledge of arithmetic order of operations (priority rules), and learn to build accurate nested spreadsheet formulae. Students will also learn how to run ratios and percentages using diverse data sets.

### **BUS1104 Accounting I**

This course provides the student with the fundamental understandings of how the accounting process is used to measure and report economic events to outside stakeholders. The course focuses on fundamental concepts, required financial statements, and key relationships. The course emphasizes the role of accounting in decision making by investors, creditors, and regulators. The primary objective of this class is that students will be able to demonstrate, at a basic level, an understanding of the knowledge and practice of the core business discipline of accounting.

### **BUS1105 Statistics**

This course is designed to give students an introductory level understanding of statistics and introduce them to the fundamental principles of statistics as they are applied in the real world. The teaching materials will incorporate the use of statistics in business settings to provide students with relevant

applications. Students will also be exposed to statistical computations using Microsoft Excel and will be required to demonstrate a working knowledge of Excel-based statistical computation and analysis. After concluding the course, students should have a solid understanding of the fundamental concepts, theories and principles of statistics. Specifically, students should come away from the course with a solid understanding of how to incorporate the use of statistics in day-to-day settings to help make informed decisions.

### **BUS1107 Entrepreneurial Management**

Students learn the various aspects it takes to start and operate a small business. They become acquainted with business start-up issues, such as unique selling proposition, business plans, and legalities; learn the basics about business operations, such as sales, marketing, hiring, and firing; become introduced to financial issues such as collections, credit, insurance, and e-commerce.

### **BUS1125 Financial Planning & Budgeting**

This course covers: external financial reporting decisions including financial statements, recognition, measurement, valuation, and disclosure; and planning, budgeting and forecasting including strategic planning, budgeting concepts, forecasting techniques, budgeting methodologies, annual profit plan and supporting schedules, and top-level planning and analysis.

### **BUS1191 Entrepreneurial Thinking**

In today's world there is a need for strategic thinking and business vision based on a different paradigm. Competition is not only between products and services, but also between business models. Students will learn about innovation-driven business strategies and methodologies to develop business designs to successfully compete in the new economy.

### **BUS1193 Introduction to Marketing**

This course focuses on introducing the idea of "entrepreneurial marketing" and is aimed at students who plan to start a new venture or take a job as a marketing professional pursuing an innovative marketing approach. Students will study a full spectrum of marketing strategy and tactics that are especially suitable for entrepreneurial firms aiming for high growth and innovation yet faced by limited resources and uncertain industry dynamics. Students will work in teams on marketing plans for their own venture or for other high profile entrepreneurs or executives. The focus of this course is on hands-on experiences and practical relevance of innovative marketing concepts.

### **BUS1200 Project Management**

This course teaches the principles of project management that are commonly used to plan and measure projects in industry. It presents the project management mind-set, tools, and skills for successfully defining, planning, executing, monitoring, controlling, and reporting a project. Topics covered include: the project life cycle; fundamental PM processes; development of the project plan; interpersonal management skills; and managing changes during project execution. Case studies are from technology and media applications.

### **BUS1201 Marketing Products and Services**

This course explores the special challenges of marketing products in both consumer and business-to-business marketing contexts. It explores the relationship of marketing to other functions and to show how effective marketing builds on a thorough understanding of buyer behavior to create value for customers. The class focuses on a broad range of products, with special emphasis on Internet marketing strategies. Product marketing methods are learned and applied. Topics include understanding customer needs, strategy formulation, effective and efficient implementation, and building relationships; control of the elements of the marketing mix—product policy, channels of distribution,

communication, and pricing—to satisfy customer needs profitably; brand management. This class includes a computerized business simulation.

### **BUSI202 Decisions Based on Data II**

Decision Based on Data II continues to build on the knowledge of data manipulation and analysis students acquired in BUSI102. Utilizing Microsoft Access, this course introduces the basics of relational database principles, guiding the student through tables, queries, forms and reports. This course will also teach various data manipulation techniques using custom queries, as well as explain the difference between Microsoft Excel and Microsoft Access database capabilities. Finally, the student will be able to build a sample database which could be utilized in their future small business. Prerequisite: BUSI102

### **BUSI203 Finance I**

This course provides the student with the fundamental understandings of how financial issues impact the decision-making process in companies. Students learn the significance of costs, profitability, and the general financial consequences that result from day-to-day business decisions. They will learn strategies to make better investment and financing decisions in entrepreneurial settings. The course covers the stages of the company growth process, from startup to exit. The case studies cover technology-based businesses, with the emphasis on gaining financial insights. The course will introduce the student briefly to structuring multi-staged start-up financings, understanding business models, and valuing entrepreneurial ventures. The primary objective of this class is that students will be able to demonstrate, at a basic level, a global understanding of the knowledge and practice of the core business discipline of finance.

### **BUSI205 Storytelling for Business**

This course examines the powerful role story can play in the business environment, providing students with a strong theoretical

understanding of how stories work, and extensive practical experience creating, telling, and listening to stories in a variety of business-specific contexts and modalities.

### **BUSI207 Risk Management**

Over the past few years, the economy has changed radically; traditional business methods are not applicable as they once were. This course explores topics like market turbulence and chaos, managing both opportunity and vulnerability as well as creating resilient management and marketing systems. Students will learn how to help their companies thrive in market turbulence.

### **BUSI208 Macroeconomics**

This course gives an in-depth introduction to the major concepts of business macro-economics, exposing them to the issues faced by companies competing in global markets. This course is devoted to the fundamental principles of macro-economics, with particular attention paid to how these principles shape the structure and performance of nations and governments. The course provides conceptual tools for analyzing how governments and social institutions inter-relate, and how their policies influence economic competition on national and global scales. They learn how national systems have affected production, inflation, unemployment, as well as the quality of life in their respective countries.

### **BUSI211 Managerial Finance**

This course combines theory with sophisticated analytical tools to provide students with the background to develop and manage major corporate financial decisions. Topics covered include: the basic principles of corporate finance; financial statement analysis; financial forecasting; time value of money; valuation of financial securities; management of risk and return; modern capital markets and the cost of capital; and legal and regulatory considerations. Students also learn to estimate and analyze cash flows in the capital budgeting process and to examine capital structure, dividend policies,

and long-term financial planning. This class includes a computerized business simulation.

### **BUSI220 Business Development**

A course designed for an aspiring entrepreneur to apply a proven process to generate leads for possible sales. Upon completion of the course, students will be prepared to assess marketing opportunities and target markets, as well as know how to integrate marketing and sales tactics/strategies to support business development. Students will implement a lead generation strategy for their individual venture or example business, and design a multipronged approach to reach the sphere of influence.

### **BUSI221 Small Business Principles and Practices**

This course is an introductory course for Business students. Its intent is to give an in-depth understanding of the requirements and options for starting and operating a successful small business. In presenting the course, a number of in-class exercises are used to demonstrate lecture topics, and to help the student appreciate the many possible applications for a small business. The course also introduces key concepts that are explored in more detail in later courses, such as writing a business plan, successfully recruiting staff, financially assessing a business, and managing projects.

### **BUSI225 Financial Performance, Costing & Controls**

This course covers financial performance management, including cost and variance measurements, responsibility centers and reporting segments, and performance measures; cost management including measurement concepts, costing systems, overhead costs, supply chain management, and business process improvement; internal controls including governance, risk, and compliance, internal auditing, and systems controls and security measures.

Prerequisite: BUSI125

### **BUSI230 Public and Media Relations**

Students will explore the field of public relations from both journalistic and corporate points of view. Through discussion, case studies, and individual and group projects, they will develop an awareness of the important roles branding, PR, and publicity play in our society; learn the differences between news, opinion, advertising, and propaganda; discover basic strategies and tools for attracting publicity and dealing with press attention, and wrestle with the moral and ethical aspects of creating and maintaining a compelling, authentic public image.

### **BUSI232 Applied Market Research**

Applied Market Research offers students an overview of market research techniques and primary and secondary research strategies informed by a Christian code of conduct. The course is designed to provide them with the principles, vocabulary, tools and practice necessary to identify a market demographic, write a research brief, develop and implement a research study, and analyze the findings.

Prerequisite: BUSI193

### **BUSI234 eCommerce: Principles and Platforms**

This course looks into the use of e-commerce techniques for marketing, advertising, and selling a business's products and services. Included are such topics as the do's and don'ts of web site designs, the use of credit cards and PayPal services for revenue collection, and techniques for updating product and services catalogues. Also included are discussions about selecting vendors for website development and hosting, and the use of emails to generate clientele and consumer interest.

### **BUSI291 Business Planning**

In this class students get a "big picture" look at the ingredients of a start-up firm and the process of creating one. The class details those ingredients, discusses the stories (good & bad) of people who have done it, and learn the process by going through it with a self-select

team. Students learn: the business planning process, which maps how to move from an idea to an actual enterprise offering an actual product/service/apostolate; How to craft a compelling and clear business story that captures the true essence of your business; and finally acquire inquisitiveness as to how the world of business really works. The class deliverable is a complete Business Plan created by student teams along with a presentation of the plan.

### **BUSI293 Consumer Behavior**

This course gives an overview of psychological knowledge as it pertains to capturing consumer insight, and includes a consideration of how the brain works, what factors influence consumer choice, and a critical evaluation of psychological assessment tools (including such diverse methods as online surveys, brain imaging, computerized reaction time assessment, and eye-tracking).

### **BUSI300 Negotiation Skills**

This course teaches students to meet and resolve objections and conflicts that result from written and oral proposals and pitches. Emphasis is on resolving customer obstacles before addressing your own. Topics covered include: Wants vs. Needs; Win-Win Strategies; Best Alternatives to Agreement; Schedule vs. Quality vs. Cost; Progress vs. Perfection. The class progresses through carefully structured, progressively more complex negotiation exercises. Students learn how external and internal negotiation has become a way of life for effective managers in a constantly changing business environment.

### **BUSI301 Social Media Marketing**

This course will prepare you to act both strategically and tactically - utilizing social media tools like blogs, microblogs (Twitter), vodcasts, video, and networking sites to engage with your audience and sell your products and services. You will discover how to use analytic tools to gauge the effectiveness of your campaigns and communicate meaningfully

with your audience. In this class, we will divide into small groups. Each group will build their own blog, as well as two accompanying social media accounts (Twitter & Facebook) for their chosen "business," and we will analyze their implementation & progress.

### **BUSI303 Finance II**

This course is designed to give students an intermediate level understanding of finance and introduce them to advanced concepts of finance as they are applied in the real world. The teaching materials will incorporate the use of finance in business settings to provide students with relevant applications. Course topics will include valuation, capital budgeting, investing and finance decision making and short and long term finance strategy. The course will also cover financial analysis, mergers and acquisitions and international finance considerations. In addition to promoting the John Paul the Great Catholic University the course will be instructed with the intention of providing students specific learning outcomes related to finance. After concluding the course, students should have a solid understanding of the intermediate concepts, theories and principles of finance.  
Prerequisite: BUSI203

### **BUSI305 Accounting II**

This course expands upon the underlying framework and concepts of the Accounting I course in the context of how accounting fits into the overall business environment. This course provides a comprehensive review of the accounting process that was initially discussed in Accounting I and expands on, in greater detail, the workflow of the accounting cycle. Students will also deepen their understanding of the preparation and understanding of classified financial statements and related information and apply analytical tools in making both business and financial decisions. This course requires that students have successfully completed the Accounting I course



and have an intermediate-level knowledge of Microsoft Excel.

Prerequisite: BUSI104

### **BUSI308 Microeconomics**

This course introduces the basic principles of economics and their applications to managerial decision-making. It begins with an analysis of the decision making of individual consumers and producers and how they interact in a variety of marketing settings. Other topics covered include: decision making in risky situations; the complexity of pricing, production, and market entry and exit; and the relationship between market structure and the strategic choices that are open to the company. The course forces the student to think systematically about achieving competitive advantage through the management of the firm's resources.

### **BUSI315 Sales Strategy**

A course designed for the entrepreneur, focusing on strategies to develop long-term business relationships. Students apply a proven process to increase sales, and are prepared for likely selling scenarios and learn the most effective methods to handle them. Students learn different sales strategies and can determine which method works most effectively for him/her.

### **BUSI318 Leadership**

Students in this class learn the basics of leading and managing within complex organizational settings. They review the history of organizations and the evolution of thinking around the roles of effective leadership and management, and the difference between them. The course covers the importance of both personal and enterprise mission and vision statements. Students learn the necessity and practicality of, and develop, a personal mission (statement) forged to their lifetime's passions. They also conceive a series of vision statements that practically support their mission and utilize the student's unique set of inherent talents and developed skills. They

begin to develop and appreciate the skills required to organize a productive team and effectively function within it. Students are exposed to ethical frameworks to guide decision-making. The class provides the student with analytic tools needed to analyze, manage, and lead the organizations of the future. Emphasis is placed on the importance of the organizational context in influencing which individual styles and skills are effective.

### **BUSI321 Competitive Strategies**

This course focuses on issues central to an enterprise's long- and short-term competitive position. Students learn the importance of sound strategic thinking and apply this knowledge to class room exercises.

### **BUSI322 HR and Organizational Development**

Covers the nature of human resource development and utilization in organizations; government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training, development, and integration of government and organizational human resource programs.

### **BUSI323 Supply Chain Management**

This is an introductory course to supply chain management (SCM). It provides an overview of the fundamental concepts, business processes and models/tools of SCM. The objective of this course is to identify problems, issues and strategies in today's supply chain operations via real-world cases. Analytical models and technical tools are introduced as needed. This course combines SCM business knowledge with analytical thinking and pinpoints the role of SCM relative to other business disciplines.

### **BUSI325 Financial Analysis**

This course covers basic financial statement analysis, financial ratios, profitability analysis; as well as corporate finance including risk and return, long-term financial management, raising

capital, working capital management, corporate restructuring, and international finance.

Prerequisites: BUSI125, BUSI225

### **BUSI330 Business Development & Sales Strategy**

A course designed for the entrepreneur, focusing on strategies to develop long-term business relationships. Students apply a proven process to increase sales, and are prepared for likely selling scenarios and learn the most effective methods to handle them. Students learn different sales strategies and can determine which method works most effectively for him/her.

Prerequisites: BUSI193

### **BUSI333 Human-Centered Design**

In this course students learn the human-centered design process, which moves from concrete observations about people to abstract thinking then back to the concrete with tangible solutions that are desirable, feasible, and viable in today's global business environment.

### **BUSI341 Special Topics in Business**

Current topics of special interest in business as announced in the Schedule of Classes.

### **BUSI393 Leadership and Management**

This course is an introductory-level course for students. Its intent is to give an in-depth understanding of the differences between – and similarities of – leadership and management. The course focuses on the major traits of leaders and managers, and augments these with examples of great historic leaders, including George Custer and Jesus Christ. The course also studies the many leadership traits of Abraham Lincoln, and looks at how these can be applied in modern business to improve management techniques. As part of the learning process, students give summaries of Lincoln's leadership lessons, using short, Power Point presentations.

### **BUSI403 Legal Considerations for Small Business**

Students study in detail the significant legal considerations involved with forming and operating a sustainable small business, becoming acquainted with real-world examples of incorporation issues and trade-offs, taxes and tax liabilities, human resource commitments and limitations, advertising issues and implications; contract law; patent, copyright and trademark law; and digital rights management.

### **BUSI404 Emerging Markets**

This course is designed for junior/senior-year Business majors, and builds upon earlier courses in leadership, entrepreneurial business basics, managing chaos, macroeconomics, and introduction to markets and services. The course's intent is to show how many foreign multinationals are taking leadership business positions in the global economy. It also studies the rise and future expectations for the emerging economies of the "BRIC" nations (i.e., Brazil, Russia, India, and China). Studied are a number of foreign firms' rise to global prominence, and what key traits they possess. The ultimate goal is to replicate what works for these companies in our own businesses.

### **BUSI411 LaunchPad I**

The first in a sequence of three 3-unit classes offered to upperclassmen, generally seniors. This course explores market opportunities and needs, competitive market landscapes, skill competencies and gaps, and the process of creating a financial forecast model.

### **BUSI412 LaunchPad II**

The second in a sequence of three 3-unit classes offered to upperclassmen, generally seniors. This course works towards creating a product or service prototype, which allows for an assessment of customer reaction to your value proposition. The team will seek to build relationships with external collaborators, develop a market entry strategy, and develop a

clear awareness of the challenges of delivering your product or services idea to the market.

### **BUSI413 LaunchPad III**

The third in a sequence of three 3-unit classes offered to upperclassmen, generally seniors. In this course, the team will continue to refine their financial forecast model and develop their marketing and funding plans, as well as putting their legal structure in place. The goal is a product or service ready for market with a team in place to deliver and support it, with a complete business plan, which includes a refined financial forecast model.

### **BUSI418 Career Strategies**

In this class, students will reflect on their future career goals. Specifically, they will: determine their ideal career goal and put a concrete career plan in place NOW to accomplish it; learn to network in the professional community that you want to join; create a professional resume and an equivalent LinkedIn profile, where the student will connect with 100 professionals in their immediate field of interest; form a team of 4-6 students to arrange group meetings with professionals in a field relevant to the student group; get an internship that could transition into a part-time job prior to graduation and into a full-time job after graduation; reflect on their personal strengths and weaknesses; create a personal Plan for Success; and create a 30-sec Elevator Pitch.

### **BUSI420 Business Law**

Students study in detail the significant legal considerations involved with forming and operating a sustainable small business, becoming acquainted with real-world examples of incorporation issues and trade-offs, taxes and tax liabilities, human resource commitments and limitations, advertising issues and implications; contract law; patent, copyright and trademark law; and digital rights management.

### **BUSI421 Project Execution I**

Students will learn how to successfully execute a small project, gaining understanding of the key steps in project planning and execution. They will play a key role in a real project by planning, executing and debriefing. By experiencing being a part of a team and having to learn from team members, they will apply their lessons learned in class and eventually in their own businesses.

### **BUSI422 Project Execution II**

This course is designed for junior/senior-year Entrepreneurial Business majors, and builds upon earlier courses in leadership, project management, and Project Execution I. The course's intent is to show how to successfully visualize, plan, brief, execute, and debrief a more complex project involving the entire class. The center piece of the course is the actual execution of a three-day wilderness campout involving JPCatholic students as part of their overall academic experience. The course shows how management (represented by half students) can successfully plan and brief a project that is executed by other staff (represented by the other half), which in-turn demonstrates the importance of visualization, discussion, and tapping into the experience of others, as well as how to successfully debrief the team to learn valuable lessons. Consequently, the course gives valuable insight, since the division of duties mimics real-life project execution in the business world, where management and staff have different roles and responsibilities.

Prerequisite: BUSI421

### **BUSI424 Strategic Management**

This course integrates management concepts and practices with contemporary business strategies, while discussing the theories of strategic management. This course focuses on improving management decision-making and problem-solving skills, by adding a strategic perspective. During the course, students will create a strategic management plan. The course includes a special emphasis on

business ethics, sustainability, innovation, and the legal environment of business.

### **BUSI425 Pricing & Investment Decisions**

This course covers decision analysis, including cost/volume/profit analysis, marginal analysis, and pricing; risk management including enterprise risk; investment decisions including capital budgeting process, discounted cash flow analysis, payback and discounted payback, and risk analysis in capital investment; professional ethics including ethical considerations for management accounting and financial management professionals, and for the organization.

Prerequisites: BUSI125, BUSI225, BUSI325

### **BUSI431 Global Markets**

This course outlines fundamental differences among developed and developing countries, starting briefly with broad historical differences and moving on to specific issues such as the protection of property rights, corruption and the effects of political institutions. Particular attention will be given to China's influence on global markets and its economic ties to the United States. The role of international institutions such as the IMF and World Trade Organization also are discussed. Public policies and institutions that shape competitive outcomes are examined through cases and analytical readings on different companies and industries operating in both developed and emerging markets.

### **BUSI435 Strategic Marketing**

This course provides students with solid experience in creating market-driven and market-driving strategies for the future success of a business. Course objectives are designed to help students in discovering and developing a set of unique competencies for a firm that, through strategic differentiation, will lead to sustainable competitive advantage in the marketplace. Students are provided with the opportunity to develop and practice creative problem-solving and decision-making skills to simulate the requirements of today's complex

market environment. Industry analyses will be performed that include the following: internal/external analysis, customer analysis, competitor analysis, market/submarket analysis, and comparative strategy assessment.

Prerequisite: BUSI193

### **BUSI441 Internship I**

An internship is an opportunity to apply the knowledge and skills you have acquired in your academic studies, to a practical, workplace setting. All internship experiences should provide exposure to an occupation, industry or career field, have clear and defined learning outcomes, and a specific project or job for you to complete. The intern must complete a minimum of 90 hours during the 10-week quarter. All internships require the direction of an Internship Supervising Instructor. A successful Internship results in 3 units of credit, which is the equivalent of a regular class. The grade assigned to the Internship is Pass or Fail.

### **BUSI442 Internship II**

Students may take up to three Internship programs if approved by faculty. See BUSI441 Internship I course for complete description.

### **BUSI443 Internship III**

Students may take up to three Internship programs if approved by faculty. See BUSI441 Internship I course for complete description.

### **BUSI444 Independent Study: Business I**

The purpose of an Independent Study Course is to provide students with the opportunity to pursue, for academic credit, a particular area of special interest beyond the scope of current course offerings. An Independent Study Course is available to juniors, seniors, and graduate students. The course must supplement existing courses in the curriculum with deeper study in a subject area, delve into topics of special interest not currently covered by a regular course in the JPCatholic curriculum, or work on specific projects that are designed to extend the student's knowledge in a particular subject

area. This course occurs under the direction of an Independent Study Supervising Instructor. A student wishing to do an Independent Study Course must contact the faculty member directly.

#### **BUSI445 Independent Study: Business II**

Students may take up to three Independent Study courses if approved by faculty. See BUSI496 Independent Study course for complete description.

#### **BUSI446 Independent Study: Business III**

Students may take up to three Independent Study courses if approved by faculty. See BUSI496 Independent Study course for complete description.

#### **BUSI493 Overview of Deal Making**

This course is an advanced course for business students. Its intent is to give an in-depth understanding of the combined roles of leadership and negotiating in the big-business world of media. The course uses many of the basic concepts covered in two earlier courses: the course "Negotiating Skills", and the course "Leadership and Management". In presenting the course, ten famous movie directors are investigated, using case studies involving deal making from eighteen of their movies. In each case, numerous possible negotiating outcomes are discussed in class, and the actual outcome is assessed by the instructor and students as to its effectiveness and success. In analyzing effectiveness, the actual scenes are reviewed in class.

Prerequisite: BUSI300

#### **BUSI524 Project Management**

This course teaches the principles of project management that are commonly used to plan and measure projects in industry. It presents the project management mind-set, tools, and skills for successfully defining, planning, executing, monitoring, controlling, and reporting a project. Topics covered include: the project life cycle; fundamental PM processes; development of the project plan; interpersonal

management skills; and managing changes during project execution. Case studies are from technology and media applications.

#### **BUSI525 Managerial Accounting**

This course is an intensive introduction to the concepts of financial and managerial reporting from the viewpoint of a reader of financial and managerial reports rather than the accountants who prepare them. It covers the preparation and interpretation of financial information. The course adopts a decision-maker perspective on accounting and finance with the goal of helping students develop a framework for understanding financial, managerial, and tax reports.

#### **BUSI527 Launchpad I (2 credits)**

This course is intended for MBA students seeking to start their own business. Students will use a business model framework to explore market opportunities and needs, competitive market landscapes, skill competencies and gaps, and to create a financial forecast model.

#### **BUSI528 Launchpad II (2 credits)**

The course is intended for MBA students seeking to start their own business. Students will use a value proposition design framework to assess customer reaction to their product/service idea prototype and complete a business plan.

Prerequisite: BUSI527

#### **BUSI529 Launchpad III (2 credits)**

This course is intended for MBA students seeking to start their own business. Students will refine their business plan, financial forecast model, marketing and funding plans with the goal of a product or service ready for market and a team in place to deliver and support it.

Prerequisite: BUSI528

#### **BUSI530 Leading and Managing an Organization**

Students explore the principles and practices leading and managing within complex organizational settings typical of those found in

the media industry. They review: the evolution of thinking around the roles of effective leadership and management, and the difference between them; the importance of both personal and enterprise mission and vision statements; and to utilize inherent team talents and developed skills required to organize a productive team.

## **Business Media**

### **BUSM500 The Art and Business of Producing**

This course is designed to provide students with a framework for understanding the complex role of producing (as a business profession), creating a finished creative product in the entertainment industry. This includes developing a business model, and generating an income stream to provide investors with a return. The course explores script selection, finance, budgeting, timetable development, team building, talent selection, sales, contract and union negotiation, regulations, technology and other relevant core competencies. These topics are introduced to be developed further in later course work.

### **BUSM501 Hollywood Mentor Series I**

Students will meet regularly with Hollywood Mentors to discuss not only industry trends, but also to network, demonstrate and broaden their knowledge and understanding of the industry, and (perhaps) screen assemblages of their in-progress projects for feedback.

### **BUSM504 TV & New Media Development**

This course looks at the peculiarities of developing episodic shows for television and New Media. It covers current TV trends, network brands and their specific needs, the kinds of TV pilots executives want to today. In addition, the course explores how to get representation connections in the industry.

### **BUSM507 Scheduling and Budgeting**

This course introduces to students the unique aspects critical to developing a production

schedule and budget based upon a completed feature media project. Each student breaks down their screenplay to produce a complete production schedule breakdown and design a budget for a feature media project taking into account concepts learned in project management and specific rules required to work within union contracts. Other topics include insurance, payroll, SAG, cast releases, and location permits. Case studies demonstrate how the industry performs scheduling and budgeting.

### **BUSM509 Finance: Forecasting and Funding**

This course is an accelerated introduction to the financing of a feature media project. In this course we will focus primarily on the independent feature film after looking at how the current Hollywood economic model works. Topics include: tax incentives and shelters, bank and debt financing, private equity financing, mezzanine debt structures, gap, super gap and bridge financing.

### **BUSM510 Finance & Accounting Fundamentals**

This course is designed to introduce students to the basic principles of accounting and finance and their application in the real world. The course will cover financial reporting techniques and include a detailed description of balance sheet, profit & loss and cash flow reporting and how each pertains to the financial health of a business. The course will also give students a solid foundation into financial institutions, investment and management. In addition, the course will cover Microsoft Excel and give students a working knowledge at the intermediate level and highlight its useful application as an accounting tool. Students will also learn personal finance techniques and be required to track the inflow and outflow of their money for the duration of the course.

### **BUSM511 Producing: Pre-Production**

This course is designed to take students through the business side of getting ready for

production. This includes closing financing, escrow arrangements, assembly, organizing and managing creative teams and allocating resources for production. Special emphasis is placed on identifying core and assembling complimentary teams to produce a feature media project.

### **BUSM512 Producing: Production**

This course builds upon Producing: Pre-Production and is designed to develop ability to move from a fully funded to completed media project. This looks at teams in the high stress of feature films, budgeting, and negotiating as well as planning.

### **BUSM513 Producing: Post-Production**

This course is the third in the sequence of Producing classes and connects the elements of pre-production and production to help finalize a narrative film. Students will manage all elements and personnel associated with post-production. This course places special emphasis on working with outsourced collaborators often required to complete a feature film and managing disparate teams with competing interests.

### **BUSM514 Producing: Distribution**

This course introduces the students to the business of distribution. This includes an in-depth analysis of the process of domestic and foreign distribution, foreign markets, the role of the sales agent, new emerging markets and distribution technologies.

### **BUSM521 Pitching**

This course develops in MBA students a mastery of developing, delivering, receiving, and analyzing pitches of media projects and businesses, skills essential for managing business enterprises in the entertainment sector. Students develop and test an analytical framework for evaluating the business, artistic and ethical qualities of pitches, and they acquire an evidence-based understanding of the dynamics of the creative teams that develop the intellectual property underlying all pitches,

an understanding that enables students to manage those teams to maximum effect.

### **BUSM523 Media Law**

The course examines the legal relationships in the motion picture and television industries, as well as the legal relationships between artists and their personal managers. It covers the key legal principles that are involved in most media productions. This includes with trade unions, licensing, intellectual property and contract issues.

### **BUSM524 Entertainment Law and Negotiations**

Negotiation and deal-making are essential business skills that enable professionals to grow sustainable companies. In this course, students explore the nuances of the media industry. The course examines the legal relationships in the motion picture and television industries, as well as the legal relationships between artists and their personal managers. Key topics include: deal-structuring skills, self-awareness and negotiation skills, tools and concepts for negotiation preparation, development of deal memos and contracts including unions, negotiation and deal-making role-playing with talent, managers, agents, and follow-up critique.

### **BUSM525 Entertainment Management: Negotiating and Deal Making**

Negotiation and deal-making are essential business skills that enable professionals to grow sustainable companies. In this course, students explore the nuances of the media industry. Key topics include: deal-structuring skills, self-awareness and negotiation skill development, tools and concepts for negotiation preparation, development of deal memos and contracts including unions, negotiation and deal-making role-playing with talent, managers, agents, and critiquing the role-playing scenarios.

**BUSM526 Media Career Strategies**

In this class, MBA students will reflect on their future career goals. Specifically, they will determine their ideal career goal and put a concrete career plan in place to accomplish it and learn to network in the professional community that they want to join. Students will also work to launch their careers through other professional activities such as developing a LinkedIn profile, reflecting on their personal strengths and weaknesses, and creating a 30-sec Elevator Pitch.

**BUSM531 Distribution Fundamentals**

Students travel to Los Angeles, CA for the annual American Film Market where they are exposed to the business of buying and selling movies on an international scale.

**BUSM535 Social Media Marketing**

This course provides the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers, and monitor and measure the results of these efforts.

**BUSM537 Strategic Management**

This course is designed to expose students to foundational theories, conceptual frameworks, methodologies, and business strategies they will use throughout the MBA program. Students will identify and apply strategic models to analyze business problems, formulate strategic solutions, and make sound business decisions.

**BUSM539 Strategic Marketing Management**

A graduate level course that analyzes the role of strategic marketing management in helping companies better understand customer preferences, link that knowledge to designing appropriate products and services for selected customers, and determine appropriate methods to communicate, to capture, and to deliver value.

**BUSM541 The Business of Media Seminar (1 credit)**

The business of media is in constant flux and it has become increasingly global. In this weekly seminar class, students will explore the evolution of the global trends in the industry. Students will learn fundamental concepts, principles, and analyses to help them understand the business aspects of the entertainment media industry. Students will: learn strategic business frameworks; review current industry case studies; view and discuss current interviews with industry professionals; and analyze the competitive business challenges they face. This course may be repeated for credit.

**BUSM542 Life on the Set: Production Fundamentals (2 credits)**

Students will explore the different roles on a film set and participate in weekly film shoots designed to teach production roles and functions, from directing to DP to lighting to sound. This course may be repeated for credit.

**BUSM545 Advanced Development**

Students will go through the process of selecting, optioning, and developing a media project in a simulated real-world environment (the class will function as a virtual production company), as well as writing coverage. This class could position students well to option their own material or be prepared for an internship in the following quarter.

**BUSM546 Advanced Production (2 credits)**

Quarterly short-form production exercises (individual or teams). This course may be repeated for credit.

**BUSM547 Advanced Marketing and Distribution**

Students will learn the business principles that go into the marketing and distribution of film, TV and new media, including fundamentals of consumer behavior, technological innovations, etc.



**BUSM550 Thesis Development**

This course explains the process and requirements for the students media thesis project that they will continue working towards. Faculty advisors will help students develop strong creative and business concepts.

**BUSM571 Independent Study: MBA I**

The purpose of an Independent Study Course is to provide students with the opportunity to pursue, for academic credit, a particular area of special interest beyond the scope of current course offerings. An Independent Study Course is available to juniors, seniors, and graduate students. The course must supplement existing courses in the curriculum with deeper study in a subject area, delve into topics of special interest not currently covered by a regular course in the JPCatholic curriculum, or work on specific projects that are designed to extend the student's knowledge in a particular subject area. This course occurs under the direction of an Independent Study Supervising Instructor. A student wishing to do an Independent Study Course must contact the faculty member directly.

**BUSM572 Independent Study: MBA II**

See listing for BUSM571.

**BUSM580 Internship I: MBA**

Students will land an internship in a related media field, in the LA or San Diego area, to broaden their understanding of the media industry and deepen their network of contacts.

**BUSM599 Master's Thesis**

Students will develop, produce and attempt to distribute a significant media project.

**Communications****COMM200 Business Communications**

This course will teach students how to write and speak effectively in business and other communication.

**Digital Media****DIGM100 Fundamentals of Art and Design**

Introduction to the elements and principles of design, composition design, color theory, color psychology, and basic typography. Practical guidance in color mixing and the visual impact of specific color combinations to support traditional and digital design work.

**DIGM101 Image Manipulation**

Introduction to digital image manipulation in Adobe Photoshop. A comprehensive exploration into various components of Photoshop including: layers, channels, filters, brushes, pen and other image creation and manipulation tools for the purpose of designing meaningful digital artwork.

Prerequisite: DIGM100

**DIGM106 Fundamentals of Game Design**

Comprehensive introduction to basic tools and principles of Game Design including game systems, their components and interaction. Exploration into game analysis and game definitions. Opportunities to conceive an original idea and create a pitch to sell a game concept.

**DIGM107 History of Animation**

Students will study the artistic and business history of the animation industry by analyzing films and conducting research on important figures and companies in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

**DIGM110 Drawing in Perspective**

Study of fundamental drawing techniques used to represent three-dimensional objects on a two-dimensional plane and lay a strong foundation for all other drawing and design courses.

Prerequisite: DIGM111

**DIGM111 Observational Drawing**

This class is designed to help students develop drawing skills by translating what students observe about three-dimensional objects into lines and shapes on a two dimensional medium, while incorporating surface textures and varying line qualities into object and environment design concepts.

Prerequisite: DIGM110

**DIGM121 Writing and Pitching a Script: Gaming**

This course provides students with the basic tools of Game Design. Students will be exposed to the principles of game design on a creative level, the elements that make for both interesting and commercially successful games as well as practice brainstorming game ideas. Students will also have to conceive an original idea and create a pitch to sell the concept.

Prerequisite: DIGM100

**DIGM122 Writing and Pitching a Script: Animation**

This course will provide students with the basic understanding of character and story design for Animation. Students will be exposed to the principles of good story and character design, the elements that make for both interesting and commercially successful animated films, as well as practice brainstorming animation ideas. Students will conceive an original idea for an animated short film and create a pitch to sell the concept.

**DIGM201 Advanced Image Manipulation**

Advanced exploration into image manipulation tools and techniques in Adobe Photoshop, Adobe Illustrator and Adobe After Effects for the purpose of creating high quality game texture assets.

**DIGM202 Storyboarding**

This class focuses on applying industry-standard storyboarding and scripting techniques to Animation/Film production. Topics to be covered include the various purposes and formats of storyboards, the basic

terminology and concepts used in storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script. Using Scripts, Sound Tracks, and Character Designs provided by the teacher, students create several Storyboards and presentation Animatics (movies of the Storyboard Panels that are timed to the Sound Tracks).

Prerequisites: DIGM107, DIGM122, DIGM210

**DIGM206 FLASH**

Students will learn the basics of Adobe's animation program Flash. They will create Flash animations by setting stage properties, importing images into Flash, creating drawing objects and more.

**DIGM207 3D Fundamentals**

Comprehensive introduction to the various components of 3D animation technology including modeling, animating, rendering, and lighting.

Prerequisite: DIGM100

**DIGM210 Life Drawing I**

This class will help students to develop basic figure drawing skills. Students will study drawing a human body in various shapes and poses in order to create designs for animated characters.

Prerequisite: DIGM110

**DIGM211 2D Animation I**

Using the simplicity of basic 2D animation, students will become familiar with some of the basic "Disney: 12 Principles of Animation." Through lectures and projects, students will create several short animation projects that include: Key Pose Animation; Squash and Stretch; Anticipation; Staging; Arcs; and Action Timing. Whether 2D, CG, or stop motion animation, these principles are the backbone for all character animation projects.

Prerequisite: DIGM210, ENTM130

**DIGM212 Texturing & Lighting I: GAME**

This class revolves around creation and application of realistic and stylized textures and light schemes to produce depth and meaning in 3D computer generated scenes. Students will explore into various texturing techniques, while generating diffuse, specular, bump, and normal maps.

Prerequisite: DIGM213

**DIGM213 Introduction to Texturing & UV**

This class will introduce students to preparing both hard surface and organic models for texturing using various methods of UV unwrapping. Students will create texture maps from scratch using cameras and Photoshop. Students will also be exposed to texture painting techniques in Mudbox.

Prerequisites: DIGM100, DIGM313

**DIGM214 Texturing & Lighting I: ANM**

This class revolves around creation and application of realistic and stylized textures and light schemes to produce depth and meaning in 3D computer generated scenes. Students will explore into various texturing techniques, while generating diffuse, specular, bump, and normal maps.

Prerequisite: DIGM213

**DIGM215 Web Development I: Fundamentals of Web Design**

Students will learn programming in a web environment. The course will cover the fundamentals of HTML, CSS, and Javascript and include best practices for web design.

**DIGM220 Story and Character Development**

Exploring into story and character development techniques to create memorable characters and stories. Employing written and drawing medium to develop plot, back stories, character traits and personalities, while designing inextricably intertwined story.

**DIGM221 Fundamentals of Production: Gaming**

This course covers an introduction to creating interactive art assets inside a game engine. Students will be given a comprehensive introduction to the various components of a game engine including: Integration between a game engine and digital content creation tools, project management, real time shaders, real time lights, particle system, and basic scripting to add functionality and animation to game assets.

Prerequisites: DIGM251, DIGM313

**DIGM222 The Producer: Gaming**

This course provides students with the opportunity to develop fully interactive game environment inside a game engine. Students will use basic first-person, third person, or other character controllers to navigate inside an their interactive game environment in order to validate their design work.

Prerequisites: DIGM121, DIGM351, DIGM330

**DIGM223 Fundamentals of Post Production: Gaming**

This course covers introductory techniques to post production processes such as editing, compositing, development of visual effects, and sound effects. Students will work on developing creative visual and audio solutions to support specific design challenges.

Prerequisite: DIGM222

**DIGM224 Interactive Story and Character Development**

Exploring into story and character development techniques to create memorable characters and stories. Employing written and drawing medium to develop plot, back stories, character traits and personalities, while designing inextricably intertwined story.

**DIGM251 Texturing & Lighting**

This class revolves around creation and application of realistic and stylized textures and light schemes to produce depth and meaning in

3d computer generated scenes. Students will explore into various texturing techniques, while generating diffuse, specular, bump, and normal maps.

Prerequisites: DIGM101, DIGM313

### **DIGM300 Web Strategy**

This course provides the student with the fundamental understanding of Internet strategy and trends. Students will gain a thorough understanding of Web 2.0 technologies and business models.

### **DIGM304 and 308 Computer Animation II/III**

These courses build on DIGM210 and advance students to a solid foundation in animation using computer programs, specifically Maya.

### **DIGM305 2D Animation II**

This class expands on the "12-Principles." Through a combination of lecture and lab, the class will produce two (2) short 30-second animated Pencil Test movies (no color) using a soundtrack provided from the teacher. Each movie project will include creating Thumbnail Storyboards, drawing Key Poses, preparing Exposure Sheets, creating in-betweens, and compositing a final Quicktime Movie.

Prerequisites: DIGM211, DIGM310

### **DIGM306 Computer Programming**

This course builds on the fundamentals of programming and focus on C++ language for video game programming.

### **DIGM307 Web Development II: Client Side Scripting**

Students will learn the more advanced features of Javascript, AJAX, JQuery, and Bootstrap to create responsive, mobile-friendly web pages.

Prerequisite: DIGM215

### **DIGM310 Life Drawing II**

This class will help students develop advanced figure-drawing skills through various exercises drawing the human body in various shapes and

positions. This class is an art study into major anatomical structures of human body.

Prerequisite: DIGM210

### **DIGM311 Survey of Video Game Technologies**

Exploration of the history of electronic game technology, game genres, major hardware gaming platforms, major software game engines, various game developers, game publisher, and the work of leading exponents of game/animation design to broaden students' vision, understanding, and appreciation of game art & design evolution.

### **DIGM312 Interactive Visual Effects**

This class is designed as advanced study into animated visual effects that can be used in electronic games. Students will create most common effects such as explosions, fire, smoke, rain, snow, and spell casts. Students will also have the opportunity to create custom visual effects.

Prerequisite: DIGM207

### **DIGM313 Hard Surface Modeling I**

This class is designed to help students develop 3D modeling skills to produce low and high-poly hard surface models for animation and games. Students will learn to model using proper topology and be introduced to methods of speeding up workflow while creating props, buildings, and other hard surface objects.

Prerequisite: DIGM207

### **DIGM314 Hard Surface Modeling II**

This class builds on the topics covered in Hard Surface Modeling I and introduces modeling with NURBS. Students will explore the pros and cons of working with NURBS and model several kinds of vehicles.

Prerequisites: DIGM313

### **DIGM315 Texturing & Lighting II: ANM**

This class revolves around creation and application of realistic and stylized textures and light schemes to produce depth and meaning in 3D computer generated scenes. Students will

explore into various texturing techniques, while generating diffuse, specular, bump, and normal maps. This class will introduce students to industry standard animation software.

Prerequisite: DIGM214

### **DIGM316 Fundamentals of Pre-Production: Animation**

In a studio environment, students will participate in the pre-production processes used in animation and related industries. Including: Project Management, Concept Art and Character Design development, creating Storyboards, recording Audio, and Compositing an Animatic movie for production approval.

Prerequisite: DIGM110

### **DIGM318 Texturing & Lighting II: GAME**

Students will continue developing realistic and stylized texture and light schemes to produce depth and meaning in interactive 3D scenes. Students will explore into various advanced PBR texturing and lighting techniques, while generating texture assets for interactive objects and environments.

Prerequisite: DIGM212

### **DIGM319 The Producer: Animation**

This studio class is designed to provide students with opportunities to produce none character art assets for an animated film.

Prerequisite: DIGM412

### **DIGM320 Environment Design I**

This class is designed to provide students with several opportunities to explore and research into environments and complementary object designs of various art styles, to promote the development of students' individual art style

### **DIGM321 Environment Design II: Gaming**

This class will provide students with the opportunity to develop fully interactive game environment inside a game engine. Students will use basic first-person game controller to navigate inside an interactive game environment in order to validate their designs.

Prerequisite: DIGM320

### **DIGM322 3D Animation I**

This class is designed to provide students with the opportunity to study principles of traditional animation, and incorporate those principles into computer animation. Students will produce several cyclical and performance based animations.

Prerequisites: DIGM207, DIGM210, ENTM130

### **DIGM323 Character Rigging: Animation**

Creating skeletal structures for humanoid characters. Mastery of a wide range of rigging techniques such as reversed foot lock, wrist control, spline IK, facial controls, and weight painting.

Prerequisites: DIGM322 or DIGM350

### **DIGM324 Directing: Animation**

Using the simplicity of basic 2D animation, students will become familiar with some of the basic "Disney: 12 Principles of Animation." Through lectures and projects, students will create several short animation projects that include: Key Pose Animation; Squash and Stretch; Anticipation; Staging; Arcs; and Action Timing. Whether 2D, CG, or stop motion animation, these principles are the backbone for all character animation projects.

Prerequisite: DIGM319

### **DIGM325 Web Development III: Server Side Scripting**

Students will learn to create dynamic content specific to users, via PHP and MySQL. Topics will include how to set-up, design, and make queries against a SQL database.

Prerequisites: DIGM215, DIGM307

### **DIGM330 Introduction to Programming**

This class is designed to help students understand basic programming concepts and programming tools. The class will focus on object oriented programming.

Prerequisite: DIGM221

**DIGM331 Introduction to Game Scripting**

This class is designed to help students further their programming and scripting skills that directly relate to video game development. Theoretical exploration into scripting techniques reinforced by practical application of such will provide students with greater understanding of implementation strategies, and help students solve practical game functionality problems via unique scripting solutions.

Prerequisite: DIGM330

**DIGM350 Organic Modeling I**

In this class, students will explore various techniques for modeling and sculpting organic assets using Maya and ZBrush. Students will produce low and high-poly animals and humans for animation and games. In addition, complementary techniques such as box modeling, edge loop modeling, UV layout, and texturing will be explored.

Prerequisites: DIGM210, DIGM313

**DIGM351 Environment Modeling**

This class is designed to provide students with opportunities to explore into various environment modeling, texturing, and lighting techniques, while supporting production of a complete game environment.

Prerequisite: DIGM221

**DIGM352 Organic Modeling II**

This class will build on the topics of Organic Modeling I. Students will explore further in ZBrush's Dynamesh and other functions and sculpt several high res character models. Students will also make use of displacement and normal maps to transfer their high res details to lower res, production-ready models. Additional topics covered will include texture painting, rendering, anatomy, retopology, and texture maps.

Prerequisites: DIGM310, DIGM350

**DIGM353 Character Animation**

This class is designed to provide students with the opportunity to study principles of traditional

animation, and incorporate those principles into computer animation. Students will produce several simple cyclical animations for interactive game characters.

Prerequisites: DIGM350, DIGM352

**DIGM354 Game Engines**

This class is designed as an introduction to working with game engines. Students will create interactive objects, environments, and game assets inside a game engine. Students will be given a comprehensive introduction to the various components of a game engine including: integration between game engine, 3d and 2d content development tools. Students will work with real time shaders, lights, particle system, and basic scripting to add functionality and animation to game environments and assets.

**DIGM390 Pre-Production Studio**

This course is designed to help students organize their production environment and begin the development of their master-game prototype. Student will start building art and scripting assets for their master-game prototype. This studio course will also support students' scripting efforts, and help them solve game functionality problems that are specific to their master-game prototypes.

**DIGM403 3D Environments**

This course provides an introduction to the creation and implications of single and multiple participant 3D virtual environments.

**DIGM409 Web Development IV: App Development**

Building upon Web Development I, II, and III, students will create apps that run on Android or iOS that have the look and feel of a native app. Students will utilize Apache Cordova mobile application framework to create a final project to be published to the Google Play store and App Store.

Prerequisites: DIGM215, DIGM307, DIGM325

**DIGM410 Drawing on Location**

This class is designed to provide students with the opportunity to further their drawing skills. Students will draw architectural structures, landscape and people on location from direct observation.

Prerequisite: DIGM110

**DIGM412 Fundamentals of Production: Animation**

Using a pre-recorded soundtrack, students create a broadcast quality 1-minute TV Commercial. Activities include: Scrubbing soundtrack audio, Storyboarding, Character Design, Animation (including Lip-Sync dialog), Digital Ink & Paint, and Compositing. Final movies are for Portfolio/Demo Reel consideration.

Prerequisite: DIGM316

**DIGM413 Fundamentals of Post-Production: Animation**

This class is designed to introduce students to the major stages of post-production in Animation. Various topics including compositing CGI elements, CGI elements with life footage, multi-layered rendering and compositing, match moving, editing, sound and sound effects will be covered in this class.

Prerequisite: DIGM491

**DIGM414 3D Animation II**

Advanced study in character animation that revolves around 3D CGI character performance.

Prerequisite: DIGM310, DIGM322

**DIGM415 Visual Effects: Animation**

This class is designed as advanced study into animated visual effects that can be used in animated films. Students will work with various dynamic systems to create most common visual effects. Students will also have the opportunity to create custom visual effects.

Prerequisite: DIGM320

**DIGM416 Experimental Animation: Animation**

There are various types of animation techniques used by film makers all over the world. This independent-study course allows the student to explore one of these unique types: Classical or Digital 2D animation, Digital 3D Animation, Stereo 3D Animation, Stop-Motion animation, Clay animation, Cut-Out animation, Paint-on-Glass animation, and artistic abstract/morphing animation. With the mentorship of the instructor, the student produces a 1-3 minute final movie production based on their animation type choice. This effort includes all pre-production, production, and post-production activities necessary for a successful project.

Prerequisite: DIGM319

**DIGM430 Advanced Game Scripting**

In this class, students will learn advanced programming and scripting techniques for video games. Students will create unique scripting solutions to drive specific game processes, animations and events within game environments.

Prerequisite: DIGM331

**DIGM431 Advanced Game Scripting II**

This course is an advanced game scripting study, which further supports students' programming/scripting efforts that relate to game interactivity. Students will work on developing creative scripting solutions to support unique game functionality problems.

Prerequisite: DIGM430

**DIGM450 Interactive Environment**

This class will provide students with the opportunity to develop a fully interactive game environment inside a game engine. Students will use basic first-person game controller to navigate inside an interactive game environment in order to validate their designs.

**DIGM451 Interactive Character**

This class will provide students with the opportunity to develop fully interactive game

character. Students will use first and third person character controllers to drive animations of their interactive character. Students will also modify character controller scripts to edit and expand their functionality.

Prerequisites: DIGM221, DIGM330, DIGM352, DIGM353

### **DIGM452 User Interface**

This class is designed to provide students with the opportunity to study the art of designing effective communication between a player and a game, while considering various gaming platform input and output capabilities, game genres, and game styles.

### **DIGM453 Visual Effects**

This class is designed as advanced study into animated visual effects that can be used in electronic games. Students will create most common effects such as explosions, fire, smoke, rain, snow, and spell casts. Students will also have the opportunity to create custom visual effects.

Prerequisites: DIGM222, DIGM223

### **DIGM490 Production Studio I**

This creative studio course is designed to help students produce their master-game prototype. At the end of this course, students are expected to complete the majority of their game production and to deliver Alpha version of their game.

### **DIGM491 Production Studio II**

This final creative studio course is designed to help students finish their master-game prototype, test it and get it ready for publishing to the intended game platform.

Prerequisites: DIGM490

### **DIGM492 Portfolio Review**

This comprehensive studio class will allow students to produce and polish their portfolio content. Several in-class progress milestones, qualitative portfolio reviews by the industry professional guest speakers, and peer critiques

will enhance students' experience, and provide maximum guidance to improving the overall quality of students' artwork.

Prerequisites: DIGM491

## **Entertainment Media**

### **ENTM101 Story, Genre and Structure**

A theoretical and practical introduction to the human phenomenon of storytelling, what stories are, their central role in culture from ancient times to the present day, and how storytellers seek and communicate meaning. Particular attention will be paid to the significance of story in the Judeo-Christian tradition and story's role within the Christian faith. Students will generate numerous story ideas, and with the help of their classmates and the instructor will evaluate those ideas in terms of audience appeal, theme and meaning.

### **ENTM102 Media Survey**

This course introduces students to the diverse world of radio, television, news, cinema, internet, print and advertising. Students will learn how to critically experience such media and analyze its desired results. Students will also explore how media has developed and evolved through history and examine the current influences of media on society from a cultural, artistic and economic perspective. In addition, we will explore what the role of Christians in this new media environment can and should be, and how we can best utilize the opportunities available to us to become who we want to be.

### **ENTM103 Fundamentals of Post Production**

This class will focus on the basic fundamentals of post-production, which includes picture and sound editing, media management, media capture and the various editing techniques available to editors to communicate ideas. The class will cover the history of cinematic editing and the impact it has had on visual storytelling, as well as the various styles of editing that make up the language of cinema. Students will



learn and use editing software to edit various projects and assignments.

### **ENTM104 Fundamentals of Production**

This course introduces students to the fundamentals of pre-production and production, and the roles and responsibilities of all personnel and positions that are essential to its success. Students will become familiarized with the detailed preparation required for the shoot and the interdependence of the script, budget, schedule, and breakdown. Students will also learn how a digital video camera works, the characteristics of lenses, how to record clean sound, and how to use lighting to illuminate and shape an image.

Prerequisite: ENTM103

### **ENTM105 Writing and Pitching a Script**

This course builds on the storytelling fundamentals learned in Story, Genre and Structure, with specific application to writing for the screen. The student will learn the basics of scriptwriting and will combine this with previously acquired writing and storytelling skills to write a spec script for an existing half-hour or hour-long television series. Students will hone their presentation skills to pitch their television story. Class time will be dedicated to covering beginning and intermediate topics including breaking stories, scene writing, dialogue, subtext, direction, giving and receiving notes in a writers' group, and script format. Students will critique one another's work in small groups, with instructor guidance. Considerable time will be required for students to write outside of class. Students will read and respond to the required texts as well as assigned episodic television scripts.

Prerequisite: ENTM101

### **ENTM110 Media History and Economics**

With a special emphasis on the history of motion pictures, this course is designed to introduce the student to seminal productions spanning the silent era to the present where content, style, faith, technology, art and commerce intersect in the development of the

most influential medium of the past hundred years. Students will learn about the symbiotic relationship that exists between the creative and business interests of motion pictures via production, distribution and exhibition.

### **ENTM120 Introduction to Directing**

This course introduces students to the role of director and looks at the work of some of the greatest directors throughout film history.

### **ENTM130 Introduction to Acting**

The course introduces students to relaxation work, ensemble exercises and beginning scene work. Open to students within and without the Acting Emphasis program.

### **ENTM131 Introduction to Performing Techniques**

This course is a study of the fundamentals of stage movement and vocal production. Course work includes ensemble building, Linklater exercises, relaxation exercises, and the creation of physical and vocal warm-ups.

### **ENTM200 Fundamentals of Story Development**

This course builds on student understanding of screen storytelling established in Story, Genre and Structure and Writing and Pitching a Script. Students will develop an original feature-length screen story from multiple ideas through idea evaluation and selection, character creation and development, story structure, treatment, pitch and beat sheet. At the end of the course, students will register their work with the WGA (a \$20 fee). Students will consider more advanced screenwriting concepts presented in the text and will apply those principles to their developing stories.

Prerequisites: ENTM101, ENTM105

### **ENTM201 Writing for the Screen I**

This course builds on the work completed in Fundamentals of Story Development. Students will at a minimum write the first two acts of a screenplay. They will read classic and modern

screenplays. Class time will be dedicated to covering intermediate topics including scene transitions, writing with subtext, visual writing, and further developing skills in scene and dialogue writing and script formatting, and finding solutions to writer's block. Students will critique one another's work in small groups, with instructor supervision and guidance. Considerable time will be required for students to write.

Prerequisites: ENTM101, ENTM105, ENTM200

### **ENTM202 Writing for the Screen II**

Students will continue their study of screenwriting begun in Writing for the Screen I. They will complete the first draft of a feature length screenplay and plan and complete a second draft of that screenplay, and they will register their finished work with the WGA. Class time will be dedicated to covering intermediate and advanced topics including rewriting, working with producers, directors and agents, types of professional meetings and how to make the most of them, how to seek buyers for scripted material, and the articulation of a well-developed personal code of ethics in entertainment. Students will critique one another's work in small groups, with instructor supervision and guidance. Considerable time will be required for students to write. Students will read and respond to the required texts as well as to feature screenplays and episodic television scripts.

Prerequisites: ENTM101, ENTM105, ENTM200, ENTM201

### **ENTM203 The Producer: Planning for Production**

The Producer: Planning for Production provides a theoretical and practical introduction to the role of the film producer in five principle areas: 1) creative development, 2) packaging, 3) financing, 4) budgeting, scheduling and hiring, and 5) marketing and distribution.

### **ENTM206 Production Execution**

In this class, students will work as part of a collaborative production team that will write,

produce, film and edit a short-form narrative film. Students will gain an understanding and knowledge of the key personnel positions required to produce a film, and will execute those job functions by taking a project through pre-production, production and post-production. Prerequisites: ENTM101, ENTM103, ENTM104, ENTM105, ENTM203, ENTM302

### **ENTM207 Film Criticism and the Art of Visual Storytelling**

This class will study some of the most important films in American cinema to understand the cultural context in which they were created, the role of the director in the filmmaking process, and the lasting legacy that the various films enjoy.

### **ENTM208 Writing Short Form Cinema**

Students will continue their study of screenwriting with a focus on writing narrative films under 40 minutes in length. They will screen and analyze multiple examples of short cinema to gain an understanding of the qualities possessed by the best examples of the form. They will write numerous short scripts with the goal of generating one or more short scripts of high quality that can be produced either inside or outside the university setting. Students will critique one another's work with instructor supervision and guidance. Considerable time will be required for students to write. Students will read and respond to the required texts.

Prerequisites: ENTM101, ENTM105

### **ENTM209 Literature and Film**

This course examines storytelling in literature and film. It will illuminate the ways in which the greatest stories embodied in great literature are perennially resonant and can continue to be sources of inspiration and reflection for writers and filmmakers today. The course will proceed by considering the role of myth and archetypes in some of the greatest stories ever told in literature and film. The course will also include reflection on the difference that medium makes in storytelling by comparing the media of

literature and film. As a special focus dedicated to this last goal, this course will consider select film adaptations of works of literature.

### **ENTM231 Voice and Speech**

The course builds on “Introduction to Performing Techniques” with advanced explorations of the voice and speech techniques of Linklater, Berry and Skinner.  
Prerequisite: ENTM131

### **ENTM232 High Style in Comedy**

In this course students perform classical comic scenes which stress language, delivery, wit and style. The plays of Noel Coward, Oscar Wilde, William Congreve and Richard Sheridan will be utilized.

### **ENTM241 Acting Production Project I**

From first reading through to performance, students rehearse and perform a play from a classic or contemporary American writer. Students must audition to register for this class.  
Corequisite: ENTM131

### **ENTM250 TV Studio Production I**

An introduction to the skills used in multi-camera television production. This course provides a comprehensive overview of the medium and provides the student with hands-on experience in television studio techniques.  
Prerequisites: ENTM103, ENTM104

### **ENTM260 Writing for TV Multi-Camera Production**

The course examines the unique structure of multi-camera television production from a writing perspective, and instructs the students on how to effectively write for productions such as talk shows, sitcoms, variety shows, newscasts and news magazines.  
Prerequisite: ENTM101, ENTM105

### **ENTM302 Directing I**

Students learn to analyze and exploration directorial approaches used in film, and

television, looking particularly at the creative use of cameras, sound, composition, and communication with those in front of and behind the camera. They explore, from a directorial perspective, the expressive potential of the image within and beyond the. They learn methodologies, which stimulate visual creativity and positioning the image as the fundamental element of cinematic expression. They engage in exercises in the analysis of script and for purpose of directing actors to obtain the best possible performance.  
Prerequisites: ENTM101, ENTM103, ENTM104

### **ENTM303 Directing II**

In this production intensive class which builds on the directing fundamentals learned in Directing I, students will work together weekly to create short film subjects, dealing with spiritual and Christian subject matter, in an attempt to connect noble themes to photographed light. Students will be assigned weekly subjects and be expected to present them in class for feedback and analysis.  
Prerequisites: ENTM101, ENTM103, ENTM104, ENTM203, ENTM207, ENTM302

### **ENTM304 Commercials & Persuasive Programming**

This course focuses on how persuasion is effectively used in the world of media to influence viewers. Focusing primarily on its use in the world of advertising, students will identify the commercial advertising requirements of potential clients, and effectively produce television commercials to achieve identified goals. Students will also evaluate client needs, identify a target audience, craft a message promoting unique benefits and importance to customers, pitch a concept, and present the finished product to a simulated client for approval and feedback.  
Prerequisites: ENTM101, ENTM103, ENTM104, ENTM207, ENTM302

### **ENTM305 Film Finance**

This course explores the principles of Film Finance including using private equity, tax

incentives, distribution, crowd funding and other traditional and emerging methods of funding media projects.

Prerequisites: ENTM104, ENTM203

### **ENTM306 Sound in Film: Production**

This course will cover the fundamentals of sound and how they are applied in a media environment to help communicate a message. The class will address the importance of sound in the pre-production process and how to properly prepare a project with a sound state of mind. In the production environment, students will learn the proper sound tools and techniques and how to use them to record clean, consistent and intelligible recordings.

Prerequisites: ENTM103, ENTM104

### **ENTM307 Documentaries**

In this course students will acquire the knowledge and skills necessary to effectively communicate an idea to an audience through the use of a documentary film. Students will view and analyze current and past documentaries and identify the idea, concept and structure that makes up the film. Students will create a documentary film that either records the present using behavioral or anthropological means, or recalls the past using historical or biographical elements, incorporating visuals, statements and interviews with verifiable truths.

Prerequisites: ENTM101, ENTM103, ENTM104, ENTM203, ENTM302

### **ENTM308 Sound in Film: Post-Production**

This course builds upon the skills and techniques learned in Production Sound, with an emphasis on post-production. The class will review the fundamentals of sound and how they are applied in a media environment to help communicate a message. Students will learn the element of a film or video soundtrack and how to take the elements from production and combine with created sounds and effects to create a complete sound track. Students will mix, process and enhance the soundtrack in

post-production using a digital audio workstation.

Prerequisites: ENTM103, ENTM104, ENTM306

### **ENTM309 Cinematography**

This class expands on many of the skills learned in the Fundamentals of Production class. Students will learn intermediate camera and lighting techniques and how to use these specific tools to communicate a story visually. Specific emphasis will be on image composition, lens characteristics, codecs and formats, camera settings, specific lighting styles and instruments, and how the camera and lights complement and support the storytelling experience.

Prerequisites: ENTM103, ENTM104

### **ENTM310 Advanced Editing Techniques**

This class will build on the skills learned in Fundamentals of Post-Production. Students will analyze different editing styles and techniques for impact and effectiveness. They will apply these different approaches in various exercises relating to pacing, rhythm, emotion, montage and style, as well as the interplay of picture and sound. The application of proper media management and workflow will also be incorporated.

Prerequisite: ENTM103

### **ENTM311 Adaptation**

This course builds on the storytelling fundamentals learned in Story, Genre and Structure, and Fundamentals of Story Development, with a focus on the principles and skills of adapting for the screen a story which originates in another medium, as well as adapting true stories for the screen. The student will consider the challenges inherent in adapting a story from another medium, and from true life, and will gain skills and experience by writing, developing, and/or pitching multiple stories of this type. The knowledge, skills, and experience gained in this course will serve aspiring screenwriters, as well as aspiring producers, directors, agents, managers, and executives who will involve themselves in the

development of story material for the screen. Students will pitch their adaptations and will critique one another's work in large and small groups, with instructor supervision and guidance. Considerable time will be required for students to write and develop stories outside of class. Students will read and respond to the required text.

Prerequisites: ENTM101, ENTM200

### **ENTM312 Advanced Writing Seminar I**

This course provides advanced writing experience for students who have completed multiple scripts for the screen. Assignments will be individualized based on student experience, interest, and skill, and may include development and writing of feature film scripts, television episodes or pilots, short film scripts, and scripts for web-based distribution. Students may also rewrite existing works for which they've written earlier drafts. Students will read and lead discussions of numerous screenplays. Students will pitch their stories, and may be asked to pitch to students in other courses. Students will critique one another's work in large and small groups, with instructor supervision and guidance. They will also develop a personalized career strategy as a writer for the screen. The knowledge, skills, and experience gained in this course will serve aspiring writers, writer-directors, and writer-producers for film, television, and new media. Considerable time will be required for students to write and develop scripts outside of class.

Prerequisites: ENTM101, ENTM105, ENTM200, ENTM201, ENTM202

### **ENTM315 Advanced Producing**

This course will build on the principles learned in ENTM203. Advanced Producing will provide students with an in depth study of the specific tasks and responsibilities of film producers. Students will be responsible for pre-production of a script, including green light analysis and creating a preliminary budget and schedule for a feature film script. Students will gain a better understanding of various types of specialized producing positions.

Prerequisites: ENTM103, ENTM104, ENTM105, ENTM203, ENTM302

### **ENTM316 Acting I: Foundations**

The purpose of this course is the introduction to Stanislavski terminology and technique, developing character from self, beginning rehearsal techniques, and performance analysis. Meisner exercises are used to develop emotional honesty and reliance on impulse.

Prerequisite: ENTM130

### **ENTM318 Lighting**

This course concentrates on the understanding of how light works, how to manipulate it, and how to use light and its supporting instruments to light in a way that will communicate emotion and help establish the visual character of a film. Students work with various types and styles of lighting instruments, stands, grip equipment and light modifiers as they light a variety of scenes.

Prerequisites: ENTM103, ENTM104, ENTM309

### **ENTM319 Acting II: Acting and Text**

In this course text and dialogue are considered from the actor's perspective. Scene work is explored and students are instructed in text analysis (the study of the language within the script) and scene study (the study of the structure of the script) for performance.

Prerequisite: ENTM316

### **ENTM320 Acting III: Character Building and Development**

This course is an exploration of building and performing characters that fall outside the student's physical/ vocal type. The emphasis will be on creating characters based on the recognition of the student's internal emotional life, demonstrating characters based on the establishment of external vocal/physical adjustments, and interpreting characters based on script analysis.

Prerequisite: ENTM319

**ENTM330 Acting for TV Commercials**

In this course, students learn, develop, and practice how to successfully audition and act in TV and New Media Commercials. Emphasis is placed on the commercial casting process, necessary tools, as well as learning specific and proven commercial acting techniques. Students will learn how to effectively market their brand, and learn vital information regarding commercial contracts, pay scales and residuals. Students will perform actual TV commercials on camera for practice, discussion and review.

Prerequisites: ENTM130, ENTM316, ENTM319, ENTM320

**ENTM332 Movement for the Actor**

This course is an exploration of stage movement based on work of masters such as Suzuki, Alexander, Feldenkrais, and Bogart. It may include physical character development, Kabuki theatre physical techniques, Noh theatre physical techniques and mask work.

Prerequisite: ENTM131

Corequisite: ENTM320

**ENTM333 Scene Study**

This course consists of rehearsal of scenes from classic and contemporary American playwrights including Miller, Williams, Shepard, Foote and others.

Corequisite: ENTM319

**ENTM334 Styles in Acting**

This course will consist of advanced work in specific acting styles such as Greek, Restoration (including Jean-Baptiste Moliere) and Shaw.

**ENTM350 TV Studio Production II**

Using multi-camera TV production, students will plan and produce a series of live-on-tape studio productions. Content could include talk shows, sitcoms, newscasts, news magazines and music performances.

Prerequisites: ENTM250, ENTM260

**ENTM361 Field Electronic News Gathering**

This class introduces students to electronic news gathering. Students will learn how to visually craft a news story, shoot interviews, collect b-roll and edit these materials into a 90 second news story.

Prerequisites: ENTM103, ENTM104

**ENTM400 Design for the Screen: Adobe After Effects**

This course is an introduction to the creative process needed when designing and producing animation for the screen. Students will complete several projects designed to introduce them to the process necessary to take an idea from the conceptual phase, further develop and refine it, and then transform it into a tangible, animated element. Students will also further develop their understanding and use of Adobe After Effects, which is the primary tool of execution for this class.

Prerequisites: ENTM103, ENTM417 (highly recommended)

**ENTM401 Visual Effects**

Students examine the evolution and the current state of the art of visual effects, as well as problems and blessings inherent in constantly evolving technology.

Prerequisites: ENTM103, ENTM104

**ENTM403 Advanced Writing Seminar II**

This course follows Advanced Writing Seminar I and provides additional advanced writing experience for students who have completed multiple scripts for the screen. Assignments will be individualized based on student experience, interest, and skill, and may include development and writing of feature film scripts, television episodes or pilots, short film scripts, and scripts for web-based distribution.

Students may also rewrite existing works for which they've written earlier drafts. Students will read and lead discussions of numerous screenplays. Students will pitch their stories, and may be asked to pitch to students in other courses. Students will critique one another's work in large and small groups, with instructor

supervision and guidance. They may also be asked to supervise the script development work of underclassmen. The knowledge, skills, and experience gained in this course will serve aspiring writers, writer-directors, and writer-producers for film, television, and new media. Considerable time will be required for students to write and develop scripts outside of class. Prerequisites: ENTM101, ENTM105, ENTM200, ENTM201, ENTM202, ENTM312

#### **ENTM410 Media Law and Ethics**

The course examines the legal relationships in the motion picture and television industries, as well as the legal relationships between artists and their personal managers. It covers the key legal principles that are involved in most media productions. This includes with trade unions, licensing, intellectual property and contract issues. In addition, this course explores ethical challenges students are likely to encounter working in entertainment and guides them through the development of a personal code of ethics that is informed by the life and teachings of Jesus Christ.

#### **ENTM415 Advanced Cinematography Techniques**

This class focuses primarily on the role of the cinematographer. Students will learn how to visually communicate an idea through extensive use of the camera and lights. Areas of emphasis will include composition, camera techniques, camera placement and movement, lens characteristics, color, depth of field, lighting techniques, the qualities of light and color temperature.

Prerequisites: ENTM103, ENTM104, ENTM309

#### **ENTM417 Compositing and Color Grading**

This class will expand the on the students application of the art of compositing and color grading. The class will evaluate the limits of compositing within an editing software application, and then segue into the more advanced platform of Adobe After Effects. The second half of the class will focus on color grading and how to take a project from an

edited sequence into a color grading program and manipulate its appearance to achieve a desired effect.

Prerequisite: ENTM103

#### **ENTM420 Advanced Distribution and Marketing Strategies**

Advanced Distribution and Marketing Strategies is a forward-looking, upper-level course that prepares students with a knowledge of historic and existing strategies for the marketing and distribution of media products in particular as a way to understand the marketing and distribution of all products more generally. The course prepares students to appreciate the rapidly developing opportunities presented by new media, and to devise new marketing and distribution strategies which take advantage of those opportunities.

Prerequisites: ENTM101, ENTM104, ENTM203

#### **ENTM421 Career Strategies – Film/Animation**

In this course students identify their specialized interest and value within the media industry, and through the creation of a comprehensive career strategy, use specialized knowledge, skills and experience to prepare themselves to be hired by media companies and promote themselves within the media industry. The class will also look at the unique world of freelancing and give students the tools necessary to venture into self-employment.

#### **ENTM430 Screen Acting**

This introduction to screen acting begins by analyzing the similarities and differences between stage and screen acting. Course work continues into exercises that instruct students on basic screen techniques and will evolve into introductory scene work in front of the camera.

#### **ENTM432 Acting Production Project II**

From first reading through to performance, students rehearse and perform a play from a seminal writer such as Tennessee Williams, Bertolt Brecht, Noel Coward, Harold Pinter,

Anton Chekhov, or Samuel Beckett. Students must audition to register for this class.

### **ENTM433 Playing Shakespeare I**

This course provides students with a fundamental approach to playing Shakespeare. Particular emphasis will be placed on a rhetorical approach to text and punctuation utilizing Shakespeare's First Folio as the key to unlocking the text in a presentational actor/audience experience.

### **ENTM434 Cold Reading**

This class fosters the skill of creating a character with little or no preparation, as is often the case in television audition situations. Prerequisite: ENTM319

### **ENTM435 Playing Shakespeare II**

This course provides advanced skills for playing Shakespeare. While building on the scansion skills introduced in Playing Shakespeare I, this course will develop those skills and introduce the more subjective aspects of performing Shakespeare. Prerequisite: ENTM433

### **ENTM460 The Business of Television Content Creation**

An exploration of the business aspects of the television industry including business models and organizational structures of broadcast and cable networks, local TV stations, studios and independent production companies and how they affect the development of content. The class explores the aesthetic, sociological, economic, demographic, and technological trends that impact television programming decisions: what gets on the air and what stays on the air and what constitutes success in the face of competing demands of commercial viability, artistic merit, advertiser requests, and public pressure.

### **ENTM480 Acting Practicum I**

Students complete a film or live theatre performance approved by the director of the acting program. Prerequisite: ENTM320

### **ENTM481 Internship I**

An internship is an opportunity to apply the knowledge and skills you have acquired in your academic studies, to a practical, workplace setting. All internship experiences should provide exposure to an occupation, industry or career field, have clear and defined learning outcomes, and a specific project or job for you to complete. The intern must complete a minimum of 90 hours during the 10-week quarter. All internships require the direction of an Internship Supervising Instructor. A successful Internship results in 3 units of credit, which is the equivalent of a regular class. The grade assigned to the Internship is Pass or Fail.

### **ENTM482 Internship II**

Students may take up to three Internship programs if approved by faculty. See ENTM481 Internship I course for complete description.

### **ENTM483 Internship III**

Students may take up to three Internship programs if approved by faculty. See ENTM481 Internship I course for complete description.

### **ENTM485 Acting Practicum II**

See description for ENTM480.

### **ENTM490 Senior Project I: Pre-Production**

The senior project is a series of courses (up to three) in which students will work either individually or as part of a team and create or contribute to a significant media project that spotlights their area of emphasis. Class I is the pre-production phase. Instructor approval is required to take this class.

### **ENTM491 Senior Project II: Production**

The senior project is a series of courses (up to three) in which students will work either



individually or as part of a team and create or contribute to a significant media project that spotlights their area of emphasis. Class II is the production phase. Instructor approval is required to take this class.

### **ENTM492 Senior Project III: Post Production**

The senior project is a series of courses (up to three) in which students will work either individually or as part of a team and create or contribute to a significant media project that spotlights their area of emphasis. Class III is the post-production phase. Instructor approval is required to take this class.

### **ENTM495 Independent Study: Media I**

The purpose of an Independent Study Course is to provide students with the opportunity to pursue, for academic credit, a particular area of special interest beyond the scope of current course offerings. An Independent Study Course is available to juniors, seniors, and graduate students. The course must supplement existing courses in the curriculum with deeper study in a subject area, delve into topics of special interest not currently covered by a regular course in the JPCatholic curriculum, or work on specific projects that are designed to extend the student's knowledge in a particular subject area. This course occurs under the direction of an Independent Study Supervising Instructor. A student wishing to do an Independent Study Course must contact the faculty member directly.

### **ENTM496 Independent Study: Media II**

Students may take up to three Independent Study courses if approved by faculty. See ENTM495 Independent Study: Media I course for complete description.

### **ENTM497 Independent Study: Media III**

Students may take up to three Independent Study courses if approved by faculty. See ENTM495 Independent Study: Media I course for complete description.

### **ENTM501 Media History and Economics**

With a special emphasis on the history of motion pictures, this course is designed to introduce the student to seminal productions spanning the silent era to the present where content, style, faith, technology, art and commerce intersect in the development of the most influential medium of the past hundred years. Students will learn about the symbiotic relationship that exists between the creative and business interests of motion pictures via production, distribution and exhibition.

### **ENTM502 Principles of Storytelling for the Screen (2 credits)**

A theoretical and practical introduction to the principles of storytelling for the screen. The course emphasizes idea generation, selection and development from the point of view of producers, artists' representatives and executives concerned with originating and developing film, television and new media productions.

### **ENTM503 Analyzing Story**

Building on the concepts explored in Principles of Storytelling for the Screen, this graduate-level course develops and applies those concepts to prepare students with the knowledge, skills, and experience they will need to work successfully as producers, directors, agents, managers, and creative executives for the filmed entertainment industry.

### **ENTM504 TV and New Media Development**

This course looks at the peculiarities of developing episodic shows for television and New Media. It covers current TV trends, network brands and their specific needs, the kinds of TV pilots executives want today. In addition, the course explores how to get representation connections in the industry.

### **ENTM505 Working on Set**

This course is designed to introduce students to the workings of a movie or television set. Students will become familiar with motion

picture production equipment, soundstage facilities and the individual duties and functions of each crew member. The course culminates with a short film production where students spend time working in each crew position.

### **ENTM506 Production Experience**

This course provides the students an opportunity to produce an actual media product in a single 10-week quarter. Students will work as part of a collaborative production team and will develop, write, produce, film and edit a short-form narrative film. Students will fill key personnel positions and work with additional outside talent to complete their short. Projects will be screened for review, critique and post analysis. A special emphasis is placed on analyzing the commercial prospects and potential revenue sources for each project.

### **ENTM507 Writing for Producers (2 credits)**

To gain a practical understanding of the skills and challenges involved in effective screenwriting, students will apply their knowledge of storytelling to write multiple scripts for the screen. Class time will be dedicated to covering topics including breaking stories, scene writing, dialogue, subtext, direction, and industry standard script formats. Prerequisite: ENTM502

### **ENTM508 Developing the Feature Screenplay (2 credits)**

This course builds on student understanding of screen storytelling established in Principles of Storytelling for the Screen and Writing for Producers and gives students experience developing the story for a feature film employing the studio development model in use throughout the entertainment industry. Students develop an original feature-length screen story from multiple ideas through idea evaluation and selection, character creation and development, story structure, treatment, pitch and beat sheet.

Prerequisite: ENTM507

### **ENTM513 Leading Creative Development (2 credits)**

Students undertake a theoretical and practical study of the leadership of creative teams that may include writers, directors, actors, agents, producers and executives as those teams move stories for the screen from the initial script stage toward a highly developed screenplay draft. Students will consider alternative theories of character and structure, will learn multiple strategies for fixing broken stories, and will apply their understanding to provide creative and well-reasoned solutions for scripts in development that fall short of their creative and commercial potential.

Prerequisite: ENTM508

### **ENTM522 Introduction to Philosophy in Film**

In this course students learn to identify the way major philosophers in history impact the way we think, feel, behave, and understand the world around us through an analysis of film. Students learn to appreciate the way different philosophical systems work with special attention to Aristotle and Thomas Aquinas. With examples from ancient to postmodern thinkers, this course reveals the philosophical ideas embedded and critiqued in film and television.

### **ENTM531 Visual Storytelling**

In this course students learn the basics of visual language and the techniques of editing. This course addresses the needs of creative producers and executives who will lead script development.

### **ENTM532 Entertainment Technology Management**

This course is designed to introduce the students to the technologies employed and challenges associated with an ever changing entertainment industry landscape.

**ENTM534 Acting And Directing Workshop**

This course introduces future producers to the art of acting and directing. Students work with a coach to improve their acting skills and perform workshop scenes, and later work on the specific skills necessary to direct actors in film and television.

**Humanities****HUMA101 Freshman Seminar**

The purpose of the Freshman Seminar is to serve as a transitional support into JPCatholic and to contribute to a strong academic and moral foundation for students to use as a basis of their college experience.

**HUMA104 Grammar**

This course will emphasize the use of correct grammar, usage, spelling, punctuation, and mechanics. Students will be required to apply these skills to writing assignments.

**HUMA106 Logic**

In this course students learn about the basic structures of sound reasoning, focusing largely on classic Aristotelian logic. The course serves to help students think and argue with clarity as well as to effectively analyze arguments of others. The course includes a careful analysis of the operations of the intellect, i.e., understanding, judgment, and reasoning, focusing on their products, i.e., term, proposition, and syllogism.

**HUMA107 Rhetoric: The Art of Persuasion**

This course is the second in a series of three that explore logic as art. This course focuses on rhetorical discussion and literature. This course incorporates an analysis of practical evangelization.

**HUMA111 History of Culture Through the Arts I**

This course will explain how developments in literature and the arts reflect and impact culture from ancient civilizations to Christendom's

unification (ancient civilizations through the 11<sup>th</sup> century A.D.). It will explore the historical backdrop and cultural contexts of ancient Near Eastern culture, the Greco-Roman period, the rise and fall of Rome, Constantine and the Christianization of the West through monasticism, Byzantium, the emergence of Islam, the Holy Roman Empire, and the Crusades.

**HUMA120 Culture Making**

This course examines how media and business shape the attitudes, practices and beliefs of individuals and groups, and develops in students a rich understanding of the subtle and powerful cultural currents swirling around them, so that they can make valuable contributions to the development of future cultures. Students will consider critically how media and business shape them, learning to recognize the attitudes, assumptions, arguments and ideas promoted by media and business enterprises and products. They will develop a full, thoughtful and practical understanding of what cultures are and how they grow, and of the university's mission to impact culture for Christ. They will gain an understanding of how Christians are perceived by the cultures around them, and appreciate how one gains the privilege of participation in the shaping of cultures. Finally, students will learn to articulate what of value they have to offer the cultures around them, and how they hope to make that contribution over the course of their lives and careers.

**HUMA121 Written and Oral Communication**

In this class students learn how to write effective research papers and reports as well as how to compose and deliver compelling speeches. Utilizing the classical rhetorical form with an emphasis on the three elements of persuasion (pathos, ethos and logos), students study excellent speeches (classical and contemporary) and write and deliver their own speeches before the class. An emphasis is placed on writing and delivering a personal, effective and emotionally engaging speech.

**HUMA122 College Writing I**

This course will emphasize the use of correct grammar, usage, spelling, punctuation, and mechanics. Students will be required to apply these skills to writing assignments.

**HUMA123 College Writing II**

This course will build on the skills learned in HUMA122.

**HUMA200 Masterpieces of Art, Literature and Music**

This course will advance the students' understanding through study and discussion of some of the most significant works of literature, visual arts, and music. The course teaches students to analyze literary texts and to construct intellectual arguments of increasing sophistication and complexity.

**HUMA202 Global Cultures – EUROPE**

At the highest level, the course looks at how nations and regions across the world are navigating the tumultuous currents of globalization. The course, in particular, offers a synthesis of globalization's dramatic impact on Ireland. Since 1990, Ireland has transformed from a sleepy and depressed European backwater to the 'emerald tiger', a country with a booming economy based on knowledge and high-tech industries. Not long ago it was one of the poorest and most traditional countries in Europe, yet now it is one of the wealthiest and most cosmopolitan. Using case studies the student is exposed to what this means for traditional Irish culture and society in the current globalizing Ireland.

**HUMA204 Poetics & Aesthetics**

This course stands as the culmination of the sequence of courses in the freshman year that covered grammar, logic and rhetoric. The course examines the role of the artist, the nature and purpose of art, of beauty, and of a life of art-making, and considers whether and how the quality of art can be evaluated in light of a Catholic understanding of art and artists. The course further considers the significance of

these ideas to human endeavors such as work and business that are not typically viewed as artistic.

**HUMA206 Literary Appreciation & The Power of Story**

This course explores various types of literature and introduces students to different literary techniques, styles, and genres. Special emphasis is given to the question of what constitutes a well told story.

**HUMA207 Twentieth Century Literature**

In this seminar-style course, we will be closely reading, analyzing, and discussing a variety of fictional works from the early-to-mid-twentieth century. Aspects of these works that will be examined include symbolism, themes, historical context, moral implications, language choice, and characterization.

**HUMA211 History of Culture Through the Arts II**

This course will explain how developments in literature and the arts reflect and impact culture from Christendom's disintegration to the rise of modernization (12<sup>th</sup> through 18<sup>th</sup> centuries A.D.). It will explore the historical backdrop and cultural contexts of late Christendom, the Protestant Reformation and Counterreformation, the Renaissance, Humanism, the American Revolution, and the French Revolution.

**HUMA301 Global Cultures, History & Politics**

This course studies a wide variety of global cultures by listening to indigenous voices expressing themselves in cultural products that include novels, films, music, poetry, essays, speeches, and journalism.

**HUMA311 History of Culture Through the Arts III**

This course will explain how developments in literature and the arts reflect and impact culture from the French Revolution to the present day.

It will explore the historical background and cultural contexts of modern literature, art, and music, from romantic revolutionaries to deconstructionist contemporaries.

### **HUMA321 Literature: Vision and Creativity**

This course takes a two-prong approach to its study of significant works of poetry, fiction, drama, and film from the Romantic period up until the late twentieth century. It considers the impact of visual culture, and it examines the nature of creativity. The Irish poet W.B. Yeats believed that opposing states of being – what he described as antimonies – could exist in the one person. Such opposition may engender creativity. We will look at the tensions and oppositions that are revealed in different genres of literature. We will also consider the use of the visual: the incorporation of illustration in a text, how a work might address the theme of perception, what literature reveals about the possibilities of vision.

### **HUMA402 American Politics**

This course provides an overview of the American political system. Beginning with the Founding Fathers and examining their thought process and progressing through the modern day political landscape this course explores both the system and the importance of the citizen in the political process.

## **Journalism**

### **JOUR100 Introduction of Print, Broadcast and Online Journalism**

The student will gain an understanding of how news is gathered and disseminated today. They will explore how technology is transforming the business and the practice of the industry. The course will examine the convergence of traditional print and TV journalism with online tools, such as blogs and web content production. Finally, students will review social responsibility and ethical frameworks in journalism.

### **JOUR201 Research Evidence, Inference and Impact I**

This sequence of courses teaches the student a disciplined approach to gathering, assessing, creating, and presenting news and information. These are the fundamental skills for a journalist. It covers the development of empirical fact gathering and the evolution of the concept of objectivity. Students are introduced to research tools and techniques for gathering and assessing information. The sequence covers: statistical literacy, rigorous interviewing techniques, and understanding the work of experts.

### **JOUR202 News Writing for Print**

The student is introduced to the basic news writing skills for print (magazines/newspapers), the construction of crisp and compelling print news stories, and the judgment required of the journalist, along with social responsibility and ethical structure for print journalists.

### **JOUR203 News Writing for Broadcast**

The student is introduced to broadcast journalism, which provides information over radio, TV and the Internet. The student will study writing techniques to account for the visual and auditory nature of broadcast news.

### **JOUR301 Research, Evidence, Inference and Impact II**

This sequence of courses teaches the student a disciplined approach to gathering, assessing, creating, and presenting news and information. These are the fundamental skills for a journalist. It covers the development of empirical fact gathering and the evolution of the concept of objectivity. Students are introduced to research tools and techniques for gathering and assessing information. The sequence covers: statistical literacy, rigorous interviewing techniques, and understanding the work of experts.

### **JOUR302 Reporting for Print and Broadcast**

Students are introduced to reporting techniques, public records reporting and investigation. Students are introduced to field reporting, audio and visual media.

### **JOUR401 Research, Evidence, Inference and Impact III**

This sequence of courses teaches the student a disciplined approach to gathering, assessing, creating, and presenting news and information. These are the fundamental skills for a journalist. It covers the development of empirical fact gathering and the evolution of the concept of objectivity. Students are introduced to research tools and techniques for gathering and assessing information. The sequence covers: statistical literacy, rigorous interviewing techniques, and understanding the work of experts.

## **Math**

### **MATH115 Decisions Based on Data**

This course is a review of basic mathematical skills, with a focus on those needed to review and understand business statistics and information. The course is fast-paced, and focuses on real life application of the concepts learned. Students will also be introduced to basic financial literacy concepts such as budgeting and planning for large purchases that require a loan. The course is also designed to help students learn how to interpret quantitative information and other data in order to make decisions.

## **Philosophy**

### **PHIL100 Introduction to Philosophy**

This course will help guide the students as they inquire what it is to ask a philosophical question, to think philosophically, and how one learns to think in this way. Philosophy of the human person studies what it is to say that human beings are persons and have freedom and subjectivity; the different powers of the

human person, including the powers of understanding, willing, feeling, and loving; the difference between body and soul in human beings, and the unity of the two; and the question of the immortality of the soul.

### **PHIL105 Classical Philosophy**

A survey course covering the history of the major thinkers and currents of thought in the philosophical tradition from the ancient world through the Middle Ages. Special emphasis will be given to the works of Plato, Aristotle, Augustine and Thomas Aquinas.

### **PHIL106 Modern Philosophy**

A survey course covering the major thinkers and currents of thought in the philosophical tradition typically described today as "modernism". Students will study the influential ideas of thinkers such as Descartes, Kant and Nietzsche.

### **PHIL203 Philosophy of Nature**

This course is a detailed study in the various understandings of nature, beginning from the mythology of the *Enuma Elish* as a primitive attempt at grasping the world, to the classical understanding found in Aristotle's *Physics* and *Parts of Animals* and their Medieval development in Thomas Aquinas's *The Principles of Nature*, to foundational texts in modern natural sciences such as those of Descartes, Galileo and Newton, to discussions of evolution found in Darwin, and finally to near-contemporary physicists such as Heisenberg. The contrast between the classical stress on substantial form and formal causality and the modern method of material causality and mathematical law will be brought to the forefront, as will the emphasis on technology as a mastery of nature in modern science and the question of teleology, whether nature acts for a purpose.

### **PHIL204 Philosophy of Man**

After providing an overview of the basic principles of the Philosophy of Nature, this course examines the nature of the human

being, beginning from the *Epic of Gilgamesh*, continuing through the Classical period by means of Aristotle, the Middle Ages in St. Thomas Aquinas, the Renaissance via Blaise Pascal, and concluding in the modern period in Nietzsche, Freud and T. S. Eliot.

Prerequisite: PHIL203

### **PHIL205 Ethics**

This course offers a philosophical analysis of ethics. Specifically, the question this course aims to address is: what constitutes moral behavior? Is morality purely subjective or are there universal principles governing ethics? Special attention here will be paid to the Aristotelian-Thomistic tradition, beginning with the foundational work, Aristotle's *Nicomachean Ethics*, continuing in Thomas Aquinas's *Treatises on the Virtues and on Law*, going into the modern period with Kant's *Grounding for the Metaphysics of Morals*, and concluding with Nietzsche's *Genealogy of Morals*.

Prerequisite: PHIL204

### **PHIL206 The Republic**

This is a discussion-based class focusing on Plato's *Republic*. While it is often thought of as a book describing a utopian vision, this work offers much more—a thorough analysis on everything from the nature of the human soul, the human desire for justice, and the ordering of human society. Systematic and, at points, outrageous, Plato challenges his readers to consider what it means to be just, how to best structure a society, how government ought to work, what are ideal standards for human lifestyle, how education should be carried out, and much more. What is justice? Is it good to be just? What is the best form of government? the best education? the best way of life? What are the obstacles in the way of these things? What is truth and how do we find it? This course offers a slow and close reading of the text, offering careful analysis of the challenging ideas Plato lays out in this landmark work.

### **PHIL301 Epistemology**

Building upon previous philosophy courses, this class examines the causes of human knowledge. Specifically, students will be introduced to philosophical solutions to questions relating to the nature of knowledge, the object of knowledge, the role of the internal and external senses, and the concepts of truth and certainty. After thoroughly examining the sophisticated understandings of the nature of truth and certainty found in Aristotle and Thomas Aquinas, we will closely examine the skepticism of the modern period through the writings of Hume, and the systematization of the structure of the mind in Kantian idealism, concluding in the 20th Century attempt to fuse idealism and realism in Martin Heidegger.

Prerequisites: HUMA106, PHIL203, PHIL204

### **PHIL402 Political Philosophy**

This course examines major theories concerning the organization of society and the role of government. The relationship of philosophical concepts to the governing of society are carefully explored. Key ideas discussed include justice, natural rights, the role of education, the role of religion in society, the meaning and purpose of freedom, and the responsibility of members of society to themselves and one another, beginning with ancient sources such as the *Code of Hammurabi* and Aristotle's *Politics*, continuing in Thomas Aquinas's *On Kingship*, moving into the pre-modern period with works such as Machiavelli's *The Prince* and the modern period with selections from Hobbes's *Leviathan* and other authors.

### **PHIL407 Metaphysics**

This course offers a comprehensive study of the nature of being and its characteristics. After examining the subject and scope of this branch of philosophy, the course will cover topics such as the problem of the one and the many, the analogous nature of being, the attributes and divisions of being as well as the causes of being. The course also provides a basic introduction to natural theology, that is, what

can be known about God through reason apart from divine revelation. Texts used begin with Plato's *Timaeus*, continuing through the Classical period by means of Aristotle, the Middle Ages in St. Thomas Aquinas, the end of Scholasticism in Ockham, the Renaissance via Hume and Kant, and concluding in the 20th Century in Martin Heidegger.

Prerequisites: HUMA106, PHIL203, PHIL204

### **PHIL408 Philosophy of God**

This is a course in the various understandings of metaphysics, or the nature of being as being, beginning from Plato's *Timaeus*, continuing through the Classical period by means of Aristotle, and the Middle Ages in St. Thomas Aquinas. The course continues by covering several related questions, beginning with Natural Theology (discussing the traditional proofs for the existence of God, the Divine Attributes that can be understood using reason alone, the analogy of being, and the act of creation), continuing with the "problem of evil" and the question of free will.

Prerequisites: HUMA106, PHIL203, PHIL204

### **PHIL409 Natural Theology**

A course covering several related questions, beginning with Natural Theology (discussing the traditional proofs for the existence of God, the Divine Attributes that can be understood using reason alone, the analogy of being, and the act of creation), continuing with the "problem of evil" and the question of free will, and concluding by looking at some modern objections to theism and religion. Primary texts to be used vary from Augustine and Thomas Aquinas to Nietzsche and Freud.

### **PHIL410 Capstone Seminar**

This course is a seminar integrating the major disciplines of the philosophy program (philosophy, theology and the liberal arts). Classic texts from the major disciplines are read and then discussed in class. These texts will be approached with philosophical questions in mind, as befits the capstone to the philosophy program. In order to bring about a

genuine integration of the different disciplines, the seminar revolves around the theme of love and friendship, a theme common to the major disciplines. This theme is chosen not only because of its integrating character, but also because of its importance for philosophy and liberal education in general, and its peculiar relevance for seminary training in particular.

### **PHIL501 Philosophy and Biblical Studies**

As many have noted, the question of what constitutes biblical interpretation is inextricably linked to philosophical issues. This course provides students with a formation in "perennial philosophy" as articulated by Aristotle and Thomas Aquinas and then enters into a constructive engagement with ancient and modern philosophy. Specifically, students explore the way different philosophical movements and thinkers have impacted the question of biblical interpretation and other aspects of theological research.

### **PHIL510 Philosophy in Film**

This course offers MBA students a survey of the major philosophical figures and movements of western civilization. In particular, it will analyze the way different philosophical approaches are evident in film. Special attention will be paid to the Aristotelian-Thomistic tradition and how it can be brought into conversation with other philosophical perspectives of modernity and postmodernity.

## **Psychology**

### **PSYC210 Psychology**

This course examines the scientific study of human behavior and mental processes. The student will explore, among other things, the factors that shape human thought, emotions, memory, sensation, motivation and perception. The principles learned here will help students better understand their own actions as well as those of others.



## Science

### SCI200 Natural Science

This course explores the scientific method and reasoning. A special emphasis is placed on the design found in nature and environmental science.

## Theology

### THEO100 Scripture I

In this course the student explores the Scriptures, particularly the four Gospels (Matthew, Mark, Luke and John) to understand the person of Jesus Christ. This Scripture course serves as the starting point for JPCatholic University's religion curriculum. While examining some of the basic literary and historical issues relating to Scripture study, the course also introduces students to the theological principles of Catholic biblical exegesis. The course also explores ways the study of Scripture enhances the life of prayer.

### THEO110 The Intellectual Life and Virtue

This class will examine the nature of university life by means of pursuing the good life of intellectual and moral virtue. It will examine what defines a virtuous intellectual life, with the underlying core of the class being the primacy of our relationship to Christ who is the Truth. The outcome will be that each student will gain both greater comprehension and facility in university study and the life of the mind.

### THEO200 Scripture II

This course is a continuation of THEO100. Whereas THEO100 focuses largely on the Gospels, this course takes a closer look at the major figures and events of the Old Testament. After a discussion of the literary and historical issues relating to biblical study, students learn the basic structure of the story of salvation history, surveying the books of the Old Testament. Special attention is given to the way the Old Testament books relate to those in the New Testament. As in THEO100 students also focus on how Scripture study relates to the life of prayer.

### THEO202 Early Church Fathers

This course examines some of the key figures and councils of the early Church. In particular, students learn about the Church's response to important heresies and key Trinitarian and Christological controversies of the first-half of Christian history. Among the important writers studied here are Clement, Ignatius, Justin Martyr, Origen, Irenaeus, Augustine, Jerome, Athanasius, the Cappadocian fathers, and John Damascene. The course also looks at the significance of the seven ecumenical councils.

### THEO210 Catholicism and Literature

This course examines the ways in which the Christian faith is presented and illuminated through the literary arts. Potential topics include: the relation of Christian faith to literary theory; the literary forms of the Bible; theological reflection on literature; specific theological themes in literature (e.g., sin and grace; human persons and the image of God, etc.); the ways in which literature sheds light on the challenges and prospects of Christian faith in the modern world; the historical interplay between theology and literary art; the relationship between inspired and non-inspired literature.

### THEO310 New Evangelization

What exactly is the "New Evangelization"? This course takes up that question. First, the course will examine the Mission Ad Gentes, beginning with an analysis of the ministry of Christ, his commissioning of the apostles, and the spread of the Gospel in the New Testament era. In addition, the student will study evangelization in the early Church and renewals in later periods of Christian history. From here the course will turn to investigate the origin of the new evangelization in the Second Vatican Council and in the writings of Paul VI, particularly his Apostolic Exhortation, *Evangelii Nuntiandi* (1975). Against this backdrop, the student will be introduced to the concept, methodology, and challenges of the New Evangelization as

discussed in the writings of John Paul II, Pope Benedict XVI, and other Catholic writers.

### **THEO311 Fundamentals of Catholicism**

The *Catechism of the Catholic Church* explains that there is a three-fold dimension to the mystery of the Catholic faith: the Church believes it (Creed), celebrates it (Liturgy) and lives it (Morality, Prayer) (cf. no. 2558). This course begins a sequence of three courses (THEO311, THEO312, THEO313) that cover these aspects of the Catholic faith, offering students a comprehensive study of the *Catechism of the Catholic Church*, a document Saint John Paul II described as a “sure norm for teaching the faith”. After introducing students to the structure and features of the *Catechism*, this course focuses on its commentary on the Creed. Among other core Christian beliefs, this course examines the following: divine revelation and its sources, the role of faith, the nature and purpose of the Magisterium, the development of doctrine, monotheism, Trinitarian theology, the doctrine of creation, angels and demons, Christian anthropology and the effects of the fall, the Incarnation, Christ’s work of redemption, beliefs about Mary and the communion of saints, the nature and mission of the Church, and eschatology.

### **THEO312 Sacraments, Liturgy & Prayer**

This course builds on THEO311 and offers students an in-depth study of the second and fourth pillars of the *Catechism of the Catholic Church*, i.e., the sections dealing with the sacraments, liturgy, spirituality and prayer. The course examines the challenges of developing an interior life, focusing on the nature and difficulties of prayer. In addition, students analyze the Church’s liturgical life, with special emphasis on the seven sacraments. Alongside their reading of the *Catechism*, students also read the works of spiritual masters in the Church’s tradition as well as treatments on sacramental theology.

### **THEO313 Moral Theology & Ethics**

Building on THEO311 and THEO312, this course rounds out the study of the *Catechism of the Catholic Church*, offering an in-depth analysis of the third pillar, namely, the section on Catholic morality.

### **THEO321 Studies in John Paul II**

What is exactly is the “New Evangelization”? This course takes up that question. First, the course will examine the Mission *Ad Gentes*, beginning with an analysis of the ministry of Christ, his commissioning of the apostles, and the spread of the Gospel in the New Testament era. In addition, the student will study evangelization in the early Church and renewals in later periods of Christian history. From here the course will turn to investigate the origin of the new evangelization in the Second Vatican Council and in the writings of Paul VI, particularly his Apostolic Exhortation, *Evangelii Nuntiandi* (1975). Against this backdrop, the student will be introduced to the concept, methodology, and challenges of the New Evangelization as discussed in the writings of John Paul II, Pope Benedict XVI, and other Catholic writers.

### **THEO322 Personal Dynamics and the New Evangelization**

Personal Dynamics and the New Evangelization approaches the topic of evangelization through the lens of Pope John Paul II’s personal humanism. Students study JP2’s unique philosophical anthropology and learn to incorporate their unique God-given talents, vision and passion for Christ and His Church into their personal mission of impacting culture for Christ. The writings of JP2 as well as Jaroslaw Kupczak, Kenneth Schmitz and Henri Nouwen are utilized. This course is limited to students in the New Evangelization track.

### **THEO331 Applied New Evangelization**

Many of the major models of evangelization that have been used throughout the history of Christianity will be studied and applied in this course. It will provide a perspective on the

origins (biblical, historical, theological) of such models with the goal of advancing these models in creative ways that can be applied in our world today.

### **THEO332 Spirituality and the New Evangelization**

This course will analyze spiritual theology as it relates to the New Evangelization. Specifically, the spiritual challenges involved with preparation for and engagement in evangelization efforts.

### **THEO400 Catholic Social Teaching**

Building upon what had been discussed in THEO313, this course is a broad study of general Church teaching on social questions, with strong emphasis on the papal encyclicals and other Church documents. Special attention is paid to the principles of the dignity of the human person, the common good, solidarity, and subsidiarity. Major issues explored include the role of the State, poverty, war, structures of sin, the duties of employers and employees, and challenges to building a culture of life.

Prerequisites: THEO100, THEO110, THEO200, THEO311, THEO312, THEO313

### **THEO401 Marriage and Family**

This course introduces the student to the teachings of the Catholic Church on the sacramental understanding of marriage. It examines marriage from a biblical, historical, and doctrinal viewpoint. The course provides a Catholic understanding of human sexuality and the issues that arise in premarital and marital relationships. It contrasts the current societal norms with Catholic teaching. The implications of commitment and the realities of today's external forces on marriage and the family are analyzed. Students will learn the significant implications of parenthood and the spiritual and financial duties of raising children.

Prerequisites: THEO100, THEO110, THEO200, THEO311, THEO312, THEO313

### **THEO402 Mariology**

This course explores the biblical and theological sources of Catholic Mariology. In addition to looking at patristic and medieval sources, the course also looks at contemporary theological work. Special attention will be placed on the role of the Second Vatican Council's teaching and its influence in recent Mariology.

### **THEO451 New Evangelization Practicum I**

In addition to their in-class work, two *practica* (THEO451, THEO452) are also required in which students will learn how to communicate what they have learned effectively as teachers. The *practica* involves teaching an introductory level course on Scripture or Theology in a classroom setting outside of the university (elementary school, high school, parish-based religious education, etc.). Unless given written approval, students should begin their practicum experience in their second to last quarter as a student.

### **THEO452 New Evangelization Practicum II**

See the description of THEO451.

Prerequisite: THEO451.

### **THEO501 Fundamental Theology**

This course will examine the relationship between faith and reason, the role of natural theology, divine revelation, the sources of divine revelation (Scripture and Tradition), as well as the role of the Magisterium. Students will carefully read the important magisterial documents, particularly, the Dogmatic Constitution on Divine Revelation (*Dei Verbum*), promulgated by the Second Vatican Council.

### **THEO502 Fundamental Theology and Biblical Interpretation (4 credits)**

This course will first introduce students to Fundamental Theology, which analyzes the role of natural theology and divine revelation, the channels of divine revelation (Scripture and Tradition), as well as the role of the Magisterium. Building upon this analysis, the course goes on to form students in the tools

necessary to interpret the Bible in a rigorously academic way that remains faithful to Catholic tradition, so that “the study of the sacred page” might truly become “the soul of sacred theology” (Vatican II, *Dei Verbum*, no. 24). Students will examine the fundamental tenants of early Christian biblical interpretation as expressed in particular patristic writers (e.g., Origen, Irenaeus, John Chrysostom, the Alexandrian and Antiochene schools, Augustine, and Jerome) as well those of later medieval writers, particularly, Thomas Aquinas. The philosophical and theological currents that helped shape the Protestant Reformation and the rise of modern critical scholarship are also briefly explored. Throughout the course, students are introduced to the official magisterial texts of the Catholic Church dealing with the study of Scripture (e.g., the Second Vatican Council’s Dogmatic Constitution on Divine Revelation, *Dei Verbum*). In addition, the students study the synchronic and diachronic methods utilized in contemporary critical scholarship, guided by the Pontifical Biblical Commission’s document, *The Interpretation of the Bible in the Church* (1993). Finally, the course explores the work of Cardinal Joseph Ratzinger / Pope Benedict XVI dealing with the role of Scripture in Catholic theology. The principal learning outcome is to form students to interpret Scripture in an integrated manner that is both exegetically responsible and theologically informed.

### **THEO503 Trinity and the Divine Economy**

St. Augustine once wrote, “There is no subject where error is more dangerous, research more laborious, and discovery more fruitful than the oneness of the Trinity (*unitas Trinitatis*) of the Father, the Son, and the Holy Spirit” (*De Trinitate*, 1.3.5.). Catholic theology thus recognizes the Trinity as the central mystery of Christianity. Among other things, then, this course will analyze the unity and simplicity of God, the distinct relations and personal properties of the three divine persons, and the relationship of the inner life of the Trinity to the

divine economy. The question of predestination in the divine economy will also be explored. Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)

### **THEO504 Christology and Soteriology**

This course focuses on the person and salvific work of Jesus Christ. After an analysis of some of the key issues arising from specific biblical texts, students will work through the Christological debates of the early Church. Drawing on the early fathers (e.g., Athanasius, Anselm) and councils (e.g., Nicaea, Chalcedon, Ephesus) as well as latter sources (the writings of Aquinas, the Council of Trent, the *Catechism of the Catholic Church*), students will examine key theological issues, such as the relationship of Christ’s divine and human natures. In addition, students will gain a deeper understanding of the meaning and application of Christ’s salvific work. The course will explore different theological models of soteriology, among other things, analyzing the differences between Catholic and non-Catholic Christian approaches.

Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)

### **THEO505 Ecclesiology and Eschatology**

This course begins by introducing students to the study of the nature and mission of the Church. Beginning with the biblical texts, the course examines the way the Church is prefigured in the Old Testament as well as how it is established and described in the New Testament. The course will then analyze the development of ecclesiology in the patristic period and in later writers. Special emphasis will also be given to the contributions made by the Second Vatican Council. In addition, students will study the relationship of the Catholic Church to Israel as well as other Christian churches and ecclesial communities. The course will then proceed to introduce students to the study of eschatology. Beginning with the Old Testament, students will be introduced to the key biblical texts relating to the question of “life after death”, immortality,

resurrection and judgment. Going on, students will examine the New Testament's eschatological teachings and their Christocentric orientation. Special attention will also be paid to the Jewish context of the New Testament writers. The course will also examine the development of eschatology in the early Church and in later conciliar and magisterial sources. In light of their study of ecclesiology and eschatology, students will be taught to articulate the Christian understanding of the relationship between the Church, established by Christ, and the eschatological fulfillment of creation.

Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)

### **THEO507 Catholic Spirituality**

This course examines the treatment of sacraments, liturgy, spirituality and prayer in the *Catechism of the Catholic Church*. Specifically, students analyze the challenges of developing an interior life, focusing on the nature and difficulties of prayer. In addition, students study the Church's liturgical life, with special emphasis on the seven sacraments. Alongside their reading of the *Catechism*, students also read the works of spiritual masters such as St. Francis De Sales as well as other important contemporary writers.

### **THEO508 Theology and Biblical Studies**

This course offers students an overview of the study of Fundamental Theology and its relationship to Biblical Interpretation. The course explores the relationship of faith and reason, philosophy and divine revelation, as well as the channels of revelation and the role of the Magisterium in Catholic teaching. Against this backdrop the challenge of biblical interpretation is carefully analyzed. The course introduces students to the history of biblical interpretation examining the writings of Church Fathers and later writers, such as Thomas Aquinas. It also introduces students to contemporary critical methods of biblical study. Special attention is paid to the Second Vatican Council's Dogmatic Constitution on Divine Revelation, *Dei Verbum*,

and other important documents, such as the Pontifical Biblical Commission's, *The Interpretation of the Bible in the Church*. In addition, students are introduced to recent treatments of the challenges of critical biblical studies, such as those offered by Raymond Brown and Joseph Ratzinger/Benedict XVI. In sum, the course seeks to form students to interpret Scripture in an integrated way that is both exegetically rigorous and consistent with Catholic teaching.

### **THEO511 Liturgical and Sacramental Theology**

According to the Second Vatican Council, the Eucharistic celebration marks the "source and summit" of the Christian life. In this course students will analyze the fields of "liturgical" and "sacramental" theology. Beginning with a careful biblical analysis, students will examine how the study of the sacred page forms the soul of both liturgical and sacramental theology. Moreover, students will explore the implications of the axiom that the *lex orandi* (law of prayer) establishes the *lex credendi* (law of belief). In addition, students will analyze various theological debates about the role and nature of the seven sacraments celebrated by the Catholic Church.

Prerequisites or Corequisites: BIBL502, THEO502 (unless granted written approval)

### **THEO521 Moral Theology and Ethics**

This course examines the philosophical, biblical and theological principles of Catholic moral theology, specifically, ethical decision making in light of Scripture, Tradition, and the Magisterium. Among other things, the student analyzes the following topics: freedom, natural law, sin and conversion, the role of conscience, virtues, and criteria for determining the ethical value of an act.

Prerequisite or Corequisite: THEO502 (unless granted written approval)

### **THEO522 Morality, Theology and Ethics**

This course examines the philosophical, biblical and theological principles of Catholic moral

theology, specifically, ethical decision making in the light of Scripture, Tradition, and the Magisterium. Special attention is given to the way such material relates to the needs and concerns of MBA students. Among other things, the course analyzes the following topics: freedom, natural law, sin and conversion, the role of conscience, virtues, and the criteria for determining the ethical value of an act. The course also looks at the concrete application of Catholic moral principles by examining the Social Teaching of the Church. Major issues explored include the role of the government, poverty, war, and the responsibilities of employers and employees.

### **THE0531 Contemporary Theological Debates**

Students examine particular issues surrounding the *nouvelle theologie*, particularly debates concerning the relationship of nature and grace. In addition, students learn how the “new theology movement” of the twentieth century affected trajectories in dogmatic, biblical, moral and liturgical theological research.  
Prerequisites: BIBL502, THE0502

### **THE0532 Moral Theology and Spiritual Theology (4 credits)**

Since the Second Vatican Council there has been an emerging recognition among Catholic theologians that the study of Catholic moral theology must be carefully integrated with biblical studies, dogmatic theology, and spiritual theology. This course aims at doing just that. The first part of this course examines the philosophical, biblical, and theological principles of Catholic moral theology, specifically, ethical decision making in the light of Scripture, Tradition, and the Magisterium. Among other things, the course analyzes the following topics: freedom, natural law, sin and conversion, the role of conscience, virtues, and the criteria for determining the ethical value of an act. The course also looks at the way Catholic moral theology must be informed by Catholic spiritual theology, especially with an understanding of the life of prayer and Christian

asceticism. Among other things, students will read works of great spiritual masters from Catholic tradition, such as Francis De Sales, Theresa of Avila, and John of the Cross.  
Prerequisites or Corequisites: BIBL502, THE0502 (unless granted written approval)

### **THE0551 Practicum I**

In addition to their in-class work, two *practica* (THE0551, THE0552) are also required in the Catechetical Track through which students learn how to communicate what they have learned effectively as teachers. The *practica* involves teaching an introductory level course on Scripture or Theology in a classroom setting outside of the university (elementary school, high school, parish-based religious education, etc.). Unless given written approval, students should begin their practicum experience in their second to last quarter as a student.

### **THE0552 Practicum II**

See the description of THE0551.  
Prerequisite: THE0551

### **THE0598 Comprehensive Exam**

One of two options that a student has to demonstrate that they have mastered the material covered in their various classes. It will encompass each of the courses taken and focus the student’s attention on bringing together all that the student has learned in the program.

### **THE0599 Thesis**

One of two options that a student has to demonstrate that they have mastered the material covered in their various classes. Those expecting to go on to pursue further academic work are highly encouraged to consider this option. Once the student has taken about 50% of his course work, s/he will be assigned a thesis director. The director and the student should remain in frequent contact regarding the chosen topic from that time forward. A proposal will then be submitted which is to be approved by the director. The thesis itself is to be about 60–80 pages in

length, and demonstrate the student's ability to identify and investigate a question relating to the field of Biblical theology, to carry out research appropriate to the topic and to organize and present his or her work in a critical and coherent manner. A final draft of the thesis is due by the fifth week of the quarter in which they are enrolled in the thesis course. The director will either pass the thesis on to the Chair of the department or make further suggestions. The student has three weeks to make whatever changes need to be made. A committee of at least two faculty members will read the final submitted form of the thesis. Together they will decide to either pass or fail the thesis. A public defense may be scheduled if the director and student agree that such is desirable.

## **Continuing Education Courses**

### **CECP050 Sound Reasoning**

In this course students learn about the basic structures of sound reasoning, focusing largely on classic Aristotelian logic.

### **CECP051 Understandings of Nature**

This course is a detailed study in the various philosophical understandings of nature.

### **CECP052 Nature of the Human Being**

A detailed study in the various understandings of the nature of the human being.

### **CECP053 Philosophy, Politics and Government**

The course examines major theories concerning the organization of society and the role of government.

### **CECP054 Metaphysics and Natural Theology**

This course covers several related questions, beginning with Natural Theology, and concluding by looking at some modern objections to theism and religion.

### **CECT060 Introduction to the New Testament**

In this course the student explores the Scriptures, particularly the four Gospels to understand the person of Jesus Christ.

### **CECT061 Introduction to the Old Testament**

This course takes a closer look at the major figures and events of the Old Testament.

### **CECT062 Catechism I: The Creed**

This course focuses on the Catechism of the Catholic Church's commentary on the Creed.

### **CECT063 Catechism II: Catholic Spirituality**

The course builds on CECT062 and offers students an in-depth study of the second and fourth pillars of the Catechism of the Catholic Church.

### **CECT064 Catechism III: Catholic Morality**

Building on CECT062 and CECT063, this course rounds out the study of the Catechism of the Catholic Church.

## Academic Administration

### Office of the Registrar

The Office of the Registrar provides academic support services to students, prospective students, faculty, staff, and alumni by maintaining the integrity of academic policies and accuracy of student records. The Registrar's Office is responsible for the registration and maintenance of student records. It provides students with authoritative interpretation of JPCatholic policies and procedures regarding registration, posting of degrees, grade reporting and other matters related to student records and registration.

The Office of the Registrar determines the transferability of courses. The Registrar's Office evaluates and records the amount of transfer credit and advanced placement test credit an undergraduate student can apply toward graduation requirements.

Academic Advising is coordinated through the Registrar's Office. The Registrar assigns each student a faculty advisor according to his or her major and year.

### Office of the Dean of Students and Department of Student Life

The Department of Student Life, headed by the Dean of Students, is responsible for the student services that seek to enhance overall quality of student life at JPCatholic. The office provides coordination and direction to student services and works to ensure that programs, services, policies, and procedures foster the development of students and the achievement of their academic and career goals. Student Life staff provides help, advice, and referral for students and parents in many areas including commuter, transfer, and residential matters. The department develops and coordinates activities such as New Student Orientation and Commencement; leadership and co-curricular learning opportunities; decisions about remaining in or withdrawing from school; disciplinary matters; involvement in student government and campus ministry; community service and volunteer opportunities; the planning of social, educational, cultural, and spiritual activities; assisting students with disabilities; and assisting in grievance hearing procedures. The Department of Student Life administers details related to on-campus housing and residential life.

Student Life at JPCatholic is a critical component of the learning experience and of the human development process. JPCatholic seeks to form the student in soul, mind, and body. The spiritual, cultural and athletic programs that take place are crucial in the student's robust development as a future innovator and creator, leader and entrepreneur.

### Information Technology

JPCatholic information technology services include support of instructional computing, management of the main academic computer infrastructure, and administration of site agreements for the licensing and distribution of software. JPCatholic maintains the computing



platform deployed on campus, and the students wireless network. The JPCatholic Editing Lab is available to students.

## **Library**

### **Print Holdings, Checking Out Books and Course Reserves**

The on-site library is accessible to all students when the Academic Building is open. The library catalog can be accessed on the JPCatholic website at <http://www.jp catholic.com/jplibrary/index.php>.

Books may be checked out for 2 weeks. The library uses a self-checkout process. Students are responsible for listing the books they have checked out in the "checkout binder".

The course reserve section includes books that are being used in classes during the current quarter. These books must be used in the library and may not be checked out. This allows more students to access these high demand books.

### **On-Line Resources**

The library subscribes to the ATLA Database with Serials, the premiere on-line collection of academic journals devoted to Scripture, Theology and Religious Studies. Journal articles are available in full-text through this service. This database is accessible to students either on campus or off campus. The database requires students to log-in through their eLearning account.

### **Library Staff**

The school has a professional librarian on staff. Do not hesitate to ask questions about the library or your research needs.

### **Contact the Librarian**

Students can visit the librarian in person or by email. Students are also encouraged to email the librarian to set up an appointment or to address particular questions. See the library's website for the librarian's hours and email address.

### **Library Services for eLearning Students**

Online students are welcome to come to campus, use the library and check out books. Since this is often not possible for online students, the library will mail books to students studying from a distance. In order to receive books by mail the student must email the librarian the Title, Author, Call Number and Location of the book(s) requested. This information can be found in the library catalog. Books with a location of "Reserves", "Item is in storage," "Item is missing," "Item is in repair" cannot be requested. Rare books and books that will not fit in a flat rate box cannot be sent. Students are also encouraged to check the Library & Online Resources course in eLearning for more information about library services.

## Career Services

Career Services facilitates opportunities for JPCatholic students to build relationships for employment, internships, mentoring, and networking experiences with the Southern California professional community.

### Mission Statement

Guided by the University's commitment to the personal success of its students, Career Services assists students in discerning their future career aspirations and goals. JPCatholic encourages students to start thinking about their future career aspirations from their first quarter on campus. Student career planning is incorporated into the student's Personal Plan for Success. The student, with their academic advisor and the Career Services director, develops a plan for a progression of job experiences from entry level, to a career focused internship, to a part-time career focused job, to a full-time job following graduation. By having career aspirations and planning in mind, the student, on graduation, is better equipped to carry out the University's mission to impact culture for Christ.

### Services

Explore Careers. Discover and explore the true breadth of careers available to you. Assessment tools can help identify a student's interests, skills, and work values.

Gain Experience. The benefit of finding an internship or volunteer position is to acquire professional work experience related to one's academic major or career interest and apply theories learned in the classroom to the workplace. An internship can also help the student develop a better understanding of the professional demands and requirements of a particular career field. It allows one to gain confidence in making the transition from being a student to the world of work.

Get a Job. Career Services helps students to build their network, to have their resume critiqued, to utilize online resources, and to meet employers. Career Services does not offer career placement services. Information on internships, part time jobs, and full time jobs for current students and alumni can be found on the JPCatholic Career Services Facebook page and LinkedIn.

Consider Graduate School. Explore options, find field-specific guidance, meet recruiters and view resources to effectively prepare and apply.

## Student Services

John Paul the Great Catholic University is committed to pursuing excellence in its service to students, seeking to provide the means necessary for student success.

**Students with Disabilities**

JPCatholic does not discriminate against students with disabilities and happily makes accommodations for such students as mandated by federal law. Students are not required to publicly disclose their disabilities. If special accommodations or adjustments are needed regarding housing or living accommodations, the student must inform the Dean of Students and complete a confidential disability disclosure form accompanied by the signature of a credentialed medical doctor or mental health professional.

**Learning Disabilities**

JPCatholic supports student learning in several ways. When students with learning disabilities who require learning accommodations inform the University, the Dean of Students and the Academic Dean collaborate with faculty who provide learning accommodations, as appropriate to the course situation.

**English Language Services**

JPCatholic assists student development of English as a second language through writing center appointments and additional mentoring with faculty and staff. While the University does not offer English language classes, the Dean of Students or Academic Dean can assist students in finding such classes off campus; the normal fee for that class would apply.

**Academic Mentoring / Career Planning**

The Registrar's office automatically assigns every student a Mentor who serves as an academic advisor and assists with networking and career planning.

Per individual preference, students have the option of requesting an alternative mentor to the one assigned. Change requests should be made with the Registrar. The University will make a concerted effort to accommodate preferences and find a suitable advisor. However, due to individual mentor responsibilities and workload, it is sometimes impractical for the student request to be granted.

Students may be required to meet with their mentor at least once per quarter and should bring their Personal Plan for Success to the meeting.

Mentor sessions are casual and are meant to assist and guide students through a variety of needs. Sessions are designed to follow the "Start, Stop, Continue" template: identifying negative behaviors that should be stopped (Stop), gaps where new activity, effort, or behavior is required (Start), and to reinforce where the student is succeeding already.

**Counseling Services**

Psychological and pastoral counseling options are provided proactively by the Dean of Students to meet the wide array of personal difficulties that may interfere with a student's success. Specific concerns for which students often seek assistance include the following: loneliness and isolation; homesickness; parent/family conflict; difficulty in studying, concentrating or test taking; challenges in interpersonal relations and communication;

educational/career concerns; mental issues; depression; and anxiety. Students who feel these symptoms weighing on them should speak with the Dean of Students or the student life staff as soon as possible. Such matters will be kept confidential except those mandated by law such as when serious and imminent physical danger is concerned.

JPCatholic may provide on-campus psychological counseling options, and will provide help in finding and contacting off-campus counselors in the area. Students should check the Student Handbook or contact the Dean of Students for additional information.

### **Health Services**

Students must have major medical health insurance as a condition of enrollment, and should be prepared to assume the costs of their medical care. JPCatholic Student Life can provide contact information for local practitioners, hospitals, or clinics.

### **Student Work Opportunities**

Qualified students may apply for open work positions at the University. Ask the appropriate University staff.

### **Jobs and Internships**

JPCatholic assists and empowers students to find jobs and internships. The University communicates open positions via Facebook, e-mail and a Jobs Board. Students are then responsible for following up with the client or potential employer. Internships for credit should be coordinated through the Career Services Center.

### **Student Groups and Activities**

JPCatholic celebrates its Catholic identity and professes fidelity to the Magisterium of the Church, while actively incorporating diverse cultures and cultivating respect for their unique contributions to the community. The University encourages the formation of student groups that promote the common good and support the University's mission. Such groups may include support groups, student government, apostolic initiatives, sports programs, and the like. Groups seeking official recognition by the University must be approved by the Dean of Students, and coordinated with the student life staff.

## **Student Complaints and Concerns**

From time to time, a student may feel it necessary to bring a concern or complaint to the attention of the administration. Informal complaints can be done either verbally or in writing. These concerns are for informational purposes only. Note: for informal concerns the person to whom the concern or complaint is directed is not required to respond to the student regarding action or lack of action taken. Written concerns or complaints may be submitted anonymously or signed.

For all formal complaints intending an action for response, please use the student grievance procedure, below.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, <http://www.bppe.ca.gov>, telephone: (916) 431-6924, fax: (916) 263-1897.

## **Student Grievance Procedures**

Students are protected against any unreasonable, unlawful, false, malicious, and inappropriate behavior by faculty, staff, or any official of the University.

Formal grievances should be filed as soon as possible following the alleged violation, or from the time that the student learns of the basis of the grievance (see below for specific time limits). Students should meet with the Dean of Students<sup>7</sup> regarding the complaint/grievance prior to starting the process. Student grievances commonly fall into one of two categories: Academic and Non-Academic.

### **Academic Grievances**

If a student believes that nonacademic criteria have been used in determining his or her grade in a course, he or she may appeal the grade through the Student Grievance Procedure within 30 days of the notification of grades for the quarter in which the grade was received. See the Grade Appeals section of the University Catalog. The 30 day limit may be waived for just cause or by mutual written agreement.

### **Non-Academic Grievances**

Non-academic grievances must also be pursued according to procedure. Such grievances include, but are not limited to:

- Any act or threat of intimidation or harassment.
- Any act or threat of physical aggression.
- Arbitrary action, violation of student rights, or imposition of sanctions without proper regard to University policy.
- Discrimination on the basis of race, religion, age, gender, color, physical disability, mental disability or any other category of unlawful discrimination

Students must initiate the grievance process within 60 days from the time the student knew or could reasonably be expected to have known of the action being grieved. The 60 day limit may be waived for just cause or by mutual written agreement.

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<sup>7</sup> Contact information for the Dean of Students and other administrators can be found at [www.jpccatholic.com](http://www.jpccatholic.com) or in person at the main office, 220 W. Grand Ave, Escondido, CA 92025.

**Grievance Procedure – Level I (Informal)**

Any student who believes an injustice has occurred against him/her should try to resolve the problem through an informal conversation with Professor, staff member, or University official involved before filing a formal grievance. If the student finds no resolution after these informal meetings, or if the accused refuses to meet or respond within 14-days, the student may proceed by meeting again with the Dean of Students. If the Dean of Students is unable to assist the student in resolving the issue satisfactorily, the student may take the grievance to the next level.

(Note: if the grievance involves the Dean of Students, the student shall follow the subsequent procedures with the help of the Chief Academic Officer.)

Complaints of sexual misconduct are governed by Title IX and are, therefore, investigated by the Title IX Coordinator and if required, heard by the Sexual Misconduct Hearing Committee process. For the entire policy and procedure involving Title IX complaints, see the Sexual Misconduct and Relationship Violence Policy in the Student Handbook.

**Grievance Procedure – Level II (Formal)**

After meeting with the Dean of Students and still finding no resolution to the issue, the student shall complete a “Statement of Grievance,” containing their name, the name of the accused, a brief summary of the complaint (including all significant dates, locations and circumstances related to the incidents in question), and documentation of the failed attempts to resolve the issue informally. Copies of any additional evidence may be attached to the form. The “Statement of Grievance” must be completed within 14 days of the meeting with the Dean of Students. Once filed, the University will take the following actions:

1. The Dean of Students shall inform the aggrieved student of the procedures, and of their associated rights and responsibilities.
2. The accused faculty/staff member shall receive a copy of the “Statement of Grievance” from the Dean of Student’s Office within 14 days.
3. The accused will have 14 days to respond in writing. The accused has the right to ask any other of member of the University community to serve as an advisor.
4. Both the aggrieved student and the accused may solicit documentation from other persons to support their positions.
5. Once the Dean of Students receives the response of the accused, he shall forward all documents to the Chief Academic Officer, who convenes the Grievance Review Committee.
6. The Grievance Review Committee shall normally be comprised of the Chief Academic Officer, the Dean of Students, and a senior administrator. This committee will make one of the following determinations within 2 days:
  - a. The complaint of the student is not grievable.
  - b. There is insufficient evidence to warrant further action.
  - c. The case should proceed to formal action, Level III.

7. The Grievance Review Committee shall make a written report of its determination, which shall be sent to the aggrieved student, the accused, and the President of the University within 2 days.
8. If the grievance involves a Student Life Office staff member, naturally that member will be replaced on the Grievance Review Committee. If the grievance involves the President, Chief Academic Officer, or Dean of Students, the process immediately moves to a Level III Grievance Hearing.

### **Grievance Procedure – Level III (Grievance Hearing)**

If the Grievance Review Committee determines that further action is warranted, the following actions shall be taken:

1. The Chief Academic Officer will convoke the Grievance Hearing Committee, which must commence deliberations within 5 days of the report from the Grievance Review Committee.
2. The Chief Academic Officer shall send confidential packets to the members of the Grievance Hearing Committee prior to the hearing.
3. The Grievance Hearing Committee will normally be comprised of the following, at the discretion of the Chief Academic Officer:
  - a. The Chief Academic Officer, chair
  - b. The Dean of Students
  - c. Student Life staff member
  - d. One member of the faculty, usually a Professor of Theology
  - e. Two administrators, usually the Director of Admissions and the VP of Finance
4. If the President, the Chief Academic Officer, or the Dean of Students is the target of the grievance, the chairman of either the Board of Trustees or the Audit Committee will convoke and chair the hearing.
5. The grievant and the defendant shall be present to answer questions at the hearing. The grievant may have an advisor. The defendant also has the right to be accompanied by an advisor in the formal grievance hearing.
6. The hearing shall be closed to the public. There shall be a single verbatim record, such as a tape recording, of the entire hearing. The record shall be the property of the University.
7. Once the hearing is convened, the Chief Academic Officer will state the purpose, process, and guidelines.
8. The grievant will then be allowed to make a statement specific to the grievance and the requested outcome.
9. Next, the defendant is allowed to make a statement specific to the grievance, requested outcome, and any statements/evidence presented by the student.
10. Both the grievant and the defendant have the right to present witnesses, testimony, and evidence, but only as related to the charges previously presented to the Grievance Review Committee. No new charges shall be admitted for consideration.
11. The members of the Grievance Hearing Committee may then ask questions specific to the case. Discussion, clarification and additional comments are allowed.

12. When the Chief Academic Officer determines that the committee has all the necessary testimony and information it needs, he calls for a recess as the members deliberate and come to a decision. The grievant and the defendant may be excused.
13. The Grievance Hearing Committee will assess whether to reject or support the grievance using a preponderance of the evidence standard. The Grievance Hearing Committee will deliver one of the following decisions within 2 days:
  - a. To reject the grievance and deny the requested outcome.
  - b. To support grievance and approve the requested outcome.
  - c. To support the grievance and approve a revised outcome.
14. Within 24 hours of a decision from the Grievance Hearing Committee, the Chief Academic Officer will concurrently provide written notification of the decision and the process of appeal to the grievant, the defendant, and the University President.

#### **Appeal Process – Level I (University President)**

If either party is dissatisfied with the decision of the Grievance Hearing Committee, an appeal may be submitted to the University President. Such an appeal must be submitted in writing within 14 days of the decision. The University President has 14 days to respond to the appeal. The University President will present his or her decision to the two parties concurrently and in writing.

#### **Appeal Process – Level II (Board of Trustees)**

If either party is dissatisfied with the decision of the University President, an appeal may be submitted to the Board of Trustees through the University President. Such an appeal must be submitted to the University President by certified mail within 14 days of notification of the decision regarding the first appeal. The Board of Trustees shall have two consecutive Board business meetings to review the appeal before making a final decision. The Board of Trustees may not overturn the President's decision without reviewing a transcript of the hearing. The Board will present its decision to the original grievant, defendant, and the University President concurrently and in writing.

The decision of the Board of Trustees completes the Grievance Process. Any further appeal must be filed through civil court. A record of the Board's decision shall be kept on file in the University President's office.

#### **Time Limits**

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

## **Facilities and Equipment**

John Paul the Great Catholic University is located on West Grand Avenue in downtown Escondido. The campus is made up of four separate buildings centered around the intersection of Maple Street and West Grand Avenue. The facility includes a chapel,



classrooms, library, conference rooms, a media lab, sound stage, administrative offices, and reception area.

Students have full access to state-of-the-art media equipment and facilities. These include:

- **Cameras:** JPCatholic has a large selection of high-def, digital cinema cameras.
- **Lighting & Sound:** Lighting and sound equipment are available for student productions. The lighting kits include hard and soft lights, floodlights, spotlights, and small lights. Microphone sets include boom, wireless, microphones, and mixers.
- **Post-Production:** The post-production lab is equipped with 20 Macintosh editing systems. The editing stations come with an assortment of software for sound and picture editing, including the Abode Production Suite, and Maya. This will enable students to create motion graphics, special effects, animation, 3D compositing, and DVD authoring.
- **Sound stage:** The sound stage is outfitted with a full lighting grid and supporting grip equipment to allow students to work in a more controlled environment while working on advanced projects.

The facilities, equipment, and resources provide students with an industry-standard education and experience with a soundstage, post-production lab, digital cinema cameras, and all digital classrooms.

## University Faculty

### **Kimberly Barber**

Adjunct Professor of Theology and Scripture

### **Michael Barber**

Professor of Theology and Scripture

### **Vlad Bolsakov**

Adjunct Professor of Accounting

### **Colin Brady**

Adjunct Professor of Animation

### **Marc Burch**

Adjunct Professor of Business and LaunchPad Mentor

### **Victoria Cabot**

Adjunct Professor of Marketing

### **Heather Cameron**

Adjunct Professor of Liberal Arts

**George Castro**

Adjunct Professor Animation

**Kevin Clarke**

Adjunct Professor of Biblical Languages

**Derry Connolly**

Professor of Business

**Kevin Culbertson**

Professor of Business

**Lauri Deason**

Adjunct Professor of Marketing

**Thomas Deason**

Adjunct Professor of the Business of Film

**Nick diNapoli**

Adjunct Professor of Cinematic Visual Effects

**John Duffy**

Adjunct Professor of the Business of Film

**Tom Dunn**

Professor of Film Production

**Lee Eskey**

Adjunct Professor of Acting

**Shun Lee Fong**

Adjunct Professor of Media Law

**Gina Fricchione**

Adjunct Professor of Acting

**Thomas Harmon**

Professor of Theology and Culture

**Max Hulburt**

Professor of Animation

**John Kassab**

Adjunct Professor of Computer Science

**John Kincaid**

Professor of Theology and Scripture

**Robert Kirbyson**

Adjunct Professor of Cinematography

**Sr. Anahyd Mariam**

Adjunct Professor of Science

**Joe Mignone**

Adjunct Professor of Business

**Rob Morgenroth**

Adjunct Professor of Visual Effects

**Vernon Mortensen**

Professor of Film Producing and Distribution

**Jacqueline Nicolini**

Adjunct Professor of Art

**Clare Oven**

Adjunct Professor of Mathematics

**Matt Peterson**

Professor of Media Philosophy and Culture

**Christopher Riley**

Professor of Film

**Haley Rossi**

Adjunct Professor of Media

**Nate Sartain**

Adjunct Professor of Game Art and Design

**Nathan Scoggins**

Adjunct Professor of Film

**Eric vanHamersveld**

Adjunct Professor of 2D Animation

**Jonathan Velasco**

Adjunct Professor of Business Law

**Father Andrew Younan**

Professor of Philosophy & Biblical Languages

## University Administration

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