



**JOHN PAUL  
THE GREAT**  
CATHOLIC UNIVERSITY

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# University Catalog

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2021–2022

This catalog covers the degree program curriculum that will be offered by John Paul the Great Catholic University (JPCatholic) for the academic year 2021–2022.

### **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, 2021 – September 14, 2022. 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 address below or phone 858-653-6740.

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## University Overview

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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 humanities, 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

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Our honor code "Love in Action and Truth" is inspired by the evangelist John, who in his first letter delves deep into the critical ideas of "God is Light" and "God is Love." Early in describing of the latter, immediately after his condemnation of hatred, John urges us to "love not in word or speech but in deed and truth" (1 John 3:18).

Our love is made real in our actions, especially in our sacrificial service to others, and in truth, which demands that our "yes" be "yes" and our "no" be "no."

Our honor code permeates how our JPCatholic community strives to live:

1. In the classroom, faculty and students search for knowledge of the truth through the pursuit of both the intellectual (knowledge, understanding, and wisdom) and moral (prudence, justice, temperance, and fortitude) virtues with personal integrity, as well as honest and respectful engagement. This search necessarily demands a convincing commitment to professional excellence and excludes all manner of cheating, plagiarism, and lying, etc.
2. Outside of the classroom, faculty, staff, and students 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. Rooted in such friendships, our community excludes various forms of improper conduct detailed in 1 John 2:16 - Lust of the flesh, lust of the eyes and the pursuit of a pretentious life. In Jesus we find the perfect example of sacrificial love, humility and gentleness.
3. In the wider community, faculty, staff, and students are to seek, with God's grace, to impact culture for Christ and demonstrate love in action and truth.

## Core Commitments

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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**

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

- Business
- Communications Media
- Humanities

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, humanities, 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

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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 University Core Program Learning Outcomes.

## Admissions and Enrollment

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### 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. 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.

### Application Process

A student is considered to have a complete application when they submit the full application form, which requires the student to disclose basic biographical information, educational history, and test score information. If the applicant's provided information meets admissions standards, the student will be provisionally accepted and invited to send documentation to validate the material disclosed on the application. Provisionally-accepted students may not enroll or apply for financial aid until validation documentation has been received. If a student is provisionally accepted and does not validate their information within a four-month period, the application is considered to be withdrawn through inactivity. A withdrawn application may be restarted by completing the Reactivation Application. A provisional acceptance may be withdrawn if validation documentation does not match the grades disclosed on the application and falls below admissions standards, or if the statement of purpose has serious issues relating to the grammar, clarity of thought, or content.

If the student's application information is below academic standards necessary for provisional acceptance, he or she is still invited to provide validation documentation. The Admissions Committee may accept the student based on circumstances including but not limited to a positive GPA trend, extenuating circumstances, and high performance in subjects closely related to the desired major. The Admissions Committee may require additional information such as a context letter or additional writing sample. In some cases, the Admissions Committee will extend probationary acceptance with stipulations on which Community College classes a student will need to pass before full acceptance is granted. If the student chooses not to send validation information after four months, an admissions denial will be issued based on their disclosed scores on the application form.

If a student submits incomplete information on their application, the student will be invited to send documentation to fill the informational gaps. If a four-month period passes, and the student has not provided documentation, an admissions denial will be issued. Students may appeal denial by sending validation documentation with the request to be reviewed.

The Admissions Committee acts upon applications submitted by high school students as early as the July prior to the first quarter/semester of the senior year.

### **Required Items for Validation and Review**

The following items are required to validate the application information:

1. **Transcripts:** An application is not considered validated until a student has provided a high school transcript with at least six semesters of work, a GED, or college transcripts with at least 25 credits. Provided documentation from American institutions may be unofficial, but official documentation will be required prior to the first day of class. All transcripts from foreign institutions, however, must be officially translated and evaluated.
2. **Standardized test scores:** JPCatholic will accept SAT, ACT, and CLT. A student must typically have over 25 credits of college or a 3.5 GPA in high school for the requirement to be waived. In certain extraordinary situations where access to the test is limited, the Admissions Committee may waive this requirement. For non-traditional students with significant life experience, a resume may be presented as an alternative to the SAT requirement. For international students who live in non-English speaking majority countries, the TOEFL (or equivalent test subject to Admissions Committee approval) is required and used to fulfill the standardized test requirement. Unofficial test score documentation will suffice as sufficient validation. Official TOEFL scores, however, will be needed before an I-20 student visa may be issued.
3. **Statement of Purpose:** The statement of purpose questionnaire serves as further validation of the student's writing ability. It also helps the student's admissions representative provide guidance to the applicant in determining the best academic path at JPCatholic.
4. **Application Processing Fee:** A fee of \$50 is charged for processing the above items.

### **Admissions Committee Validation Review**

Once validation documentation has been received, it is reviewed by the Admissions Committee. If the validation documents match the information disclosed on the application and there are no significant issues with the statement of purpose, full acceptance is extended. If the student does not fulfill one or more of the application standards, then a deeper review is conducted.

JPCatholic's Admissions Committee has established the following standards:

1. **High School or College GPA:** JPCatholic accepts a minimum of 2.8. This minimum standard may be waived at the discretion of the Admissions Committee. This will typically only happen if the student presents extenuating circumstances or if other academic data exists that validates the student's ability to thrive in JPCatholic's academic environment. The weighted GPA is used in the Committee evaluation to take into account their AP or IB classes. The following factors will come into play when determining the strength of a transcripts:
  - a. **Trends:** Is the overall GPA dragged down by freshman and sophomore year? Does the student have a strong positive trend?
  - b. **Strength of Coursework:** Does the student do well in challenging subjects? Is the student taking AP, IB, or Honors level coursework?
  - c. **Extenuating Circumstances:** Is the student's GPA dragged down by one very poor semester or year? What circumstances explain that occurrence?
2. **SAT, ACT, or CLT:** 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. The Admissions Committee will also accept the CLT exam with a minimum score of 57. Applicants with lower scores will still be considered for full acceptance, since decisions are made after weighing all admissions factors.
3. **Statement of Purpose:** Students are required to complete a brief online essay questionnaire. This writing sample will be evaluated for grammar, structure, and clarity of thought.
  - a. The following rubric is used in assessing the Questionnaire. The Committee focuses on three fundamental attributes: composition skills, connection to JPCatholic's mission, and passion for the student's chosen field.
    - i. 5 Points. Well-written with strong composition skills, deep connection to JPCatholic's mission, high passion for the field.
    - ii. 4 Points. Well-written with strong composition skills but lacking a full expression of commitment to mission or a strong sense of professional vocation.
    - iii. 3 Points. Hits all the fundamentals in writing skill, interest in our mission, and professional vocation, but the essay is not exceptionally well-written.
    - iv. 2 Points. One of the fundamentals is completely missing.
    - v. 1 Points. Two or more of the fundamentals are completely missing.

### **Final Official Transcript Requirement**

After a student's validation documentation has been reviewed and a full acceptance extended, a student may enroll for their desired term. Students, however, may not utilize Federal Financial Aid or attend classes until official final transcripts have been received. The Admissions Committee may take into account extenuating circumstances in allowing students to begin classes while the transcripts are in transit.

### **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.

Non-native English-speaking applicants or any student whose country is not a majority English speaking country must submit one of the following test scores:

- TOEFL iBT: 80
- IELTS: 6.5
- Cambridge (Advanced and Proficiency Exams): Pass
- Duolingo English Test: 105

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**

While JPCatholic does not require particular vaccinations, students are encouraged to receive Hepatitis B and MMR vaccinations. Students can receive further information about vaccinations from their health care provider or county health department.

### **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 to the Admissions Office along with the \$200 non-refundable enrollment fee.

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

## Tuition and Other Expenses

### Undergraduate Tuition and Fees

Incoming: July 1, 2021 – June 30, 2022

Charge	Each Quarter	Academic Year (3 quarters)	Annual (4 quarters)	Total	Refundable
Undergraduate Tuition	\$9,000	\$27,000	\$36,000	\$108,000	Yes
Triple Room	\$2,500	\$7,500	\$10,000	\$30,000	No
Double Room	\$2,650	\$7,950	\$10,600	\$31,800	No
Single Room	\$3,800	\$11,400	\$15,200	\$45,600	No
Resident Parking	\$200	\$600	\$800	\$2,400	No
Commuter Parking	\$35	\$105	\$140	\$420	No
Room Choice			\$55	\$165	No

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. Minimum Payment Frequency is Quarterly.

### One-Time Fees

	Fee	Notes
Enrollment Fee	\$200	Non-refundable.
Housing Fee (Resident students)	\$500	Non-refundable. <u>Not</u> applied toward the 1st 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 (no ceremony)	\$100	Paid at end of program if student does not participate in Commencement.
Graduation Fee (with ceremony)	\$300	Paid at end of program if student participates in Commencement.

JPCatholic does not offer a meal plan; students cook for themselves and/or in community, using their fully furnished apartment kitchens.

All living expenses 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 (<https://www.csac.ca.gov/post/student-expense-budget>, based upon averages from the 2006-2007 SEARS survey and adjusted for inflation or deflation; please see note at the bottom of the expense PDFs).

## Tuition Summary

### Bachelor of Arts & Bachelor of Science

The total amount for tuition in Academic Year 2020–2021 is \$26,100 (from the tuition table above). The estimated tuition for four academic years is \$104,400.

## 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 \$2,175. Tuition includes all costs associated with the course, but excludes textbooks.
3. In addition to tuition and fees, students are required to pay a one-time, non-refundable \$200 enrollment fee. This fee is to be paid before the student is enrolled in any class.
4. **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.
5. 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.
6. Minimum Payment Frequency is Quarterly.
7. **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.
8. 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 <https://jpcatholic.edu/studentlife/parking.php>.
9. Single undergraduate students who are under 23 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 23 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 policy are rarely granted, but may be petitioned to the Dean of Students.



## Financial Aid

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### 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, nearly all 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 aid is considered 'gift' aid, and others 'self-help' aid. 'Gift' aid will not need to be repaid, but carry various requirements for eligibility. 'Self-help' aid includes employment and loans (money that must be repaid), and will in many cases 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.

### 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, sex, 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.

## Federal Student Aid

JPCatholic's Federal School Code is 041937

JPCatholic is an eligible institution under the Higher Education Act and our eligible undergraduate 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.

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 without a prior undergraduate degree who have not exhausted their lifetime Pell eligibility and have an EFC of 5,711 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 and provide any additional documentation requested by the school. Financial eligibility is determined on an annual basis, and satisfactory academic progress (SAP) is determined each quarter (see full SAP policy for details). Annual amounts vary from \$639 to \$6,345. 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 \$450/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 students with financial need are eligible to apply for any posted Federal Work Study positions by completing a FAFSA and any additional documentation requested by the school, in addition to 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 that are enrolled at least half time and who have not exhausted their Subsidized loan eligibility are eligible for this need-based loan. This loan does not accrue interest while the student is enrolled in school at least half time. 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, entrance counseling, a loan agreement (also known as a "Master Promissory Note"), and provide any additional documentation requested by the school. Financial eligibility is determined on an annual basis, and enrollment status 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.

**Unsubsidized Stafford Loan**

Unsubsidized loans are available to students without concern for need but students must be enrolled at least half time. 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, entrance counseling, a loan agreement (also known as a "Master Promissory Note"), 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 PLUS Loans**

PLUS loans are available to parents of dependent college students without concern for need, but the student must be enrolled at least half time during each term the funds are received. 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 must complete a PLUS Request at [studentaid.gov](https://studentaid.gov) for each academic year (loan period) and pass the credit check in addition to the completion of the FAFSA 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?**

Subsidized & Unsubsidized 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. 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. Subsidized/Unsubsidized direct loans – for current rates, please see: <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>
  - b. PLUS loans – for current rates, please see: <https://studentaid.gov/understand-aid/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 Unsubsidized Direct loan, you will receive approximately \$5442 credited to your account.
3. Subsidized/Unsubsidized Direct 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 Loan Agreement/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 at [studentaid.gov](http://studentaid.gov). Exit Counseling is also required and will be completed on [studentaid.gov](http://studentaid.gov); information will be provided when you leave JPCatholic or cease to attend at least half time.
7. Please refer to [studentaid.gov](http://studentaid.gov) for additional information on the Direct Loan programs.

Questions or concerns regarding the loan program may be directed to the Financial Aid Office at [financialaid@jpcatholic.edu](mailto:financialaid@jpcatholic.edu).

### **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 1 of the current award year (June 1, 2021 for the 2020–2021 award year), they may be marked as inactive and not be scheduled.

### **State Aid**

Information on Cal Grants can be found on the California Student Aid Commission website (<https://www.csac.ca.gov/cal-grants>). The Cal Grant award year runs from Fall quarter through Summer quarter.

New eligible students should complete their FAFSA and GPA verification by March 2nd of the year in which they are applying. Renewing students should complete their FAFSA by June 30th of each 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 faculty that students have begun attending 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.

## **Undergraduate Institutional Aid**

Institutional aid at JPCatholic is typically awarded to students on the basis of a combination of merit and financial need. Students will not be granted institutional aid until they have been accepted for admission by JPCatholic. Any undergraduate student whose family is unable to meet the costs of a JPCatholic education is encouraged to apply for financial aid. All students who have clearly demonstrated achievement or need and apply by the deadline will be awarded financial aid.

In order to apply, students should complete the Free Application for Federal Student Aid (FAFSA) at [www.studentaid.gov/h/apply-for-aid/fafsa](http://www.studentaid.gov/h/apply-for-aid/fafsa). Student's financial aid award must be considered tentative until we receive any requested verification information.

Merit only scholarships are based on academic achievement only, and a student can request that we evaluate their application without providing financial documentation (not recommended for students with a family income of less than \$250k/year OR if they intend to use education loans).

### **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.

### **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. Completed FAFSA,
  - b. JPCatholic admission application file,
  - c. Students wishing to provide additional context of their merit may also submit up to an additional two items to be considered with their application: Resumé, 500 word essay detailing significant accomplishments, reel with 1-2 highlights most representative of creative work, piece of artwork, short film (max. 5 minutes), etc.
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. As part of our institutional financial aid philosophy, students will not receive a full scholarship, and JPCatholic does not guarantee aid to fill up a gap in student's financial need.

### **What to Expect**

1. Completed applications are typically reviewed by the Financial Aid Committee within two weeks of completion starting on November 1 of the year preceding expected attendance. In addition to the FAFSA, the Committee may review the student's GPA, standardized test 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 to students the week following review, along with an "estimated award letter" and "College Financing Plan" that will give additional estimates of Federal and State aid eligibility. Most students will be given an option between two awards for their institutional scholarship. 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.
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.

## **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 of their institutional aid award, they 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



Students must maintain a 2.50 average, or they will forfeit a percentage of financial aid according to the following table:

Cumulative GPA	% of Eligible Financial Aid
2.50 – 4.00	100%
2.40 – 2.49	80%
2.30 – 2.39	60%
2.20 – 2.29	40%
2.10 – 2.19	20%
< 2.10	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
3.00 +	100%
2.90 – 2.99	80%
2.80 – 2.89	60%
2.70 – 2.79	40%
2.60 – 2.69	20%

Example: Joe Smith has a scholarship of \$1,000 per quarter. However, due to a Fall cumulative GPA of 2.2, 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 2.9 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 contact the Financial Aid Office.

## 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. Private scholarships will rarely be a short-term solution, but it can be an important part of a long-term strategy for funding. We recommend starting with researching scholarships at volunteer organizations, personal employers, parents' employers, your parish, or other local community organizations.

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 compiled by 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. Use common sense when applying for these opportunities. Although we do a basic review before adding them to our list, be wary if they require an application fee or require very sensitive information up front (such as a SSN for the initial application process).

## 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 Subsidized/Unsubsidized 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, guarantee that a student's application will be approved, 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>

Important to note:

1. Students are typically not required to make payments while in school at least half time unless they opt for a payment plan that requires minimum or interest payments during the loan application process.
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 (\$13/hour) for 15 hours a week for 40 weeks (the time that school is in session), will gross \$7,800 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

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*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.*

### **Non-Refundable Costs**

Enrollment Fee, Housing Costs, and Commuter Parking Permits are non-refundable. Students in a housing contract will be subject to the contract breakage fee listed in their contract. Equipment such as laptops, software, and books purchased separately by the student are NOT covered by this refund policy.

### **Class Fees**

Some courses may have additional fees that are not included in tuition. Class fees are non-refundable after the Add/Drop period for the term in which a student withdraws. The fees will be refunded in full if the course is dropped prior to the Add/Drop deadline.

### **Institutional Scholarships**

Institutional scholarship funds will be prorated at the same rate as tuition when return calculations are being performed.

### **Tuition & Withdrawing from the University**

Any student will have the right to withdraw from their program of instruction at any time. To withdraw from the University, students must file the Official Withdrawal Form with the Registrar's Office.

- If withdrawing prior to the end of the Add/Drop Period for the term and without beginning attendance in any courses, the student is entitled to obtain a refund of all tuition charges paid for that term.
- If withdrawing prior to the end of the Add/Drop period for the term but after beginning attendance in courses, tuition charges (before the refund proration) will be based on the number of courses the student began attending.
- If withdrawing after the end of the Add/Drop period for the term, tuition charges (before the refund proration) will be based on the number of courses the student was enrolled in at the end of the Add/Drop period.

The refund policy for students who have completed 60% or less of the course shall be based on a pro rata formula based on the confirmed last date of attendance or academically related activity. If withdrawing after having attended 60% of the courses, no refund will be provided.

Students are obliged to pay only for educational services rendered. The credited tuition shall be the amount charged for instruction multiplied by a fraction, the numerator of which is the number of days of instruction after which the student ceased attending through the end of the term (determined by the last date of attendance confirmed by faculty), and the denominator of which is the total number of days of instruction in that term.

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, 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, Dept. of VA, 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. Department of Veterans Affairs
4. Private scholarships

Please note that the Dept. of VA will calculate the amount of funds that need to be returned for any student receiving VA Benefits, and the school will return unearned funds to the VA when requested (which may result in a remaining balance owed by the student to JPCatholic)."

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. 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. To determine the number of days completed, the Financial Aid Office will contact each of the faculty for the student's last day of attendance and use the latest date provided. The date of determination is the date the student began the college's official withdrawal process.

In the event of an unofficial withdrawal, the Financial Aid Office will contact each of the faculty for the student's last day of attendance and use the latest date provided by faculty as the withdrawal date. The Financial Aid Office is notified of unofficial withdrawals by the Student Success and/or Registrars Offices, and the date of determination is the earlier of the date that the University became aware that the student was no longer present or 14 days after their last date off attendance.

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 IV 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 student (or parent, in the case of PLUS loan availability) is notified within 30 days of the determination with withdrawal of the availability of any post-withdrawal disbursement. The student is given a 14-day period to actively accept available loan disbursements or decline any grants due.

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
- Federal Pell Grants
- FSEOG 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 to the programs.

## University Core

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### University Core 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 an understanding of Christian prayer and virtue arising from a friendship with Jesus Christ.
- Demonstrate an intimacy with the Sacred Page through academic work.
- Demonstrate an understanding of the teaching of the Catholic Church.
- Articulate an approach to ethics informed by Catholic teaching, offering an account of the moral responsibilities of the human person and society requisite for human fulfillment.

### Required University Core Courses for a Bachelor's Degree

Each course = 3 units. 23 Courses/69 units of University Core are required.

<b>Theology</b>	<b>4 Courses</b>	<b>Philosophy</b>	<b>4 Courses</b>
THEO111 Christian Experience I		PHIL101 Logic	
THEO112 Christian Experience II		PHIL203 Philosophy of Nature	
THEO113 Christian Experience III		PHIL204 Philosophy of Man	
THEO216 Christian Experience IV		PHIL408 Philosophy of God	
<b>Science</b>	<b>1 Course</b>	<b>Math</b>	<b>1 Course</b>
SCIN300 Science, Technology & Culture		MATH202 Personal Finance & Success	
<b>Humanities</b>	<b>6 Courses</b>	<b>Business</b>	<b>7 Courses</b>
<i>Complete all of the following:</i>		BUSI106 Entrepreneurial Thinking	
HUMA111 Cultural Foundations I		BUSI120 Project Management	
HUMA112 Cultural Foundations II		BUSI193 Introduction to Marketing	
HUMA113 Cultural Foundations III		BUSI209 Building Blocks of Business	
HUMA301 Global Cultures: History and Politics		BUSI300 Negotiation Skills	
HUMA124 Advanced College Writing		BUSI393 Leadership and Management	
<i>Complete one of the following:</i>		COMM200 Business Communications	
HUMA122 College Writing I			
HUMA204 Culture Making and Aesthetics			

**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.



## Schools and Degree Programs

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

- School of Business
  - Bachelor of Science in Business
    - Emphasis in:*
      - Creative Entrepreneurship
      - Leadership & Management
      - Marketing & Advertising
- School of Communications Media
  - Bachelor of Science in Communications Media
    - Emphasis in:*
      - Acting
      - Advertising
      - Animation
      - Game Development
      - Graphic Design
      - Producing
      - Production
      - Post-Production
      - Screenwriting
- School of Humanities
  - Bachelor of Arts in Humanities
    - Emphasis in:*
      - Creative Writing & Screenwriting
      - Illustration
      - Musical Theatre
      - New Evangelization
      - Philosophy & 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:*

- Marketing & Advertising
- Leadership & Management
- Creative 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 St. John Paul the Great 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 integrate their faith into their practice of business, considering how business impacts the spiritual life of all stakeholders and developing virtues to help with business decision making.

Business Knowledge and Understanding

- Students develop critical thinking, analytical skills, and interpersonal skills to help them succeed in a constantly changing business environment.
- Students can apply the approach of business storytelling and planning to communicate effectively in oral and written communications.
- Students can explain the principles and basic practices in the following core business disciplines, including: economics, accounting, finance, management, leadership, marketing, risk, strategy, law, and global markets.

### Business Leadership and Execution

- Students identify core business problems and opportunities, and develop entrepreneurial skills to respond with concrete proposals and business plans.

## Required Courses Bachelor of Science in Business

Students must complete a minimum of 93 units of business related courses. To earn a Bachelor of Science in Business, a student must complete all of the following:

- University Core (23 courses/69 units)
- Business Major Core Courses (14 courses/42 units)
- Business Elective Courses (17 courses/51 units)
  - At least one Business Emphasis and elective courses within Business
  - OR
  - Elective courses within Business
- Elective courses from any department (13 courses/39 units)

### Required Business Major Core Courses

**14 Courses**

BUSI100 Introduction to Products & Markets	BUSI231 Intro to Advertising
BUSI102 Excel & Statistics for Business	BUSI330 Business Ethics
BUSI104 Financial Accounting I	BUSI418 Business Career Strategies
BUSI203 Finance I	BUSI420 Business Law
BUSI212 Managerial Accounting I	BUSI431 Global Markets
BUSI218 Microeconomics	BUSI490 Business Launchpad I
BUSI219 Macroeconomics	BUSM321 Building Brands

### Emphasis in Marketing & Advertising

**8 Courses**

BUSI220 Business Development	BUSI444 Strategic Marketing
BUSI329 Applied Market Research	BUSI481 Advertising Senior Project I
BUSI331 Digital Media Marketing Strategy	BUSI482 Advertising Senior Project II
BUSI432 Executing Advertising Campaigns	BUSI483 Advertising Senior Project III

### Emphasis in Leadership & Management

**8 Courses**

BUSI221 Small Business Principles and Practices	BUSI493 Overview of Deal Making
BUSI222 Project Execution I	BUSI487 Internship I
BUSI321 Competitive Strategies	BUSI488 Internship II
BUSI422 Project Execution II	BUSI489 Internship III

### Emphasis in Entrepreneurship

**8 Courses**

BUSI221 Small Business Principles and Practices	BUSI493 Overview of Deal Making
BUSI222 Project Execution I	BUSI487 Internship I
BUSI321 Competitive Strategies	BUSI491 Business Launchpad II
BUSI422 Project Execution II	BUSI492 Business Launchpad III

## School of Communications Media

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

*Emphasis in:*

- Acting
- Advertising
- Animation
- Game Development
- Graphic Design
- Producing
- Production
- Post-Production
- Screenwriting

### 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 St. John Paul the Great 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, 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 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**

Students must complete a minimum of 93 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. To earn a Bachelor of Science in Communications Media, a student must complete all of the following:

- University Core (23 courses/69 units)
- Communications Media Core Courses (6 courses/18 units)
- Communications Media Elective Courses (25 courses/75 units)
  - At least one Communications Media Emphasis and elective courses within Communications Media
  - OR
  - Elective courses within Communications Media
- Elective courses from any department (6 courses/18 units)

## 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	ENTM410 Media Law and Ethics
ENTM102 Media Survey	ENTM337 Business of Acting
ENTM207 Film Criticism and the Art of Visual Storytelling	ENTM480 Acting Practicum I

### Required Emphasis Courses

**14 Courses**

ENTM130 Survey of Theatre History	ENTM335 Movement for the Actor
ENTM132 Acting I: Foundations	ENTM234 Screen Acting
ENTM230 Acting II: Acting and Text	ENTM433 Playing Shakespeare I
ENTM131 Introduction to Performing Techniques	ENTM434 Cold Reading
ENTM330 Acting III: Character Building and Development	ENTM435 Playing Shakespeare II
ENTM231 Voice and Speech	ENTM485 Acting Practicum II
ENTM233 Scene Study	<i>Complete 2 quarters of an acting production:</i>
	ENTM339 Acting Production

## Emphasis in Advertising

The Advertising emphasis provides students with a cross-disciplinary approach to promoting products and services. Students have the opportunity to take the foundations of the media program, including the power of storytelling and production expertise, then further enhance them with graphic design concepts and business acumen. Though the cross-disciplinary experience, students will develop a diverse skillset applicable to the varied advertising opportunities presented by a continually changing digital world.

### Required Major Core Courses

**6 Courses**

ENTM101 Story, Genre and Structure	ENTM410 Media Law and Ethics
ENTM102 Media Survey	ENTM421 Media Career Strategies
ENTM207 Film Criticism and the Art of Visual Storytelling	BUSI480 Advertising Senior Project

**Advertising Emphasis Courses****10 Courses***Complete all of the following:*

ARTS201 Color Theory	BUSI329 Applied Market Research
BUSI220 Business Development	DIGM341 Branding
BUSI231 Intro to Advertising	

*Complete at least 5 of the following courses:*

ARTS101 Fundamentals of Art & Design	ENTM104 Fundamentals of Production
ARTS121 Drawing in Perspective	ENTM151 History of Graphic Design
ARTS122 Observational Drawing	ENTM203 The Producer
BUSI432 Executing Advertising Campaigns	ENTM211 Directing I
BUSI441 Digital Agency Workshop	ENTM251 Typography
BUSI444 Strategic Marketing	ENTM304 Commercials and Persuasive Programming
DIGM202 Storyboarding	ENTM400 Design for the Screen
DIGM215 Photoshop & Illustrator	ENTM451 The Design Process
ENTM103 Fundamentals of Post- Production	

**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, 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	ENTM410 Media Law and Ethics
ENTM102 Media Survey	ENTM421 Media Career Strategies
ENTM207 Film Criticism and the Art of Visual Storytelling	DIGM490 Production Studio I

**Animation Emphasis Courses****14 Courses***Complete all of the following:*

ARTS101 Fundamentals of Art & Design	DIGM122 Writing & Pitching a Script: ANM
ARTS120 Drawing in Perspective	DIGM491 Production Studio II
DIGM108 3D Fundamentals	DIGM492 Portfolio Review

*Complete at least 8 of the following courses:*

ARTS122 Observational Drawing	ARTS321 Drawing on Location
ARTS201 Color Theory	DIGM202 Storyboarding
ARTS221 Life Drawing I	DIGM211 2D Animation I
ARTS222 Life Drawing II	DIGM212 Texturing and Lighting I

DIGM213 Introduction to Texturing & UV  
 DIGM215 Photoshop & Illustrator  
 DIGM305 2D Animation II  
 DIGM313 Hard Surface Modeling I  
 DIGM314 Hard Surface Modeling II  
 DIGM320 Environment Design I  
 DIGM321 Environment Design II  
 DIGM322 3D Animation I

DIGM350 Organic Modeling I  
 DIGM352 Organic Modeling II  
 DIGM353 Character Rigging  
 DIGM414 3D Animation II  
 DIGM441 Texturing & Lighting II: ANM  
 ENTM130 Introduction to Acting  
 ENTM400 Design for the Screen

### 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**

DIGM311 Survey of Video Game Technology  
 ENTM101 Story, Genre and Structure  
 ENTM102 Media Survey

ENTM410 Media Law and Ethics  
 ENTM421 Media Career Strategies  
 DIGM490 Production Studio I

#### Emphasis in Game Development

**13 Courses**

*Complete all of the following:*

ARTS101 Fundamentals of Art & Design  
 ARTS120 Drawing in Perspective  
 DIGM108 3D Fundamentals  
 DIGM106 Fundamentals of Game Design

DIGM130 Intro to Programming  
 DIGM491 Production Studio II  
 DIGM492 Portfolio Review

*Complete at least 8 of the following courses:*

ARTS122 Observational Drawing  
 ARTS221 Life Drawing I  
 ARTS222 Life Drawing II  
 ARTS321 Drawing on Location  
 DIGM131 Game Scripting I  
 DIGM203 Game Design I  
 DIGM212 Texturing and Lighting I  
 DIGM213 Intro to Texturing & UV  
 DIGM215 Photoshop & Illustrator  
 DIGM225 Narrative Design for Games  
 DIGM231 Game Scripting II  
 DIGM232 Level Design

DIGM313 Hard Surface Modeling I  
 DIGM314 Hard Surface Modeling II  
 DIGM320 Environment Design I  
 DIGM321 Environment Design II  
 DIGM322 3D Animation I  
 DIGM332 Game Design II  
 DIGM350 Organic Modeling I  
 DIGM352 Organic Modeling II  
 DIGM353 Character Rigging  
 DIGM414 3D Animation II  
 DIGM442 Texturing and Lighting II: GAME



## Emphasis in Graphic Design

The Graphic Design emphasis integrates both practical and conceptual skills, enabling our designers to unleash their creativity through mastery of visual language, design thinking, storytelling, and technology. Graphic design is more than just artwork. It's a powerful way to shape a consumer's experience of a brand by communicating its underlying values and story. It involves strategic thinking, imagination, and problem solving. Our unique blend of hands-on training, design thinking, business, and the liberal arts forms students to be adaptable and powerful graphic storytellers.

### Required Major Core Courses

**6 Courses**

ENTM101 Story, Genre and Structure	<i>Complete 1 quarter of a senior project:</i> ENTM490 Senior Project: Pre-Production ENTM491 Senior Project: Production ENTM492 Senior Project: Post-Production ENTM493 Senior Project: Independent Project
ENTM102 Media Survey	
ENTM207 Film Criticism and the Art of Visual Storytelling	
ENTM410 Media Law and Ethics	
ENTM421 Media Career Strategies	

### Emphasis in Graphic Design

**7 Courses**

*Complete at least 7 of the following courses:*

ARTS101 Fundamentals of Art & Design	DIGM215 Photoshop & Illustrator
ARTS121 Drawing in Perspective	ENTM151 History of Graphic Design
ARTS122 Observational Drawing	ENTM251 Typography
ARTS201 Color Theory	ENTM451 The Design Process
DIGM341 Branding	ENTM400 Design for the Screen
DIGM202 Storyboarding	

## 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	<i>Complete 1 quarter of a senior project:</i> ENTM490 Senior Project: Pre-Production ENTM491 Senior Project: Production ENTM492 Senior Project: Post-Production ENTM493 Senior Project: Independent Project
ENTM102 Media Survey	
ENTM410 Media Law and Ethics	
ENTM421 Media Career Strategies	
ENTM207 Film Criticism and the Art of Visual Storytelling	

**Emphasis in Producing****7 Courses***Complete at least 7 of the following courses:*

ENTM104 Fundamentals of Production	ENTM211 Directing I
ENTM105 Writing and Pitching a Script	ENTM303 Directing II
ENTM200 Fundamentals of Story Development	ENTM305 Film Finance
ENTM203 The Producer	ENTM311 Adaptation
ENTM206 Production Execution	ENTM315 Advanced Producing
ENTM208 Writing Short Form Cinema	ENTM420 Advanced Distribution and Marketing

**Emphasis in Production**

The BS in Communications Media degree 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	<i>Complete 1 quarter a of senior project:</i>
ENTM102 Media Survey	
ENTM207 Film Criticism and the Art of Visual Storytelling	
ENTM410 Media Law and Ethics	
ENTM421 Media Career Strategies	
	ENTM490 Senior Project: Pre-Production
	ENTM491 Senior Project: Production
	ENTM492 Senior Project: Post-Production
	ENTM493 Senior Project: Independent Project

**Emphasis in Production****7 Courses***Complete at least 7 of the following courses:*

ENTM103 Fundamentals of Post-Production	ENTM306 Sound in Film: Production
ENTM104 Fundamentals of Production	ENTM307 Documentaries
ENTM206 Production Execution	ENTM309 Cinematography
ENTM211 Directing I	ENTM318 Lighting
ENTM303 Directing II	ENTM400 Design for the Screen
ENTM304 Commercials & Persuasive Programming	ENTM404 Visual Effects Production
	ENTM415 Advanced Cinematography

### 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	<i>Complete 1 quarter of a senior project:</i> ENTM490 Senior Project: Pre-Production ENTM491 Senior Project: Production ENTM492 Senior Project: Post-Production ENTM493 Senior Project: Independent Project
ENTM102 Media Survey	
ENTM207 Film Criticism and the Art of Visual Storytelling	
ENTM410 Media Law and Ethics	
ENTM421 Media Career Strategies	

#### Emphasis in Post-Production

**7 Courses**

*Complete at least 7 of the following courses:*

ENTM103 Fundamentals of Post-Production	ENTM307 Documentaries
ENTM104 Fundamentals of Production	ENTM308 Sound in Film: Post-Production
ENTM206 Production Execution	ENTM310 Advanced Editing
ENTM211 Directing I	ENTM316 Color in Post-Production
ENTM212 Intro to After Effects	ENTM400 Design for the Screen
ENTM303 Directing II	ENTM404 Visual Effects Production
ENTM304 Commercials and Persuasive Programming	ENTM417 Compositing

### 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-driven 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 Communications Media Major Core****6 Courses**

ENTM101 Story, Genre and Structure	<i>Complete 1 quarter of a senior project:</i> ENTM490 Senior Project: Pre-Production ENTM491 Senior Project: Production ENTM492 Senior Project: Post-Production ENTM493 Senior Project: Independent Project
ENTM102 Media Survey	
ENTM207 Film Criticism and the Art of Visual Storytelling	
ENTM410 Media Law and Ethics	
ENTM421 Media Career Strategies	

**Emphasis in Screenwriting****7 Courses***Complete at least 7 of the following courses:*

ENTM104 Fundamentals of Production	ENTM211 Directing I
ENTM105 Writing and Pitching a Script	ENTM214 Writing Dialogue
ENTM121 Writing for TV	ENTM311 Adaptation
ENTM200 Fundamentals of Story Development	ENTM312 Advanced Writing Seminar I
ENTM201 Writing for the Screen I	ENTM317 Writing in the Writers' Room
ENTM202 Writing for the Screen II	ENTM321 Spiritual Content in Mainstream Films
ENTM208 Writing Short Form Cinema	ENTM322 Screenwriting Analysis & Study
ENTM206 Production Execution	ENTM403 Advanced Writing Seminar II

**Interdisciplinary Emphasis**

With approval from both the Registrar 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 Registrar. Students pursuing this emphasis must work closely with the Registrar to register for their courses.

## School of Humanities

### Bachelor of Arts in Humanities (BA)

Emphasis in:

- Creative Writing & Screenwriting
- Illustration
- Musical Theatre
- New Evangelization
- Philosophy & Theology

The Humanities degree is designed to give the student the chance to read and study the greatest works of human thought that constitute the intellectual, religious, political, and cultural heart of Western Civilization. Throughout the degree, students will get the opportunity not only to read and appreciate these great works, but to enter into a centuries-long conversation about the most important questions facing human beings. The goal is to recognize that the current situation of a late modern denizen of America is unintelligible without a thoroughgoing understanding of the roots of contemporary problems and questions. In this way, the Humanities degree serves the university mission to impact culture for Christ first by providing a thoroughgoing understanding of the factors that have constituted the culture in which the contemporary student finds him or herself. Furthermore, the degree provides an encounter with Christ through the study of the Church's tradition of reflection on divine revelation and the ways in which Christians have embodied their faith in concrete, historical circumstances intellectually, religiously, politically, and culturally. Finally, through the study of writing, art, and rhetoric, the degree allows the student to study how to impact this particular culture (late modern, Western, American) for Christ as proclaimed by and present in the Catholic Church.

### Program Learning Outcomes

- Examine the intellectual, religious, political, and cultural tradition of western civilization attentively with an eye toward entering into contemporary conversations on those topics.
- Critique the textual and artistic monuments of western civilization.
- Articulate and examine the perennial questions that arise out of the human experience and assess the most significant answers that have been given to them in a way that is formed by the Catholic intellectual tradition.
- Analyze the way the Catholic Church has contributed and continues to contribute to and been influenced by the western intellectual, religious, political, and cultural tradition.
- Demonstrate eloquence and persuasiveness in writing and speaking.

### Required Courses Bachelor of Arts in Humanities

Students must complete the required major core courses and the required courses for one emphasis. To earn a Bachelor of Arts in Humanities, a student must complete all of the following:

- University Core (23 courses/39 units)
- Humanities Core Courses (7 courses/21 units)
- Humanities Elective Courses (30 courses/90 units)

- At least one Humanities Emphasis and elective courses from any department
- OR
- Elective courses from any department

**Required Humanities Major Core Courses****7 Courses**

ARTS102 Art History	HUMA303 Shakespeare
HUMA132 Ancient Greek Drama or HUMA133 The Epic	HUMA432 Cultural Foundations IV: The 20th Century
HUMA233 Studies in Fiction	MUSC101 Music Appreciation
HUMA234 Studies in Poetry	

**Emphasis in Creative Writing & Screenwriting****6 Courses**

*Complete all of the following courses:*

ENTM101 Story, Genre and Structure	HUMA221 Writing Poetry I
HUMA220 Writing Short Fiction I	HUMA224 Editing and Revision

*Complete 1 of the following courses:*

HUMA320 Writing Short Fiction II	HUMA321 Writing Poetry II
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*Complete 1 of the following courses:*

Journal Production II	HUMA491 Senior Thesis
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**Emphasis in Illustration****7 Courses**

*Complete at least 7 of the following courses:*

ARTS101 Fundamentals of Art & Design	ARTS223 Materials and Techniques
ARTS121 Drawing in Perspective	ARTS322 Costume and Fashion Design
ARTS122 Observational Drawing	ARTS323 Illustrative Storytelling
ARTS201 Color Theory	ARTS226 Digital Illustration
ARTS221 Life Drawing I	DIGM215 Photoshop & Illustrator
ARTS222 Life Drawing II	

**Emphasis in Musical Theatre****23 Courses**

*Complete the following 9 courses:*

ENTM130 Introduction to Acting	ENTM330 Acting III: Character Building and Development
ENTM132 Acting I: Foundations	ENTM335 Movement for the Actor
ENTM131 Introduction to Performing Techniques	ENTM231 Voice and Speech
ENTM230 Acting II: Action and Text	ENTM480 Acting Practicum
ENTM233 Scene Study	

*Complete 2 quarters of a musical production:*

ENTM437 Musical Production
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*Complete the following 12 courses:*

ENTM141A Dance Techniques I	ENTM142A Dance Techniques II
ENTM141B Vocal Techniques I	ENTM142B Vocal Techniques II

ENTM241A Dance Techniques III  
 ENTM241B Vocal Techniques III  
 ENTM341A Dance Techniques IV  
 ENTM341B Vocal Techniques IV

ENTM342A Dance Techniques V  
 ENTM342B Vocal Techniques V  
 ENTM441A Dance Techniques VI  
 ENTM441B Vocal Techniques VI

*Note: Each Dance and Vocal Techniques class is taken together for 3 units*

### **Emphasis in New Evangelization**

**14 Courses**

*Complete the following 7 courses:*

PHIL301 Epistemology  
 PHIL402 Political Philosophy  
 PHIL407 Metaphysics  
 THEO203 Church History

THEO204 Old Testament  
 THEO205 New Testament  
 THEO313 Moral Theology and Ethics

*Complete one additional theology course:*

THEO210 Catholicism and Literature  
 THEO212 Theology of Charity  
 THEO213 Catholic Spirituality  
 THEO214 Theology and Film  
 THEO215 Afterlife in Pop Culture  
 THEO310 New Evangelization

THEO321 Fundamentals of the New  
 Evangelization  
 THEO322 Mystical Theology  
 THEO323 12th Century Theology  
 THEO402 Mariology  
 THEO414 Studies in Ratzinger

*Complete at least 7 of the following courses:*

BUSI230 Public and Media Relations  
 ENTM101 Story, Genre and Structure  
 ENTM207 Film Criticism  
 ENTM250 TV Production I  
 ENTM350 TV Production II  
 ENTM361 Electronic News Gathering

MUSC201 Music in Media  
 MUSC220 Composition & Songwriting  
 MUSC320 Sound Reinforcement  
 THEO331 Applied New Evangelization  
 THEO451 New Evangelization Practicum I  
 THEO452 New Evangelization Practicum II

### **Emphasis in Philosophy & Theology**

**8 Courses**

*Complete the following 7 courses:*

PHIL301 Epistemology  
 PHIL402 Political Philosophy  
 PHIL407 Metaphysics  
 THEO203 Church History

THEO204 Old Testament  
 THEO205 New Testament  
 THEO313 Moral Theology and Ethics

*Complete one additional theology course:*

THEO210 Catholicism and Literature  
 THEO212 Theology of Charity  
 THEO213 Catholic Spirituality  
 THEO214 Theology and Film  
 THEO215 Afterlife in Pop Culture

THEO321 Fundamentals of the New  
 Evangelization  
 THEO322 Mystical Theology  
 THEO323 12th Century Theology  
 THEO402 Mariology  
 THEO414 Studies in Ratzinger

## Academic Minors

JPCatholic offers various minors that undergraduate students can complete along with their major coursework.

### Business Minor

A 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**

BUSI106 Entrepreneurial Thinking	BUSI300 Negotiation Skills
BUSI120 Project Management	BUSI393 Leadership and Management
BUSI193 Introduction to Marketing	COMM200 Business Communications
BUSI209 Building Blocks of Business	

*Choose two of the following courses:*

BUSI104 Financial Accounting I	BUSI305 Financial Accounting II
BUSI203 Finance I	

### Creative Writing Minor

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

#### Required Courses for Creative Writing Minor

**9 Courses**

ENTM101 Story, Genre and Structure	HUMA320 Writing Short Fiction II
ENTM200 Fundamentals of Story Development	HUMA322 Imaginative and Nonfiction Creative Writing
HUMA204 Culture Making and Aesthetics or HUMA122 College Writing I	Choose three additional creative writing courses
HUMA220 Writing Short Fiction I	

### Computer Programming Minor

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

#### Required Courses for Computer Programming Minor

**9 Courses**

DIGM130 Intro to Programming	DIGM333 Advanced Programming I
DIGM131 Game Scripting I	DIGM334 Advanced Programming II
DIGM231 Game Scripting II	DIGM437 Programming Capstone I
DIGM132 Intro to Java Programming	DIGM438 Programming Capstone II
DIGM133 Intro to Python Programming	



## Digital Music Minor

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

### Required Courses for Digital Music Minor

**9 Courses**

MUSC101 Music Appreciation	MUSC321 Sound Reinforcement
MUSC110 Scoring Lab	MUSC102 Music Theory
MUSC201 Music in Media	MUSC220 Composition and Songwriting
MUSC221 Electronic Music Composition I	MUSC322 Electronic Music Composition II

*Choose one of the following courses:*

ENTM306 Sound in Film: Production	ENTM141B Vocal Techniques I
ENTM308 Sound in Film: Post-Production	

## Philosophy Minor

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

### Required Courses for Philosophy Minor

**9 Courses**

PHIL101 Logic	PHIL204 Philosophy of Man
PHIL203 Philosophy of Nature	PHIL408 Philosophy of God

*Choose five additional philosophy courses, at least two of which are upper-division courses*

## Theology Minor

A student may earn a minor in theology by completing a minimum of 30 units of theology related courses as outlined in this section. Students who wish to declare a minor in theology should complete the appropriate form with the Registrar's Office.

### Required Courses for Theology Minor

**9 Courses**

THEO111 Christian Experience I	THEO113 Christian Experience III
THEO112 Christian Experience II	THEO216 Christian Experience IV

*Choose five additional theology courses, at least two of which are upper-division courses*

## Academic Policies

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### Bachelor's Degree Requirements

To earn a Bachelor's degree at JPCatholic, a student must:

- Complete a minimum of 180 units of credit.
- Fulfill the University Core 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 Department Chair and the Registrar.

### Double Major Requirements

To graduate with a double major, a student must complete: 1) all University Core 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 JPCatholic 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**

JPCatholic operates under a quarter credit hour system, with approximately 10 weeks per quarter. An *academic* year has 3 quarters, while a *calendar* year has 4 quarters. 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 offered courses.

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.

### **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 the credit hour requirement. These modes require the approval of the pertinent department and/or the appropriate Chief Academic Officer. 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 and the Registrar must approve independent study courses.

### **Practicum Courses**

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: Christian Experience I, a 3-unit course). 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**

Attendance is mandatory for 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. Attendance is also mandatory for students taking a course online. Logging in to an online course is not sufficient to show attendance for this type of course. Online students must participate in the course in some way to show attendance (e.g., contribute to an online discussion, contact the professor with a course related question, complete a quiz, etc.).

If a student is aware that he or she is going to be absent for one or more classes, the student must notify the professor beforehand. In the case of an unplanned absence, such as a medical emergency, the student must notify the professor as soon as possible after his or her absence. Penalties and make-up work for planned or unplanned absences are determined by each professor. In all cases, it is expected that the student is responsible for the reading and assignments given on the syllabus, unless other arrangements are made with the professor.

A student who misses more than 20% of a course without making prior arrangements with the professor cannot receive a passing grade for the course. In special circumstances, a professor may allow a student to miss up to 30% of a course, but in no case may a passing grade be given to a student who misses more than 30% of a course. Students should be aware that while their attendance may make them eligible to receive a passing grade, all other course requirements must be met in order to pass the class, and penalties may be assigned for any planned or unplanned absence at the discretion of each professor.

## **Academic Standing**

For university certification purposes, an undergraduate student with a cumulative GPA of 2.4 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 2.4 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.

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

### **Undergraduate Students**

JPCatholic is required by federal and state law to establish specific standards for measuring Satisfactory Academic Progress (SAP) for students receiving financial aid from those sources.

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 (2.4).
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 2.4 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 & Cal Grant aid unless they had extenuating circumstances and successfully appeal.

If a student has not reached the maximum timeframe for completion but has not met the GPA and/or Pace requirement for the second term, *and* they had serious extenuating circumstances for the most recent term that was completed, they can submit a SAP Appeal to the Financial Aid Office. A committee (typically comprised of representatives from the Financial Aid Office, Registrar's Office, Retention Office, and with input from the Academic Dean) will determine if there is sufficient indication that the circumstances causing the failure to make SAP has been resolved and determine if the appeal should be granted. If the appeal is granted, the student will be placed on SAP Probation (typically for a single quarter) and, if applicable, a SAP academic plan. Students may receive Title IV & Cal Grant aid while on Financial Aid (SAP) Probation.

A student is not limited to a particular number of quarters on Financial Aid Warning and/or Probation, and may regain eligibility multiple times. Determination of status (Eligible, Warning, Probation, or Suspension) is based on the sequencing/number of consecutive quarters in which the SAP pace or GPA standards are not met. For example:

- End of Quarter 1: Student doesn't meet the GPA & pace standards, is placed on Financial Aid Warning for the following term.
- End of Quarter 2: Student doesn't meet the GPA & pace standards for a second time, but submits a successful appeal due to extenuating circumstances; is placed on Financial Aid Probation for the following term.
- End of Quarter 3: Student doesn't meet the GPA & pace standards for a third time, so are placed on Financial Aid Suspension and will not receive any Title IV or Cal Grant Aid for the following term.
- End of Quarter 4: Student meets the GPA & pace standards as well as maximum timeframe, regains ordinary eligibility under SAP.
- End of Quarters 5 & 6: Student continues to meet the SAP standards.
- End of Quarter 7: Student doesn't meet the GPA or pace standard, is placed on Financial Warning for the Quarter 8, etc.

Any student that has lost eligibility they may reestablish their SAP at the end of their 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 2.4. A student whose quarterly GPA is below 2.4 but whose cumulative GPA is above 2.4 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.

## **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 2.4. Continued registration of the student who is subject to dismissal will be at the discretion of the Chief Academic Officer and the Office of SF&CL. 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 2.4.

### **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 Chief Academic Officer or Dean of Students.

### **Good Standing and University Resources**

Students who are not in Good Standing with the University, i.e., students who have been expelled, suspended or have lost privileges, are not able to work on University related student projects nor are they able to stay overnight in JPCatholic Student Housing.

## **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 Office of SF&CL (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. Withdrawal and subsequent re-enrollment counts against this limit. 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 a Reactivation Application form in addition to all of the standard application requirements. 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 Office of SF&CL 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 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 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 Lease 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. 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.

### **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 Chief Academic Officer 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 cumulative 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.)

Please note: If a student 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 Chief Academic Officer.

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. The cost to audit a course is 20% of the listed course price. Degree-seeking students with a full-time course load may audit classes for free.

## 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 Registrar, a currently enrolled and registered student, in good academic and financial standing, may use this petition. A student may petition for credit by exam for no more than 1 class per quarter, and no more than 3 classes towards a degree.



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. Credit by examination may not be used to repeat a grade or as a means to make up a course that was failed or withdrawn.

There is a \$100 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. The Application for Credit by Examination must be filed with the Registrar's Office by the add/drop deadline of the quarter the course is offered.

## **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 & seniors 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 who have at least a 3.5 cumulative 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
- Occurs under the direction of an Independent Study Overseeing Instructor (usually a full-time 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 Overseeing 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 deadline designated by the Registrar's office and submit forms to the Registrar's office. No independent study forms will be accepted after the add/drop date for the quarter.

## 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)

**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; with the exception that a D– is converted to an F.

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

## 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 Chief Academic Officer’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 2.4 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 Incomplete 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 an Incomplete Grade Contract 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 the Incomplete Grade Contract 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 missing work 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 Incomplete 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 Incomplete 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 Registrar 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 missing work 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 Incomplete 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 Incomplete 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.

### **Submitting Critical Components of a Course to Remedy a Failing Grade**

If a student meets all the attendance requirements for a course, but earns a low grade such that the course will not count towards the completion of their degree, the student may petition to submit critical components of that course to remedy the fail. In order to be eligible to make this petition a student must meet the following requirements:

- If an undergraduate student, have earned more than 120 credits towards the completion of their degree (e.g., be a third quarter Junior or a Senior)

The student must file the appropriate form with the Registrar's Office by the add/drop deadline of the quarter following that in which the student earned the failing grade in order to take advantage of this option. The student will be charged a \$500 fee and will not be required to repeat the entire course. Approval of a student petition under this policy will not affect a student's full-time or part-time enrollment status.

The faculty member who taught the course the student failed will normally oversee the submission of critical components of the failed course. If the faculty member is unavailable for any reason, the student may petition to the department chair. The faculty member will determine what assignments or tests the student will be required to complete, and outline these on the form. These assignments will normally constitute a greater burden of work than the original assignments for the course. All assignments must be turned in two weeks prior to the end of the quarter during which the student is submitting the critical components of the failed course. Specific deadlines will be indicated on the form.

Should the student fail a second time, the only remedy available is to retake the class when it is next offered. Students are not allowed to transfer in credit to cover failed classes.

### **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 VP of Student Formation & Campus Life. 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 or the VP of Student Formation & Campus Life 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**

Transcript requests should be directed to the Registrar's Office. An official transcript is a comprehensive record of courses completed at JPCatholic. Official transcripts are printed on security paper and are embossed with the JPCatholic seal and signature of the Registrar.

Any student whose University financial account is clear may obtain a copy of his or her official transcript. While students may still receive transcripts, grades will be not included on transcripts

for any quarters for which there is an outstanding balance. 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 to three 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 from the Registrar's Office), securing the necessary approvals, and filing the petition with the appropriate department or the Registrar's Office.



## Transfer Credit Guide

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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 both undergraduate and graduate courses, and no more than 25% of a student's total transfer credits in a program shall consist of C grades. Courses from a non-accredited institution will not be accepted for transfer credit.

The Registrar's 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
- Advanced Placement (AP)
- College Level Examination Program (CLEP)

The minimum score for AP credit is 3, and the minimum score for CLEP is 50. Please contact the Registrar's Office for where each subject of AP/CLEP credit is articulated towards degree requirements. Some AP/CLEP subjects may not be eligible for transfer.

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 and registrar. Requests must be submitted before such work is undertaken.

Sources of transfer credit that do not apply to undergraduate degrees include, but are not limited to:

- American Council on Education (ACE) credit recommendations
- Cambridge International Examinations
- DSST exams
- Independent study courses
- International Baccalaureate (IB) exams
- Internships
- Military training
- Practicum courses
- Prior experiential learning
- Prior vocational training
- Remedial or developmental courses

### **Transfer Policy for Military Training**

JPCatholic does not accept military training for transfer credit, but the Registrar's Office will evaluate all previous training and education. Credit will be granted where appropriate. Awarded transfer credit will be reflected on the enrollment record and the length of the program shortened where feasible. The student will be notified, with record of the evaluation and supporting transcripts being kept in the student's file.

### **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 Registrar's 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 JPCatholic's Registrar's 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 Registrar's Office in consultation with the appropriate faculty and is evaluated in accordance with our transfer credit policy.

### **Transfer Evaluation Process**

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 Registrar's Office. The Registrar's 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 Registrar's 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 Registrar's Office will notify the applicant via phone or email. 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 Registrar's 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 Registrar's Office will send a copy of the Transfer Credit Evaluation to the applicant's email address.

The Registrar's 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 Registrar's Office with questions or concerns about the evaluation.

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

Transfer credit evaluations are not complete until official transcripts with final grades are received and the results of JPCatholic's writing proficiency exam become available.

A Transfer Credit Evaluation with IP (In Progress) in the Grade column 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. Official transcripts for all prior college coursework must be submitted, even if no transfer credit is awarded. Transfer credit awards will not be finalized or recorded without submission of official transcripts.

### **Transfer Credit Policy by Curriculum Category**

University 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 University 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 Registrar's Office.

If applicants enroll in a course for which transfer credit was awarded, changes are possible during the Add/Drop period. Completing a course for which transfer credit was awarded will result in that course not applying to the student's degree.

### **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.

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

The transferability of credits you earn at JPCatholic 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 JPCatholic to determine if your credits, degree, diploma or certificate will transfer.

**Articulation or Transfer Agreement**

JPCatholic reserves the right to enter into articulation agreements with other educational institutions.

## Course Descriptions

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All courses are 3 units unless otherwise noted.

### Arts

#### **ARTS101 Fundamentals of Art & Design**

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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.

#### **ARTS102 Art History**

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Whether with Christian intent or not, artists of the Western European tradition have for centuries contended fiercely over questions of form, composition, representation, and relationship to tradition. This survey of the heritage and high-water marks of Western visual art brings students to view and analyze individual works, and larger artistic movements, with the wide-angle lens that allows for the best possible appreciation of beauty. Thus, students will build for themselves the foundation they need for artistic engagement with a culture not exactly known for its historical self-awareness.

#### **ARTS121 Drawing in Perspective**

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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.

#### **ARTS122 Observational Drawing**

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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.

*PREREQUISITES: ARTS121*

#### **ARTS201 Color Theory**

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A thorough breakdown of the process of creating from initial concepts to final design taught by professionals in the design industry.

#### **ARTS221 Life Drawing I**

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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.

*PREREQUISITES: ARTS121, ARTS122*

#### **ARTS222 Life Drawing II**

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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.

*PREREQUISITES: ARTS221*

### **ARTS223 Materials and Techniques**

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This course focuses on the traditional and materials techniques used to create hand-drawn illustrations and imagery. Graphite, charcoal, ink, watercolor, gouache, acrylic, and collage will be used to create projects rooted in originality. The assignments are intentionally experimental, allowing students to explore innovative solutions in image making. Form, structure, tone, light, shadow, texture and color, combined with different approaches to visual style, atmosphere and mood will be covered.

### **ARTS226 Digital Illustration**

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This course covers the tools and techniques of digital painting in Photoshop, emphasizing the fundamentals of color, light, perspective, and depth to create stylized and realistic pieces for illustration, matte painting, and/or concept art.

### **ARTS321 Drawing on Location**

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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.

*PREREQUISITES: ARTS121, ARTS122*

### **ARTS322 Costume and Fashion Design**

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Drawing from draped models with props and controlled lighting. Students examine the rendering of draped, multi-textured fabric; pattern repeats in textile art; structural fit and accessories as they apply to the human figure. Manipulation of composition, light, shadow, value, color, proportion, and scale are explored to achieve mood, gesture, drama, and attitudes related to human reactions, situations and character.

*PREREQUISITES: ARTS222*

### **ARTS323 Illustrative Storytelling**

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This course will provide the foundational knowledge and skills related to the production of visual narrative art. Students will explore the relationship between story and character development and learn how to sequentially compose and arrange images to present a coherent and emotionally effective story.

## **Business**

### **BUSI100 Introduction to Products and Markets**

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The purpose of this class is to review current information about companies and business trends, to learn important lessons regarding the products they are selling and the markets they are 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.

### **BUSI102 Excel & Statistics for Business**

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This course will 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. Students will learn basic and advanced functions, and how to practically apply them to business problems.

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**BUSI104 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.

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**BUSI106 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.

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**BUSI120 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.

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**BUSI193 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.

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**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.

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**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.



**BUSI260 Leadership Honors Program****1.5 Units**

Leadership Honors Program (LHP) offers highly motivated sophomores—who aspire to create a leadership legacy—the opportunity to nurture their understand and deepen their mastery of leadership over two academic years. Drawing students from all undergraduate degree programs, the LHP provides an enriching academic environment that fosters a strong sense of community and challenges students to direct and utilize their gifts in the service of others. The LHP challenges students to think and to discern how to transform their leadership ambitions into action.

**BUSI209 Building Blocks of Business**

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.

**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.

**BUSI212 Managerial Accounting**

Introduction of managerial accounting information for planning, controlling, and making decisions within a firm. Focuses on cost terms and concepts, cost behavior, cost structure and cost-volume-profit analysis.

*PREREQUISITES: BUSI104*

**BUSI221 Small Business Principles and Practices**

Students will learn the various aspects it takes to start and operate a small business. They will 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.

**BUSI218 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.

**BUSI219 Macroeconomics**

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This course gives an in-depth introduction to the major concepts of business macroeconomics, exposing them to the issues faced by companies competing in global markets. This course is devoted to the fundamental principles of macroeconomics, 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.

**BUSI220 Business Development**

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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.

**BUSI222 Project Execution I**

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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.

**BUSI230 Public and Media Relations**

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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.

**BUSI231 Intro to Advertising**

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Introduction to Advertising is designed to develop an overall perspective of the advertising process. The course will include the history of advertising, advertising agencies, and their current role in the ad world, tools and methods used to communicate a unified message, the use of media and creativity, ethics and legal issues in advertising, advertising as: a means of communication; an economic and social institution; and an influence on consumer-buying decisions and behavior. The impact of advertising within culture through a Catholic lens will be explored as well.

**BUSI300 Negotiation Skills**

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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.

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**BUSI301 Social Media Marketing**

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Social Media Marketing is a broad term that refers to any online marketing effort initiated through social media platforms like Facebook, Instagram, and LinkedIn. This marketing discipline often combines social media management and paid digital marketing efforts (advertising). This course will explore the ever changing landscape of social media, understand the current social media ecosystem, examine best use case scenarios for businesses on each platform, understand how social media management (tactical) and social media advertising (strategic) is utilized by businesses on multiple platforms, and generate best practices through management and advertising. Each platform's advertising options will be explored in depth. The course will also examine ethical issues currently caused by Social Media Platforms in society and apply a Catholic viewpoint to tackling these issues.

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**BUSI302 Tools for Social Media Marketing**

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This course is designed for non-communications media majors that have limited or little knowledge and experience with photography, videography, audio and video editing, graphic design, and web site creation. In this course students will learn basic principles to create professional media content for online distribution.

*PREREQUISITES: BUSI301*

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**BUSI303 Finance II**

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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 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. After concluding the course, students should have a solid understanding of the intermediate concepts, theories and principles of finance.

*PREREQUISITES: BUSI203*

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**BUSI305 Accounting II**

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This course expands upon the concepts introduced in Accounting I in the context of how accounting fits into the overall business environment. This course provides a comprehensive review of the accounting process, and expands on, in greater detail, the workflow of the accounting cycle, and the relationship between the financial statements. Both GAAP and IFRS standards will be considered in this course, with the heavier emphasis on GAAP.

*PREREQUISITES: BUSI104*

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**BUSI315 Sales Strategy**

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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.

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**BUSI321 Competitive Strategies**

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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 classroom exercises.

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**BUSI323 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.

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**BUSI329 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.

*PREREQUISITES: BUSI193*

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**BUSI330 Business Ethics**

The student will study of ethical problems encountered in business and the foundational principles to inform decisions involving ethical issues. Topics include ethical concepts, personal integrity, conscience, loyalty and responsibility.

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**BUSI331 Digital Media Marketing Strategy**

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.

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**BUSI332 Human Dynamics & Sales Methodology**

In this course students will study and analyze the basic "levers of influence" that humans have used for centuries to affect the thinking of other human beings. Secondly, students will learn the basic mechanics of the solutions selling process and how this can be applied to a direct selling situation, as well as the myriad of subtle "selling" situation that life and business provide on a daily basis.

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**BUSI324 Customer Journey Mapping**

Understanding how customers experience a company's products and services is essential to making strategic business decisions. In this course students learn how to research and visualize customer journeys and business ecosystems. By mapping and diagramming existing journeys and ecosystems, new insights and opportunities are identified to help imagine new product and service offerings or improvements to existing processes.

*PREREQUISITE: BUSI323 (RECOMMENDED)*

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**BUSI341 Special Topics in Business**

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

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**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.

### **BUSI415 Strategic Management**

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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.

### **BUSI418 Business Career Strategies**

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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 resumé 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 second Elevator Pitch.

### **BUSI420 Business Law**

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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.

### **BUSI422 Project Execution II**

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This course is designed for junior and senior entrepreneurial business students, 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.

*PREREQUISITES: BUSI222*

### **BUSI423 Organizational Design**

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This course is an introduction to the step-by-step methodology companies use to realign work flow, procedures, structures, and systems to fit the business. The course will look at how this process leads to effective organizations through: improved profitability; better customer service; efficient internal operations; and integration of employees with core business processes, technology, and systems.

### **BUSI424 Decision Making**

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Business leaders daily make countless choices and depend on sound decision-making. This course takes a closer look at how we make decisions and learn how to decide better. It proposes practical frameworks for effective decision-making that will challenge the leaders pre-existing beliefs and equip

them with the knowledge to face situations with confidence. The course uses extensive practical case studies to illustrate common decision mistakes and offers specific recommendations.

### **BUSI431 Global Markets**

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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.

### **BUSI432 Executing Advertising Campaigns**

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An in-depth study of the creation of advertising campaigns, from the marketing objectives to the solutions needed to obtain those objectives. Instruction covers defining and identifying the basic criteria needed to plan and implement an advertising campaign, as well as the role creative communications plays in motivating the target audience. Other topics will include how to make an integrated advertising plan with objectives and evaluation, and develop and execute a creative strategy. Students will form an ad agency, culminating in an ad campaign that showcases an all-encompassing knowledge of the client, the advertising details, and metrics needed to succeed.

*PREREQUISITES: BUSI231, BUSI301, BUSI193, COMM200, GRAPHIC DESIGN CLASSES*

### **BUSI441 Digital Agency Workshop**

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In this senior level workshop, students will have the opportunity to develop key deliverables for a current client or prospective client of a local social media agency. The student will learn about the research, strategy, execution, promotion, and creative elements that make up a digital agency, or service-based business. The class will be structured around short lectures, supported by scheduled in-office training with the social media agency team to implement course material in service of an actual client or prospect. At the end of the course, students will have a solid understanding of how social media can communicate a brand's story, and how to deliver this service in a viable way.

### **BUSI444 Strategic Marketing**

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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.

*PREREQUISITES: BUSI193*

### **BUSI481 Advertising Senior Project I**

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Students pursuing a Marketing & Advertising emphasis in business will complete a senior project spanning 3 quarters that serves as the cumulation of marketing & advertising courses. Students will complete real-world advertising project under faculty supervision.

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**BUSI482 Advertising Senior Project I**

See the description of BUSI481.

*PREREQUISITES: BUSI481*

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**BUSI483 Advertising Senior Project I**

See the description of BUSI482.

*PREREQUISITES: BUSI482*

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**BUSI487 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.

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**BUSI488 Internship II**

Students may take up to three Internship programs if approved by faculty. See BUSI487 Internship I course for complete description.

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**BUSI489 Internship III**

Students may take up to three Internship programs if approved by faculty. See BUSI487 Internship I course for complete description.

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**BUSI490 Business 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.

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**BUSI491 Business 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.

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**BUSI492 Business 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.



### **BUSI493 Overview of Deal Making**

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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. 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.

*PREREQUISITES: BUSI300*

### **BUSI495 Independent Study: Business I**

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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. 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.

### **BUSI496 Independent Study: Business II**

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Students may take up to three Independent Study courses if approved by faculty. See BUSI495 Independent Study course for complete description.

### **BUSI497 Independent Study: Business III**

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Students may take up to three Independent Study courses if approved by faculty. See BUSI495 Independent Study course for complete description.

## **Business of Media**

### **BUSM301 Creativity**

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Being creative is one thing, but it is difficult to build a great and creative culture to produce media. Using Ed Catmull's classic book "Creativity Inc" students will learn, from his 30+ years at Pixar, methods to expose and eliminate the barriers to creativity, to unite creativity and the pursuit of excellence, and to sustain a culture of disciplined creativity during setbacks and success. Pixar's unrivaled record and the joy its films bring to audiences gives Catmull's method its most important validation.

## **Communications**

### **COMM200 Business Communications**

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This course will teach students how to write and speak effectively in business and other communication.



## Digital Media

### DIGM108 3D Fundamentals

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Comprehensive introduction to the various components of 3D animation technology including modeling, animating, rendering, and lighting.

### DIGM106 Fundamentals of Game Design

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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.

### DIGM122 Writing and Pitching a Script: Animation

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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.

*PREREQUISITES: ENTM101*

### DIGM130 Introduction to Programming

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This class is designed to help students understand basic programming concepts and programming tools. The class will focus on object-oriented programming.

### DIGM131 Game Scripting I

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Building on programming fundamentals learned in Introduction to Programming, this course focuses on scripting common game systems in Unreal Blueprints. Specific topics will vary based on current industry developments, but may include player inventories, AI decision trees, nav meshes, and media playback.

*PREREQUISITES: DIGM130*

### DIGM132 Intro to Java Programming

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Students will learn the fundamentals of the Java programming language. Students will learn best practices and become familiar with this language which is often used to simplify cross-platform deployment.

### DIGM133 Intro to Python Programming

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Students will learn the fundamentals of the Python programming language. Students will learn best practices and become familiar with this language which is often used in scientific, artificial intelligence, data analysis, and business applications.

### DIGM202 Storyboarding

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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: DIGM122 OR ENTM105*

### **DIGM203 Game Design I**

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Building on game design concepts learned in Fundamentals of Game Design, this course focuses on creating digital prototypes in order to test and evaluate gameplay mechanics, aesthetics, and control schemes. Prototyping for specific audiences such as investors, publishers, and churches will also be explored.

*PREREQUISITES: DIGM106*

### **DIGM211 2D Animation I**

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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.

*PREREQUISITES: ARTS121*

### **DIGM212 Texturing and Lighting I**

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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: DIGM108*

### **DIGM213 Introduction to Texturing and UV**

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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: DIGM108*

### **DIGM215 Photoshop & Illustrator**

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This course is an introduction to Adobe Photoshop and Illustrator. Students will learn techniques for photo enhancement, image compositing, and logo creation through several projects.

### **DIGM216 Motion Graphics I**

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This course introduces students to the motion graphics industry through a study of various trends, techniques and programs, as well as hands-on design and animation projects that will guide students through industry standard workflows using Photoshop, Illustrator and the fundamentals of After Effects.

*PREREQUISITE: DIGM215*

### **DIGM225 Narrative Design for Games**

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An exploration of the intricate link between story structure and game design, this course gives students hands-on experience creating games with narratives that are both embedded (scripted) and emergent (arising from the game mechanics). Branching stories, database narrative, and environmental storytelling will be addressed, as well as current developments in the field.

*PREREQUISITES: ENTM101, DIGM203*

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**DIGM231 Game Scripting II**

This course builds on concepts introduced in DIGM131 to explore the integration of Unreal Blueprints and C++. Specific topics will vary, but may include multiplayer networking, narrative conversation trees, procedural level generation, and code optimization.

*PREREQUISITES: DIGM131*

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**DIGM232 Level Design I**

This course is designed to help teach students about the process of level design and various styles of types of level design that are used in the games industry. This class will utilize various methods of design and understanding from various sources and will attempt to test and implement the knowledge from previous classes to attempt to solve practical level design problems

*PREREQUISITES: DIGM203*

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**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*

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**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.

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**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.

*PREREQUISITES: DIGM108*

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**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*

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**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.

*PREREQUISITES: DIGM108, DIGM313 OR DIGM212, DIGM313*

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**DIGM321 Environment Design II:**

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.

*PREREQUISITES: DIGM320*

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**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: DIGM108*

*RECOMMENDED PREREQUISITES: ENTM130*

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**DIGM325 Intro to Virtual Production I**

Students will learn the basics of motion picture production using real-time rendering in Unreal Engine and will leave with a completed project that demonstrates proficiency in both the engine and its application across several stages of production. Additional topics include motion capture and tracking a real world camera.

*PREREQUISITES: DIGM108 OR ENTM211*

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**DIGM332 Game Design II**

Using techniques learned in previous courses, students will design, prototype, and produce a complete portfolio-ready short game.

*PREREQUISITES: DIGM203*

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**DIGM333 Advanced Programming I**

Students will put into practice their programming skills learned in prior classes by writing advanced programs and incorporating more complex data structures.

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**DIGM334 Advanced Programming II**

See the description of DIGM333.

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**DIGM341 Branding**

Students will learn how to effectively communicate visually through a brand to create several compelling and cohesive identities.

*PREREQUISITES: DIGM215*

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**DIGM342 Digital Image Manipulation**

This course covers static and dynamic vector and raster image manipulation, utilizing primarily Adobe Photoshop while integrating other related Creative Cloud programs, and focusing on industry-standard non-destructive production methodology to create real-world static and dynamic design solutions. Course study will focus on image manipulation/compositing, digital color, effects/retouching and layout, while also giving students an opportunity to develop and grow their conceptual design thinking.

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**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: ARTS221, DIGM313*

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**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: ARTS221, ARTS222, DIGM350*

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**DIGM353 Character Rigging**

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: DIGM108*

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**DIGM414 3D Animation II**

Advanced study in character animation that revolves around 3D CGI character performance.

*PREREQUISITES: DIGM322*

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**DIGM422 Virtual Production II**

This course continues to build students' proficiency in motion picture production using real-time rendering in Unreal Engine through several group projects. Additional topics include motion capture, facial capture, and virtual camera tracking.

*PREREQUISITE: DIGM325*

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**DIGM437 Programming Capstone I**

Students will take two quarters of a Capstone Experience designed to be tailored to each student's interest.

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**DIGM438 Programming Capstone II**

See the description of DIGM437.

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**DIGM441 Texturing and Lighting II: ANIM**

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.

*PREREQUISITES: DIGM212*

### **DIGM442 Texturing and Lighting II: GAME**

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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.

*PREREQUISITES: DIGM212*

### **DIGM452 Game Jam**

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In this course, students will develop a deeper understanding of the overall process of game production from conception to marketing through the creation of several game design documents and prototypes. Post-mortem will be presented after each prototype.

*PREREQUISITES: DIGM106*

### **DIGM490 Production Studio I**

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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**

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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**

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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**

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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**

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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.

*PREREQUISITES: 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.

*PREREQUISITES: ENTM101*

### **ENTM121 Writing for TV**

An exploration of the business and craft of writing for television. Students will study the distinctive characteristics of television storytelling, including episodic structure, character orchestration for television, hour-long versus half-hour writing, group writing and rewriting, spec writing for existing shows, the development and pitching of new series, writing pilots, and launching a television writing career.

*PREREQUISITES: ENTM101, ENTM105*

### **ENTM132 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.

*PREREQUISITES: ENTM130*

### **ENTM130 Survey of Theatre History**

This course traces the roots and development of theater and dramatic literature from ancient times into the modern and contemporary era. Students will not only examine the historical evolution of theater and read representative plays from each era, they will perform speeches and scenes from each era in a style appropriate to the era. Among the eras to be examined are the Greeks, Medieval Liturgical drama, the

Renaissance, Restoration and Georgian comedy, the melodrama, realism and naturalism, Expressionism, Absurdism, post-modernism, and contemporary social justice theater. Requires a research paper.

### **ENTM131 Introduction to Performing Techniques**

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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.

### **ENTM134 Mindfulness & Compassion Cultivation**

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This course provides a framework to develop greater emotional resilience and lower stress and anxiety through prayer and meditation. Compassion training develops the strength to be with the suffering, the courage to take compassionate action, and the resilience to prevent compassion fatigue. Actors are strongly encouraged to take this class to prepare for the demands of accessing authentic emotions in their work.

### **ENTM141A Dance Techniques I**

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Ballet classes are conducted to address the variety of skill levels present in each class. Training will be appropriate to each student's individual skill, providing the most appropriate environment for learning and being challenged but without taxing the body beyond what it is prepared to handle in a safe and controlled manner. All training places an emphasis on spine and alignment while exploring vocabulary, technique, and traditional ballet positions while continuing through choreographic combinations of varying difficulty. Class content will include explorations of combinations including plier, tendu, degage, battement, por de bras, pirouettes, jetes, fuettes, adage, and petite allegro.

*COREQUISITE: ENTM141B*

### **ENTM141B Vocal Techniques I**

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Students develop fundamental skills to effectively perform musical theatre songs. Students work toward producing a free sound without constriction by focusing on singing basics like resonance, diction, clear tone, and the release of physical constrictions. An introduction is made to the three main styles of vocal production: head register, chest register, and the mixed voice. Individual assessments help establish vocal range and reinforce a healthy voice and breath management. Students develop aural skills and directly apply them to sight-singing. Interval and rhythm recognition are the initial focus, with an introduction to the Moveable Do Solfege and numerical sight-singing methods. Melodic and rhythmic dictation is also explored. Individual private training will focus on each individual student's acquired foundation and develop more refined and nuanced vocal skills, including breath control, expanded vocal range, purity in vowels, projection, vocal dynamics, and techniques for singing a variety of musical genres.

*COREQUISITE: ENTM142A*

### **ENTM142A Dance Techniques II**

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Students will continue to develop ballet skills and techniques as well as choreographic combinations of varying difficulty.

*PREREQUISITES: ENTM141 (A&B)*

*COREQUISITE: ENTM142B*



### **ENTM142B Vocal Techniques II**

A continuation of the skills developed in Vocal Techniques I, this course will provide the student with the opportunity to explore their natural singing voice and find their vocal identity through a variety of musical genres. Utilizing healthy vocal technique, students will develop and practice skills to enhance solo vocal performance. Topics may include but are not limited to: body alignment, releasing tension, onset/offset, breathing, resonance, focus of tone, registration, articulation, and expressivity. Students continue to work on sightsinging techniques, further developing aural skills and melodic and rhythmic dictation and working with sightsing material with shifting meters. Individual private training will have continued focus on each individual student's abilities as well as development of more refined and nuanced vocal skills needed for singing a variety of musical genres.

*PREREQUISITES: ENTM141 (A&B)*

*COREQUISITE: ENTM142A*

### **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.

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**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, ENTM104*

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**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.

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**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*

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**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.

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**ENTM211 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. 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, ENTM104*

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**ENTM212 Intro to After Effects**

This course develops the artistic and technical skills needed to enhance a story using visual effects. Students become familiar with Adobe's AfterEffects software and apply fundamental concepts such as masking, keyframing, tracking, and time-remapping to craft visual effects. This class is a pre-requisite for ENTM 417 Compositing.

*PREREQUISITES: ENTM 103, ENTM104*

### **ENTM214 Writing Dialogue**

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This course makes a rich study of screen dialogue. Students will read and screen a wide range of examples of extraordinary dialogue from film, television and the stage. They will analyze the variety of jobs dialogue performs in narrative and consider the principles they can apply to write effective dialogue for the screen. They will employ what they learn writing, rewriting and polishing dialogue for the screen.

*PREREQUISITES: ENTM 101, ENTM105*

### **ENTM230 Acting II: Acting and Text**

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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.

*PREREQUISITES: ENTM107*

*COREQUISITE: ENTM233*

### **ENTM231 Voice and Speech**

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The course builds on "Introduction to Performing Techniques" with advanced explorations of the voice and speech techniques of Linklater, Berry and Skinner.

*PREREQUISITES: ENTM131*

### **ENTM232 High Style in Comedy**

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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.

### **ENTM233 Scene Study**

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This course consists of rehearsal of scenes from classic and contemporary American playwrights including Miller, Williams, Shepard, Foote and others.

*PREREQUISITES: ENTM107*

*COREQUISITE: ENTM230*

### **ENTM234 Screen Acting**

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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.

### **ENTM241A Dance Techniques III**

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Jazz classes are conducted to address the variety of skill levels present in each class. Training will be appropriate to each student's individual skill, providing the most appropriate environment for learning and being challenged but without taxing the body beyond what it is prepared to handle in a safe and controlled manner. All training places an emphasis on spine and alignment while exploring vocabulary, technique, flexibility, control, stamina, and endurance as well as choreographic combinations of varying difficulty. Class content will include explorations of positions in parallel and turned out, isolations, jazz walks, jazz runs, pas de bourre turns, chaines, jazz pirouettes, futee turns, attitude turns and leaps, stag leaps, and other across-the-floor sequences and combinations.

*PREREQUISITES: ENTM142 (A&B)*

*COREQUISITE: ENTM241B*

### **ENTM241B Vocal Techniques III**

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Building upon the foundational understanding of the vocal mechanism introduced in Vocal Techniques I and II, the three main areas of vocal production are further explored. Students are guided to reinforce healthy singing habits by identifying core baseline sound and maneuvering through passaggio. Finding the optimal balance of the voice (chiaroscuro) is also examined. Students begin to explore the complexity of harmonics. Skill areas include singing harmony, blending, analysis, and execution of harmonics in duets, trios, and ensemble selections. Individual private training will have continued focus on each individual student's abilities as well as development of more refined and nuanced vocal skills needed for singing a variety of musical genres.

*PREREQUISITES: ENTM142 (A&B)*

*COREQUISITE: ENTM241A*

### **ENTM242A Dance Techniques IV**

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Students will continue to develop jazz skills and techniques as well as choreographic combinations of varying difficulty.

*PREREQUISITES: ENTM241 (A&B)*

*COREQUISITE: ENTM242B*

### **ENTM242B Vocal Techniques IV**

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A continuation of the vocal skills developed in Vocal Techniques I, II, and III, this course will explore a vocal exercise regimen that increases range and ease of execution within all styles of practical vocal production. Retaining basic harmonics is also explored, particularly emphasizing complementary nuance when singing with one or more partners. Students also explore retention of basic vocal technique when engaged in physical movement onstage. Students continue to work on the complexity of harmonics. Skill areas include singing harmony, blending, analysis, and execution of harmonics in duets, trios, and ensemble selections. Individual private training will have continued focus on each individual student's abilities as well as development of more refined and nuanced vocal skills needed for singing a variety of musical genres.

*PREREQUISITES: ENTM241 (A&B)*

*COREQUISITE: ENTM242A*

### **ENTM250 TV Studio Production I**

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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*

### **ENTM251 Typography**

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This course focuses on the anatomy and form, context, and motion of typography as a powerful communication tool across a variety of physical and digital media.

*PREREQUISITES: DIGM215*

### **ENTM303 Directing II**

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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, ENTM104, ENTM203, ENTM211*

### **ENTM304 Commercials & Persuasive Programming**

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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: ENTM104, ENTM211*

### **ENTM305 Film Finance**

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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**

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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: ENTM104*

### **ENTM307 Documentaries**

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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: ENTM103, ENTM104*

### **ENTM308 Sound in Film: Post-Production**

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This course builds upon the skills and techniques learned in Sound in Film: Production, 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 soundtrack. Students will mix, process and enhance the soundtrack in post-production using a digital audio workstation.

*PREREQUISITES: ENTM103, ENTM104, ENTM306*

### **ENTM309 Cinematography**

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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: ENTM104*

### **ENTM310 Advanced Editing Techniques**

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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.

*PREREQUISITES: ENTM103*

### **ENTM311 Adaptation**

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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**

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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**

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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: ENTM104, ENTM105, ENTM203, ENTM211*

### **ENTM316 Color in Post-Production**

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This class will address the impact that the use of color has on a visual screen image. The course will cover color theory, its impact on an audience and the use of color grading in a post-production environment. Students will take various projects from an edited sequence into a color grading program and manipulate its appearance to achieve a desired effect.

*PREREQUISITES: ENTM103*

### **ENTM317 Writing in the Writers' Room**

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Students will develop their understanding of writing episodic scripts, including comedy scripts, by working in the context of a writers' room, with fellow students serving as staff writers working under the guidance of the instructor serving as show runner. The course takes place over three 10-hour Saturday sessions that approximate the typical workday of a television writer.

*PREREQUISITES: ENTM101, ENTM105*

### **ENTM318 Lighting**

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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: ENTM104*

### **ENTM319 Improvisational Comedy Writing**

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In this course students will learn the basics of improvisational comedy and its use in developing sketch ideas, along with the fundamental principles of comedy. Students will practice sketch writing skills including framing, context, character, and execution. The course will also discuss how the tools of sketch writing can be implemented in longer-form screenplays and sitcoms.

### **ENTM321 Spiritual Content in Mainstream Films**

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Hollywood spends hundreds of millions of dollars making Christian movies every year... they just don't know it yet, and neither do most audiences. Many writers aspire to write stories with deep faith and spiritual themes, that will speak to a wide audience. Very few, however, succeed at doing more than preaching to the choir, if their films ever get made at all. This course is meant for students who wish to write faith-based stories that will speak to – and get made by – people who wouldn't be caught dead anywhere near a "Christian movie." This course will offer tips for the aspiring Christian screenwriter, not only for how to craft such stories, but how to survive as a Christian in an industry that seems completely unfriendly to them.

### **ENTM322 Screenwriting Analysis & Study**

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This course explores the craft of screenwriting through analyzing and studying successful screenplays in a wide variety of genres and styles. Students read excerpts from numerous masterworks of screenwriting and strive to craft writing samples that achieve artistic and technical excellence guided and inspired by what they have read.

*PREREQUISITES: ENTM101*

### **ENTM323 Director Case Study: Christopher Nolan**

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This course explores the craft of filmmaking through an in-depth analysis of the work and career of director Christopher Nolan. Students study Nolan's distinct visual style, use of theme,



filmmaking philosophy, and the unique career path that lead to his commercial and critical success in the entertainment industry.

### **ENTM324 Creating Science Fiction Script**

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A combined screening, lecture and workshop series. In this guided workshop course, students develop an understanding of the science fiction genre and undergo creative development, writing, and re-writing to craft a high quality screenplay in that genre. The class will explore shaping a story through speculation and world-building. Screenings and class readings will analyze popular sub-genres in science fiction (e.g., post-apocalyptic stories, space opera, near-future and “hard science” vs. science fantasy), with an eye toward acquainting students with the conventions and cliches of their chosen arena.

### **ENTM325 Feature Film Project: Story Development**

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This course is part of the Feature Film Program. Students apply the knowledge and experience gained in Fundamentals of Story Development to craft entertaining and unique story concepts that are producible on an independent scale. The best projects will be selected as candidates for production within the Feature Film Program.

*PREREQUISITES: ENTM200*

### **ENTM326 Rewriting**

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One of the most vital skills any writer can have is the ability to recognize the flaws in one’s own work and fix it before anyone else does. This course will provide students with the opportunity to bring in original scripts for the express purpose of identifying their flaws, magnifying their strengths, and revising their work with a set of editorial skills that will serve them well in their careers as screenwriters.

*PREREQUISITE: ENTM105*

### **ENTM330 Acting III: Character Building and Development**

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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.

*PREREQUISITES: ENTM230*

*COREQUISITE: ENTM335*

### **ENTM334 Styles in Acting**

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This course will consist of advanced work in specific acting styles such as Greek, Restoration (including Jean-Baptiste Moliere) and Shaw.

### **ENTM335 Movement for the Actor**

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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.

*PREREQUISITES: ENTM230*

*COREQUISITE: ENTM330*



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**ENTM336 Behind the Scenes**

This course will provide students access to a firsthand, in depth look at the entertainment industry through the experience of entertainment industry professionals. Each session may include site visits, presentations, panel discussions, and practical training with people who play a role in the creation of content for film, television, and new media.

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**ENTM337 Business of Acting**

This course provides students with information on how to obtain work and succeed as a television, film, voice over, or stage actor. This course prepares students for the actor's journey, with emphasis on career tools (resumés, headshots, reels, self-tapes), strategies, audition techniques, industry terminology, and extensive information about casting, representation, and union membership.

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**ENTM338 Media Content Analysis**

This course will give students the opportunity to screen and discuss various content projects with media professionals who played a significant role in the creation or distribution of that content. Each session may include screenings, presentations, or panel discussions with key creative, marketing, or distribution professionals associated with the content screened.

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**ENTM339 Acting Production**

From first reading through to performance, students rehearse and perform a play from a classic or contemporary writer. Students must audition to register for this class. This course may be taken multiple times for credit.

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**ENTM342A Dance Techniques V**

Tap classes are conducted to address the variety of skill levels present in each class. Training will be appropriate to each student's individual skill, providing the most appropriate environment for learning and being challenged but without taxing the body beyond what it is prepared to handle in a safe and controlled manner. All training places an emphasis on spine and alignment while exploring vocabulary, technique, weight transitions, rhythmic acuity, acoustic dynamics, flexibility, control, stamina, and endurance as well as choreographic combinations of varying difficulty. Class content will include explorations of the basic tap steps including flaps, ball change, shuffles, back flaps, essence, time steps, military, cramp rolls, Cincinnati, riffs, tap turns, crossing drawbacks, double pull backs, and other across-the-floor sequences and combinations.

*PREREQUISITES: ENTM242 (A&B)*

*COREQUISITE: ENTM341B*

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**ENTM341B Vocal Techniques V**

This course requires students to apply their knowledge of musicianship, song structure, and basic sound production to song material from the genres of musical theatre. Students refine and advance their overall musicianship and learn how to recognize cues in a musical score that will assist them in making dynamic, expressive, acting, and sound choices suited to the character needs within the given circumstances of the song material. Students learn the different anatomical and physiological processes of sound production for each of the styles studied. Individual private training will have continued focus on each individual student's abilities as well as development of more refined and nuanced vocal skills needed for singing a variety of musical genres. Students prepare for auditions, selecting material considering the actor's "type," marketability, and diversity of range.

*PREREQUISITES: ENTM242 (A&B)*

*COREQUISITE: ENTM341A*

### **ENTM345 Voice Acting**

This course will teach the craft and business of voice acting. Students will learn the fundamentals of voice acting including basic vocal acting techniques, using and caring for the voice, developing vocal styles, and effective use of microphone and recording techniques. The course also explores recording environments, voice acting and voice over genres, and steps to consider in pursuing a career in voice acting.

### **ENTM346 Screen Acting Lab**

Actors collaborate with a select group of directors and cinematographers to craft compelling scenes in a narrative film environment. Scenes are performed and captured on set with active mentorship from faculty to foster fruitful collaborations between actors and directors. Students study their work in post production to develop a better understanding of the challenges and opportunities that exist within narrative filmmaking to craft a dynamic performance.

*PREREQUISITES: ENTM234 (FOR ACTORS); INSTRUCTOR APPROVAL (FOR DIRECTORS)*

### **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*

### **ENTM361 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*

### **ENTM386 Freelancing & The Gig Economy**

This course focuses on the unique challenges and opportunities associated with working as a freelance artist in the gig economy. Students develop a portfolio to promote themselves and gain short term contract work with multiple clients. The course also explores strategies for expanding freelance endeavors into a sustainable long-term business model.

### **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 Designing 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*

### **ENTM404 Visual Effects Production**

This course focuses on the art and techniques of visual effects in a hands-on, multi-disciplinary setting. CG artists and filmmakers collaborate to produce a short narrative project that incorporates significant visual effects. Instructor approval is required to enroll in this course.

### **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**

This class will expand the on the student's application of the art of compositing. 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.

*PREREQUISITES: ENTM103, ENTM212*

### **ENTM418 Advanced Production Experience**

Advanced Production Experience is an advanced class in which the instructor leads the class in a long-form production project and the individual students fulfill key production roles. This class may be offered as a 3 unit or 6 unit class based on the project and its complexities.

*PREREQUISITES: ENTM101, ENTM103, ENTM104*

*INSTRUCTOR APPROVAL IS REQUIRED TO ENROLL IN THIS COURSE.*

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**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*

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**ENTM421 Media Career Strategies**

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.

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**ENTM422 Leading Creative Teams**

Creative workers (e.g. artists, filmmakers and scientists) differ from typical workers in important ways and they demand distinct forms of leadership. This course draws on research into the dynamics of creative teams and the nature of creative workers, then provides hands-on practice to develop in students the ability to lead throughout the creative process in a way that draws out the best from every member of a creative team.

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**ENTM423 Advanced Film Criticism**

In this seminar-style class, students will use the fundamentals of film criticism to lead weekly 3 hour presentations (a lecture and an interactive discussion with peers) under the guidance of the instructor. Topics will include: genre, context of both the film and culture, director's background and intent, the process of making the film, and the cultural/critical response to and surrounding the film. The series of films will explore classic and contemporary works by some of mainstream cinema's successful outliers in an attempt to better understand: the principles of storytelling, the ways in which films become cultural artifacts, the filmmakers who make them, and the times in which they are made.

*PREREQUISITES: ENTM104, ENTM207, ENTM211*

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**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.

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**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.

*PREREQUISITES: ENTM230*

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**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.

*PREREQUISITES: ENTM433*

### **ENTM437 Musical Production**

**6 Units**

From first reading through to performance, students rehearse and perform a musical from a classic or contemporary writer. Students must audition to register for this class. This course may be taken multiple times for credit.

### **ENTM438 Screen Acting II**

Screen Acting II is the advanced follow up course to Screen Acting I. In this course students are provided with essential on-camera practice time with review and critique, so to learn from both their own work and the work of their fellow actors. The Screen Acting II advanced course also enhances and develops the student's creative skills by working with various film and TV sets, locations, scripts, scene partners and camera shots. In addition, students will learn how to take set direction, maintain scene continuity, and act truthfully regardless of production and schedule challenges.

*PREREQUISITES: ENTM234*

### **ENTM442A Dance Techniques VI**

Students will continue to develop tap skills and techniques as well as choreographic combinations of varying difficulty. Also, ballroom dances will be introduced over the course of the semester including Waltz, Fox Trot, Jitterbug, Swing, Cha-Cha-Cha, Ballroom Tango, Bolero, Rumba, and Samba. Students will explore partnering styles and partner manipulation, developing essential partnering skills such as giving and supporting weight, expanding range of spatial concentration, lifting, catching, and falling. In addition, utilizing the skills, techniques, and styles learned in Dance Techniques I, II, III, IV, V, and VI, students will prepare for a variety of dance audition experiences. Students will learn audition strategies, rehearsal techniques, technical skills, and performance qualities.

*PREREQUISITES: ENTM341 (A&B)*

*COREQUISITE: ENTM442B*

### **ENTM441B Vocal Techniques VI**

Students work on repertoire exemplary of the variety of styles represented in musical theatre. Students prepare and perform material in correspondence with selected styles and time periods, while approaching performances with relevance to the modern audience. The course will include styles of musical theatre from 1875 to 1975, such as Gilbert and Sullivan, Tin Pan Alley, and the emergence of plot-driven musicals. Individual private training will have continued focus on each individual student's abilities as well as development of more refined and nuanced vocal skills needed for singing a variety of musical genres. Students will learn to master the musical theatre audition for any genre or style.

*PREREQUISITES: ENTM341 (A&B)*

*COREQUISITE: ENTM442A*

### **ENTM451 The Design Process**

A thorough breakdown of the process of creating from initial concepts to final design taught by professionals at one of the top design studios in San Diego.

### **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.

### **ENTM461 Sundance**

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Students will attend the Sundance Film Festival under the guidance of faculty, where they will participate in the Windrider Forum, an immersive educational experience with the idea that the Sundance Film Festival could provide a dynamic learning laboratory for students, as Christians, to engage in a cultural dialogue as it takes shape. The class will attend screenings and discussions on dramatic and documentary features and short films, series and episodic content; network with filmmakers; and witness emerging media in the form of multimedia installations, performances, and films.

### **ENTM480 Acting Practicum I**

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Students complete a film or live theatre performance approved by the director of the acting program.

*PREREQUISITES: ENTM330*

### **ENTM487 Internship I**

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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.

### **ENTM488 Internship II**

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Students may take up to three Internship programs if approved by faculty. See ENTM487 Internship I course for complete description.

### **ENTM489 Internship III**

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Students may take up to three Internship programs if approved by faculty. See ENTM487 Internship I course for complete description.

### **ENTM490 Senior Project: Pre-Production**

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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: Production**

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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: Post-Production**

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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.

**ENTM493 Senior Project: Independent Project**

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With faculty approval, a student can complete an independent project to fulfill their senior project requirement.

**ENTM494 Senior Project: Post-Production II**

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This course is available to the lead editor on a senior project. The course is designed to provide additional time and energy for the picture editing and finishing process.

**ENTM495 Independent Study: Media I**

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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. 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**

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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**

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Students may take up to three Independent Study courses if approved by faculty. See ENTM495 Independent Study: Media I course for complete description.

**Humanities****HUMA111 Cultural Foundations I**

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As this course engages apparently timeless literary works from the classical tradition, it situates them within specific historical contexts. This approach enables students to come to both a greater appreciation of the enduring power of story, and a recognition of the relationship of works of art with their surrounding culture. Masterworks of pagan antiquity (Homer and/or Virgil) give way to key texts of early Christendom (Augustine, Beowulf, et al) in order to further illuminate the impact of Christian theology and anthropology on artists and thinkers in myriad disciplines.

**HUMA112 Cultural Foundations II**

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This course tracks the development in European art and thought during the transition from the High Middle Ages to the Renaissance. Special attention is paid at the outset to the tensions arising from, surrounding, and even effecting this epochal shift, especially as evidenced in Dante's Divine Comedy. When the course later shifts its focus to texts produced by Shakespeare and others in Renaissance



England, students find these tensions now located in increasingly realistic and complex human figures and dramas. Through these explorations students come to see the distinctive groundwork being laid for what will later be recognized as the modern period.

### **HUMA113 Cultural Foundations III**

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This third course in our Cultural Foundations series tracks the rise of modernity against the backdrop of various 18th and 19th century upheavals. In order to best appreciate the dynamism and complexity of this period, students will immerse themselves in the literary form most characteristic of the 19th century: the novel. By applying order to an increasingly dissonant world, the great novels of the European tradition illuminate daily life amidst revolutionary change, and capture in their progress subtle movements of human consciousness, along with pivotal transformations of human hearts.

### **HUMA120 Culture Making**

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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.

### **HUMA122 College Writing I**

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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.

### **HUMA124 Advanced College Writing**

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This course will build on the skills learned in HUMA122.

### **HUMA132 Ancient Greek Drama**

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Monumental dramatic works of ancient Greece—works by Aeschylus, Sophocles, Euripides, and others—provide students taking this course with a lens through which to examine aesthetic, spiritual and social dimensions of narrative art. Special attention will be paid to the function of the theatrical performance in ancient Greek culture, the phenomenon of transgression, the influence of Greek dramatic forms on culture in our own day, and the relationship of individual literary artistry to an abiding tradition.

### **HUMA133 The Epic**

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The power of story is enduring and undeniable. Even today, many of the characters and scenes we deem most memorable and gripping come from the epic poems crafted by Homer and Virgil in the centuries before Christ. Beyond simply encountering finely-worked literary figures and plot developments, however, students taking this course will learn how the structures and conventions of epic narratives give these works immense force and drive, and how the importance of epic narratives in the self-understanding and collective life of ancient peoples invites a deeper appreciation of the importance of great stories for us in our own time.



### **HUMA206 Literary Appreciation & The Power of Story**

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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**

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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**

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This course will explain how developments in literature and the arts reflect and impact culture from Christendom's disintegration to the rise of modernization (12th through 18th 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.

### **HUMA215 Understanding Poetry**

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This course intends to equip students as critical, patient, and perceptive readers of poetry. Taking as their subjects exemplary poems from across the English language tradition, students will assess poetry using a variety of viewpoints so as to grow in appreciation for the difficulty of crafting richly meaningful verse.

### **HUMA220 Writing Short Fiction I**

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This course serves as an introduction to the art of short story writing, providing students with the opportunity to engage in their own original work with foundational aspects of prose fiction. Class discussions focus on the work of established masters of the short story form, and regular workshop sessions provide opportunities to explore and critique the stories of classmates, and to build a supportive community of writers in the process.

### **HUMA221 Writing Poetry I**

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This course affords students the opportunity to engage with the art of poetry as practitioners. By increasing each students' awareness of musicality, artistic process, aesthetic sensibility, and the impressionistic power of language, this course aims to enable the crafting of lasting pieces of literary art.

### **HUMA222 Dystopian Literature**

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Based on a selection from the many works in the genre, including novels, films, and short stories, students will consider the themes of "dystopia" as it relates to challenges of modernity. Special attention will be given to the theological, philosophical, and ethical questions posed by the works studied.

### **HUMA224 Editing and Revision**

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While younger writers naturally place great emphasis on inspiration, this course provides students with a focused engagement on another critically important but often neglected aspect of masterful writing: revision. In the process of putting key principles of revision into effect so as to improve their own creative pieces, students will also learn the fine (and also often neglected) art of editing, which benefits even students not interested in editorial work by making them more astute and discriminating readers.

*PREREQUISITES: ENTM101, HUMA220 OR HUMA221*

### **HUMA225 Literary Arts Journal Production I**

Students taking this course will involve themselves with the ongoing production of a journal showcasing student work in the arts and Humanities.

*PREREQUISITES: HUMA224*

### **HUMA226 Imaginative Writing Workshop**

This workshop-based course will develop student writers' critical skills by examining seminal works of speculative prose fiction. Although the course may include poetry or visual material as inspiration or source material, emphasis will be on the strategies and methods of speculative fiction. Students will study the aspects of fiction in different genres and explore the possibilities of the imagination. They will workshop their own writing, and through dreaming, doodling, and designing they will explore the various ways in which the imagination comes to life in creative works. Thus, in addition to improving analytical skills and exploring the strategies of speculative fiction, the students will experiment with some of the writing practices that authors have undertaken in order to create.

*PREREQUISITE: ENTM101*

### **HUMA233 Studies in Fiction**

Fictional narrative, that human invention that trips so naturally from the tongues of children and grandparents alike, appears simple, even inevitable. Such appearances can be deceiving, however. Any narrative worthy of the name—one employing richly drawn characters and tensile plotting, and set down in lucid and evocative language—functions as a highly complex artistic organism. This course brings students to notice trademarks of excellent and lasting prose fiction, and to engage critically with prominent works so as to discern accurately between a masterpiece and a piece of pulp masquerading as well-hewn literature.

### **HUMA234 Studies in Poetry**

This course exposes students to the vast wealth of the English-language poetic tradition. Beginning with the micro-sagas, riddles and serenades that populate Old and Middle English verse, students advance to engage with major writers and works of intervening centuries before concluding with the more familiar speech—but also the bewildering disjunction—of the poetry of our modern era.

### **HUMA235 Gods of the Graeco-Roman World**

This course will provide an overview of the main myths of the gods of the ancient Greco-Roman world. Using a combination of primary and secondary sources from literature and art (including selections from the Iliad, Odyssey, Hesiod, Sophocles, Euripides, Vergil and Ovid), we will encounter creation, love, death, eternity and a deeper understanding of how ancient narrative continues to inform our own narrative today.

*PREREQUISITE: HUMA111*

### **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.

### **HUMA303 Shakespeare**

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There is no counting the number of scholars, artists, and admirers who have gotten entirely knotted up contemplating the figure and literary output of William Shakespeare. By plunging into his dramatic works, students will grow entangled in the work of arguably the greatest literary writer in human history. Only by reckoning with the truly revolutionary impact of Shakespeare's art—its massive literary and dramatic influence, and also its prompting for a new appreciation of what it means to be human—will they find themselves untied again.

### **HUMA311 History of Culture Through the Arts III**

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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.

### **HUMA320 Writing Short Fiction II**

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Picking up where Writing Short Fiction I leaves off, this course affords advanced students additional instruction in the demanding art of short story writing. The workshop model continues to serve discussions of original student work, and during other class discussions particular stress is laid on finer aspects of craft and sincere engagement with more recent masters of the form.

*PREREQUISITES: HUMA220*

### **HUMA321 Writing Poetry II**

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This course continues where Writing Poetry leaves off, offering students additional engagement with the art of poetry as practitioners. Readings of well-crafted and thought-provoking poetry will inspire original work, and exercises will prompt additional growth in specific areas—musicality, form, contrast, and line, among others. The quarter will conclude with students assembling a collection of original work.

*PREREQUISITES: HUMA221*

### **HUMA324 The Novel in the 20th Century**

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This seminar explores the development of the novel across the 20th century. By grounding their exploration in essential modern texts from varying times and places, students will be positioned to access a range of human experiences and worldviews, even as they track large-scale cultural movements and the consequences of increasing secularization.

### **HUMA325 Creative Writing Tutorial**

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In this course students work closely with faculty and classmates as they pursue a writing project of their own choosing. The tutorial provides opportunities for formal and informal feedback as the quarter progresses, and the open structure and small class size aims to facilitate community-building and cross-pollination. Recommended readings are tailored to each student's specific project.

*PREREQUISITES: HUMA220 OR HUMA221*

### **HUMA326 Marketing & Publishing**

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This course allows students to learn about the publishing industry, branding, self-marketing, and the process by which literary works are brought to the public. Special focus is given to providing students with practical tips and tools for sharing their own original work with a wider audience.

*PREREQUISITES: HUMA224*

### **HUMA327 Writing Poetic Forms**

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This course brings students into a practical engagement with the formal poetic tradition. Through composition in forms as disparate as pantoum, haiku, ghazal, rondeau, villanelle, limerick, and sonnet, students grow in their awareness of the richness of the poetic tradition even as they recognize that, rather than curbing freedom, formal writing is in fact a different kind of freedom, one that enables the exploration of different, and perhaps more enduring, kinds of beauty,

*PREREQUISITES: HUMA221*

### **HUMA342 Long Form Prose Fiction Workshop**

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This course is oriented toward the production of a complete, substantial, and complex work of prose fiction. This process of writing a novella or significant prose narrative will provide students with a unique opportunity to learn and master elements of prose fiction such as character, structure, plot arc, narrative voice, and prose style, with the ultimate aim of creating a lasting work of literary art.

### **HUMA344 The Novel in the 19th Century**

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This seminar explores the development of the novel across the 19th century. As students investigate texts of increasing complexity, nuance, and realism, and track the ways in which writers were creatively responding to social pressures and developments of their own era, they come to recognize the importance of these groundbreaking artists for our own era.

### **HUMA360 Study Abroad: Rome and Florence**

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An interdisciplinary study of art, architecture, and Church and art history during the Renaissance and Counter-Reformation periods. Culminates in a two-week, immersive experience in Rome and Florence.

### **HUMA402 American Politics**

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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.

### **HUMA420 Nonfiction Writing: Travel, Nature, and Identity**

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This course provides an overview of various kinds of nonfiction writing, especially focusing on travel, nature, and personal identity writing. By reading various nonfiction works, students will become familiar with the techniques and structure of different kinds of nonfiction writing, and practice using those techniques in their own works.

### **HUMA422 Literary Arts Journal Production II**

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Students taking Journal Production II will take primary responsibility for a campus journal of arts and Humanities, and will serve in key leadership and decision-making roles under the guidance of the responsible faculty member.

*PREREQUISITES: HUMA225*

### **HUMA425 Advanced Creative Writing Tutorial**

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This course provides advanced students with an additional opportunity to work closely with faculty and a small number of classmates to pursue a creative writing project of their own choosing. Formal and informal feedback are provided to each student, and readings are recommended in support of each student's specific project.

*PREREQUISITES: HUMA320 OR HUMA421*

### **HUMA430 Humanities Seminar**

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This seminar course examines the cultural history and the cultural significance of important world literature. It asks students to study texts in the context of the period in which they were written as well as to consider them in relation to contemporary discussion and response. Although emphasis will be upon the primary texts in the seminar, students will undertake their own research projects that allow them to explore further the materials introduced and discussed in the seminar.

### **HUMA432 Cultural Foundations IV**

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The 20th century confronted Western civilization with a huge array of cultural movements, political crises, and technological breakthroughs. This course provides students with the historical grounding necessary for a serious reconnaissance into the recent past via its major cultural products. Some of these works have emerged over time as radiant masterworks, and others have proved to be but nightmarish visions. All, however, merit study and critical treatment, as they mark our previous century in all its alarm, acceleration and terrible beauty.

### **HUMA490 Capstone Seminar**

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The capstone seminar studies and evaluates responses that have been offered to the crisis of late modernity, according to the instructor's choice of material in consultation with the wishes of the senior class. It will issue in a final paper or other project, determined by the instructor, dealing specifically with that crisis or an aspect of that crisis.

### **HUMA491 Senior Thesis: Humanities**

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Senior students enrolling in this course work closely with a faculty member in the design, composition, and revision of a substantial and high-quality culminating creative writing project, with an eye to possible submission to literary agents, presses, and/or graduate programs.

*PREREQUISITES: HUMA320 OR HUMA321*

## **Math**

### **MATH202 Personal Finance & Success**

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This course provides students with concepts and strategies related to practical financial and personal decision-making. Taking a holistic approach, students will be given the tools to manage not just their personal finances, but their investments in time, service, etc. Topics will include budgeting, spending, saving, borrowing, investing, time management, tithing, and giving.

## **Music**

### **MUSC101 Music Appreciation**

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This course is a survey and analysis of the elements of music and primary musical periods of Western European music history. Students will acquaint themselves with musical terms, major composers and repertoire.

**MUSC102 Music Theory**

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This course is a comprehensive examination of the fundamentals of music and music notation. Notes, keys, chords and harmonic progression, as well as ear training, intervals, and basic keyboard layout will be discussed.

**MUSC103 World Music**

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An examination of the music and culture of non-Western peoples, and their relation to common performance practice, musical production, and liturgical service.

**MUSC110 Scoring Lab**

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Students will participate in a small group providing musical scores and sound effects for movies, television and video games. Analysis of scoring techniques and practicum will be explored.

**MUSC201 Music in Media**

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This course will provide an analysis of music and sound as they relate to the construction of feature films, television, and video games.

**MUSC202 Sacred Music**

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This course will familiarize students with the history, styles, function and practical application of the sacred music of the Roman Catholic church. This information will include sources of information, parochial interface, and applied performance (standard of performance is not measured, only familiarity of principles).

**MUSC203 History of Popular Music**

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An analysis of music and social structures surrounding 20th Century American Music, including jazz, rock and roll, and hip-hop.

**MUSC220 Composition and Songwriting**

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A mixed lecture-lab in which students will learn songwriting fundamentals and take part in productive workshops to develop skills in music composition, notation, performance practice, and creative expression.

**MUSC221 Electronic Composition I**

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This class is an exploration in modern electronic music, synthesizers, computer assisted rhythm, and production. Primarily demonstrated with third party software (ProTools and Ableton live), the student will produce electronic compositions and develop unique sonic environments. NOTE: Knowledge of musical fundamentals is helpful.

**MUSC320 Performance Skills**

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A symposium for performance practice and refinement of musical performance skills. Piano, voice, and instrumental performances will be critiqued and improved through technical feedback and master classes, culminating in a concert performance for the entire student body.

**MUSC321 Sound Reinforcement**

Explore and familiarize yourself with the principles, equipment, and technology involved in the process of live audio reinforcement. Learn to set up, operate, and troubleshoot typical sound system equipment, and study acoustics and live recording techniques, materials and physics.

**MUSC322 Electronic Composition II**

See the description of MUSC221.

*PREREQUISITE: MUSC221 ELECTRONIC COMPOSITION I*

**Philosophy****PHIL101 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.

**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.

**PHIL201 Philosophy in Film**

This course offers 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.

**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**

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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.

*PREREQUISITES: PHIL203*

### **PHIL205 Ethics**

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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*.

*PREREQUISITES: PHIL204*

### **PHIL206 The Republic**

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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.

### **PHIL210 Philosophy of Science**

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A historical survey of the notions defining science and its practices, beginning with the ancient Greeks, continuing through the Scientific Revolution through today. Ideas to be discussed include cosmology, induction, falsification, paradigm shift, and laws of nature.

*RECOMMENDED PREREQUISITES: PHIL203*

### **PHIL211 Philosophy of Beauty**

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This course is an introduction to aesthetics and explores the philosophy of art and beauty. Questions we will explore include: What makes art art? Is beauty solely in the eye of the beholder? Are there specific, objective qualities that make something beautiful and, if so, what are they? Can beauty draw us closer to God? How do art and beauty relate to metaphysics? Are judgments of taste inextricably bound to subjective feeling or are they objective and intellectual? What can we learn from art and beauty? We will look at and critique various ways great thinkers have responded to these questions. Special focus will be given to the role beauty and art can play in coming to knowledge of God.

### **PHIL301 Epistemology**

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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: PHIL101, PHIL203, PHIL204*

### **PHIL302 Existentialism**

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This course will offer an overview of some of the main themes, questions, and figures of existentialist thought. Topics studied may include freedom, authenticity, subjectivity, individualism, purpose, angst, being, and God. Figures studied may include Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, Gabriel Marcel, Jacques Maritain, and others.

### **PHIL311 Virtue Ethics and Natural Law Theory**

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This course will explore virtue ethics and natural law theory as found in the thought of classical and medieval philosophers including Plato, Aristotle, St. Thomas Aquinas, Jacques Maritain, Anscombe, and MacIntyre. Attention will be given to the moral and theological virtues, basic precepts of natural law, the relation between ethics and human nature, the concepts of obligation and culpability, the relation between virtue and human flourishing, and the use of virtue ethics and natural law theories in addressing issues in applied ethics.

*PREREQUISITE: PHIL203 PHILOSOPHY OF NATURE*

### **PHIL402 Political Philosophy**

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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**

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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: PHIL101, PHIL203, PHIL204*

### **PHIL408 Philosophy of God**

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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: PHIL101, PHIL203, PHIL204*

### **PHIL409 Natural Theology**

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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.

### **PHIL490 Capstone Seminar**

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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.

## **Science**

### **SCIN300 Science, Technology & Culture**

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This course will familiarize students with fundamental scientific concepts and explore how the application of those concepts affects society and global economics. Topics include: the structure of the atom and its applications in biology and physics; circuits, Artificial Intelligence, and the Internet of Things; DNA, diseases, and vaccines. Each topic builds towards the question, “what does Catholic teaching tell us about how we as Christians live and participate in this rapidly changing world?”

## **Theology**

### **THE0111 Christian Experience I**

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Recent popes have emphasized the necessity of personal encounter with Jesus Christ. This exhortation raises questions, however, for individual Christian disciples. For JPCatholic students, specifically, this course considers how such an encounter can be fostered within a university community, and how it might be lived in an ongoing way. It therefore doubles as an introduction to university community and to Catholic theological study, and connects faith principles with lived experience so as to bolster faith and spur evangelization.

### **THE0112 Christian Experience II**

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What is it to believe? Is it merely intellectual assent, or something more? Building out from the first section of the Catechism of the Catholic Church, this course systematically unpacks the rich and challenging Catholic doctrines contained in the early creeds of the Church, presenting students with a faith that invites assent of all their heart, mind, soul, and strength.

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**THE0113 Christian Experience III**

Our redemption was accomplished by a God who entered history. As a consequence, Catholics understand communion as something that occurs in a context of tradition. Faith is handed down over centuries by the successors of the apostles; we read and interpret Sacred Scripture according to long-established understandings and principles; our prayer to the Father through Jesus Christ in the Holy Spirit bears a striking resemblance to that of the first Christian communities. This course examines sacramental ritual and considers the perennial necessity of personal prayer, enabling students to better understand the power of this ancient faith. In its essential elements it never changes—which is precisely what allows it to change us.

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**THE0121 Fundamentals of the New Evangelization**

What exactly is the “New Evangelization”? To answer that question, this course will examine the progression of evangelization throughout Church history, from the ministry of Christ and his Apostles through the Second Vatican Council. Particular emphasis will be given to Pope Paul VI’s apostolic exhortation, *Evangelii Nuntiandi* (1975). Finally, the course will conclude with the concept, methodology, and challenges of the New Evangelization as discussed in the writings of Karol Wojtyła, Joseph Ratzinger, and other Catholic writers.

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**THE0202 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.

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**THE0203 Church History**

This course examines some of the key figures and events of the Church. Students will learn about the Church’s response to important heresies and understand the Church’s impact on world history.

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**THE0204 Old Testament**

This course is a continuation of THE0100. Whereas THE0100 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 THE0100 students also focus on how Scripture study relates to the life of prayer.

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**THE0205 New Testament**

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.

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**THE0210 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.

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**THE0211 Catholicism and Art**

This course examines the history, theory, and theology of Christian art. It gives special attention to the difference the Incarnation makes for the artist.

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**THE0212 Theology of Charity**

This course builds on the introduction to the virtues students receive in their University Core theology courses, offering a close study of the biblical roots of Christian charity and its development as a theological virtue in the Catholic tradition. Students will examine the nature of charity present in relationships between humans, between God and creation, and in the inner life of the Trinity itself.

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**THE0213 Catholic Spirituality**

This course is an introduction to the fundamentals of Catholic Spirituality: its history, clarification of terms, its development with different prayer forms, and the advice of contemporary spiritual writers. It will also cover the elements of a Catholic Evangelization.

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**THE0214 Theology and Film**

This course will introduce students to theological dimensions of contemporary film, on the one hand evaluating films using the criteria for truth and beauty provided by the Catholic faith, and on the other discerning theological elements that are often veiled or left buried in cinematic narrative. This course uses cinematic art as a means to contemplate the existential desires of humanity and to discern the presence of God in the world.

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**THE0215 Afterlife in Pop Culture**

Depictions of the afterlife are all the rage in the popular imagination. The last several decades have seen no shortage of stories about ghosts, but current television seems more interested in exploring “heaven” and “hell” as a narrative setting. After a review of the relevant Catholic teaching about the Last Things – death, judgment, heaven, hell, purgatory – this course will analyze various media from the cultural moment and attempt to understand its theological stakes.

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**THE0217 Apologetics**

This course enables students to better learn and explain Catholic teachings that occasionally give rise to controversy or misunderstanding, particularly during discussions with others not in full communion with the Catholic Church. Among other possible topics, emphasis will be laid on doctrines pertaining to justification, Scripture, the Church, the papacy, the Eucharist, the Communion of Saints, and Mary.

*PREREQUISITES: THE0121*

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**THE0227 Social Media Evangelization**

Students taking this course will learn principles to guide evangelization on social media, which for better or worse has come to serve as the public square or Areopagus of our own era. Assessments will

also be made of contemporary Catholic efforts to evangelize, and students will undertake their own social media projects to communicate the Gospel of Jesus Christ so as to be heard.

*PREREQUISITES: THE0121*

### **THE0231 Intro to Church Latin**

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This course provides an overview of basic Latin grammar and vocabulary needed to begin studying Latin texts in the Catholic tradition. Practical focus will be on reading the primary liturgical and dogmatic sources of the Roman rite.

### **THE0313 Moral Theology & Ethics**

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This course builds on prior courses covering the Catechism of the Catholic Church. Study of the Catechism will be completed through an in-depth analysis of the third pillar, namely, the section on Catholic morality.

### **THE0321 Fundamentals of the New Evangelization**

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What is exactly is the “New Evangelization”? This course addresses that question by exploring the history of evangelization in the church, as rooted in the ministry of Christ and his Apostles and how it builds into later periods of Christian history. With the origins of evangelization as a backdrop, this course shifts focus into the origin of the new evangelization in the Second Vatican Council and in the writings of Pope Paul VI, particularly his Apostolic Exhortation, *Evangelii Nuntiandi* (1975). Finally a detailed introduction is given to the concept, methodology, and challenges of the New Evangelization as discussed in the writings of Karol Wojtyła, Joseph Ratzinger, and other Catholic writers.

### **THE0323 12th Century Theology**

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While many Catholics today are well-acquainted with Thomas Aquinas, the most famous theologian of the middle ages, his theology develops the theological method begun a century earlier in the emergence of new “scholastic” and “monastic” theologies in and around the early universities. This course will explore some of the figures and works of the 12th century that inspired and influenced so many later Christian thinkers. Students will read a selection of primary works from Anselm, Hugh of St. Victor, Bernard of Clairvaux, and others.

### **THE0325 13th Century Theology**

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With the flourishing of scholastic theology, the 13th century has left an indelible mark on the Catholic intellectual tradition. In this course, while studying the broad trends of the period, students will engage works of the two giants of the Dominican and Franciscan traditions, St. Thomas Aquinas and St. Bonaventure.

*PREREQUISITES: THE0112 OR THE0311*

### **THE0331 Applied New Evangelization**

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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.

### **THE0314 Christian Experience IV**

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It is all too easy to see one’s own desires as what really matters, and to live accordingly. With his *Theology of the Body*, however, Pope St. John Paul the Great offers a fresh perspective, one that dares

to lift us above the confusion and malaise wrought by this era's remarkable selfishness. This course affords students an opportunity to explore this theological treasure given to the Church by our university's patron, and to better see how an individual human life can be lived not selfishly, but as a gift received from God and intended for others.

*PREREQUISITES: THEO111, THEO112, THEO113*

### **THE0322 Mystical Theology**

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This class will explore selections from primary texts of some of the classics of Christian mysticism. Special attention will be given to the writings of St. Catherine of Siena, St. John of the Cross, and St. Teresa of Avila. Topics covered will include: prayer, friendship and union with God, stages in the spiritual life, charity, virtue, sin, dark nights, mystical experiences, and conversion.

### **THE0324 Studies in Newman**

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Students will gain a better understanding of contemporary theology through studying the works of John Henry Newman.

### **THE0326 The Second Vatican Council**

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As the defining ecumenical council of the 20<sup>th</sup> century, Vatican II presents a watershed moment for understanding the Church in the modern world. This course examines the major work of the Council, including decrees on the liturgy, the Church, ecumenism, and the Bible.

*PREREQUISITES: THEO112 OR THEO311, THEO113 OR THEO312*

### **THE0227 Social Media Evangelization**

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Students taking this course will learn principles to guide evangelization on social media, which for better or worse has come to serve as the public square or Areopagus of our own era. Assessments will also be made of contemporary Catholic efforts to evangelize, and students will undertake their own social media projects to communicate the Gospel of Jesus Christ so as to be heard.

*PREREQUISITES: THEO321*

### **THE0332 Spirituality and the New Evangelization**

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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.

### **THE0336 Applied New Evangelization II**

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See the description of THEO331.

*PREREQUISITES: THEO331*

### **THE0341 Special Topics in Theology**

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An advanced seminar on a topic or author based on faculty selection. Course may be taken multiple times for credit.

*PREREQUISITES: THEO112, THEO113*

### **THE0400 Catholic Social Teaching**

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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: THEO101, THEO110, THEO201, THEO311, THEO312, THEO313*

### **THEO401 Marriage and Family**

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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: THEO101, THEO110, THEO201, THEO311, THEO312, THEO313*

### **THEO402 Mariology**

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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.

### **THEO413 Confessions of St. Augustine**

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This course will perform a close reading on St. Augustine's Confessions, one of the masterpieces of Western theology and literature.

### **THEO414 Studies in Ratzinger**

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Students will gain a better understanding of contemporary theology through studying the works of Joseph Ratzinger (Pope Benedict XVI).

### **THEO415 Trinity and the Divine Economy**

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The highest of all the mysteries of faith is that of the Trinity. While the other mysteries describe what God has done for us, the doctrine of the Trinity focuses our attention on who God is in Himself. This course will read some of the major works of Trinitarian theology in the Tradition discussing, along the way, the unity and simplicity of God, the distinct relations and personal properties of the three divine persons, and the relationship of the divine persons and the processions of the Trinity to the economy of salvation.

### **THEO451 New Evangelization Practicum I**

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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**

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See the description of THEO451.

*PREREQUISITES: THEO451*

## **Academic Administration**

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### **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 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.

### **Department of Student Formation & Campus Life**

The Department of Student Life, headed by the VP of Student Formation & Campus Life, 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; 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. Department of Student Formation & Campus 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 student 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 <https://jpcatholic.edu/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.

### **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 in eLearning**

Students are also encouraged to check the Library & Online Resources course in eLearning tutorials on doing research and using library resources.

## **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. The goal for each graduate is an optimized “CORE4 +30.” The “CORE4” consists of resume, cover letter, LinkedIn profile, and interview mastery. The “+30” refers to a 30 second business elevator pitch.

### **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.

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

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### 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
- Email address
- Campus mailbox number
- Date of birth
- 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 authorize the release of 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 VP of Student Formation & Campus Life, 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 Services

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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 Office of SF&CL 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 Office of SF&CL collaborates 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 Office of SF&CL 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 Office of SF&CL 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 Office of SF&CL 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 Office of SF&CL for additional information.

## **Health Services**

Students should be prepared to assume the costs of their medical care. The Office of SF&CL 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, email 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 VP of Student Formation & Campus Life, and coordinated with the student life staff.



## Student Complaints and Concerns

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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 VP of Student Formation & Campus Life (Dean of Students) 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, sex, 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.

### **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 the 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 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 (or designee), 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 (or designee) 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 VP of Student Formation & Campus Life
  - 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.

## **Sexual Harassment and Sexual Misconduct (Title IX)**

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John Paul the Great Catholic University (JPCatholic), is a Catholic educational institution that takes seriously anti-discrimination provisions under federal and state law and is committed to providing a learning and living environment that promotes student, faculty and staff safety, personal integrity, civility and mutual respect.

In August of 2015, JPCatholic requested a religious exemption from certain provisions of Title IX, 34 C.F.R. Section 106.12. Federal regulations provide that provisions of Title IX do not apply to a Catholic university when application of Title IX would be inconsistent with Catholic tenets. Catholic universities are allowed to request an exemption from Title IX by identifying the provisions of Title IX that conflict with a specific tenet of the Catholic faith. JPCatholic requested all applicable exemptions.

In January of 2016, John Paul the Great Catholic University was granted an exemption from certain aspects of Title IX. This exemption comes from the U.S. Department of Education, Office for Civil Rights. JPCatholic is now exempt from the provisions of Title IX to the extent that they prohibit discrimination based on gender identity, sexual orientation, marital status, pregnancy and parental status. This exemption applies to students in the areas of admissions, housing, counseling, marital status and employment.

Recognizing that its greatest resources are its people, JPCatholic pledges to treat each person with dignity and respect. JPCatholic 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. Our Catholic identity has its basis in Sacred Scripture, sacred Tradition, and the Magisterium (teaching authority) of the Catholic Church. JPCatholic seeks to create a spiritually stimulating campus community where students, faculty and staff have the opportunity to encounter Jesus Christ and learn his time-enduring spiritual, moral and social teachings – the Word of God.

John Paul the Great Catholic University's ("JPCatholic") values include fostering an open learning and working environment influenced by accountability, civility, and respect. JPCatholic considers sex discrimination in all its forms to be a serious offense and a violation of this policy, and federal law. Title IX specifically prohibits sex discrimination, harassment and all other sexual offenses. Sex discrimination includes discrimination on the basis of pregnancy. Harassment, whether verbal, physical, or visual, that is based on sex, is a form of prohibited sex discrimination. Sexual harassment also includes sexual violence.

JPCatholic will not tolerate sex discrimination or harassment of applicants, students, employees, guests, visitors, or invitees whether by students, faculty, staff, administrators, contractors, or outside vendors. This policy applies regardless of national origin, immigration status, or citizenship status. JPCatholic's prohibition on sex discrimination and sexual harassment extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, housing, and student services.

JPCatholic recognizes not only its legal responsibilities but also its moral and ethical responsibilities to prohibit discrimination and harassment on the basis of sex and to take appropriate and timely action to ensure an environment free of such inappropriate conduct and behavior.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX states that: no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

JPCatholic has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official university program or activity (regardless of location). Conduct that occurs in a private location and is not part of an institution's education program or activity is not considered a Title-IX complaint. Title IX only applies within the geographic boundaries of the United States. JPCatholic will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of sex discrimination and remedy its effects. Additionally, JPCatholic will not tolerate retaliation in any form against an applicant, student, or employee for reporting a violation of this policy or assisting in the investigation of a complaint.

### **Definitions of Offenses Which Fall Under Title IX Sexual Misconduct When Based on Sex**

Actual knowledge: When JPCatholic receives notice of alleged misconduct that meets the definition of sexual harassment under Title IX regulations, JPCatholic has actual knowledge and must respond appropriately.

Complainant: The person who has experience the alleged sexual harassment. This person is considered a complainant regardless of whether they choose to file a formal complaint of sexual harassment under Title IX

Consent: In accordance with the teachings of Jesus Christ as preserved by his Catholic Church, the JPCatholic community believes that marriage is between one man and one woman for life. Chastity is required of all individuals not joined in a sacramental marriage between one man and one woman. Therefore, regardless if conduct is consensual, disciplinary action will be taken for any act that violates Catholic moral teaching on sexuality such as fornication, pornography, or excessive and inappropriate public displays of affection. Also prohibited are the promotion or advocacy of such conduct or expression, and scandal or any activity that may undermine the practice of virtue, degrade the dignity of the human person, give scandal or offense to others, or tempt you or others to sin.

The definition of consent is an essential component of this Policy. JPCatholic defines sexual consent as follows:

Consent is words or actions that a reasonable person in the respondent's perspective would understand as agreement to engage in the sexual conduct at issue. Consent to sexual activity requires of each person an affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person to ensure they have the affirmative consent of the other to engage in sexual activity. Lack of protest, lack of resistance, or silence do not by themselves constitute consent. Affirmative consent must be ongoing and can be revoked at any time during sexual activity. Consent is positive cooperation absent of coercion, intimidation, force or threat of force. There must always be active consent on both sides. Consent to one thing does not imply consent to another. If limits are made clear, pressuring someone into changing their mind is not consent. Anything but a clear, knowing and voluntary consent to any sexual activity is equivalent to a "No."

The existence of a dating relationship or past sexual relations between the Complainant and Respondent will not by itself be assumed to be an indicator of consent (nor will subsequent sexual relations or dating relationship alone suffice as evidence of consent to prior conduct).

- The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable. In making this determination, the factfinder will consider all of the facts and circumstances the Respondent knew, or reasonable should have known, at the time. In particular, the Respondent's belief is not a valid defense where:
  - The Respondent's belief arose from the Respondent's own intoxication or recklessness;
  - The Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively consented; or
  - The Respondent knew or a reasonable person should have known that the Complainant was unable to consent because the Complainant was incapacitated, in that the Complainant was:
    - a. asleep or unconscious;
    - b. unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication; or
    - c. unable to communicate due to a mental or physical condition.

*Dating Violence*: Dating Violence is actual, attempted or threatened violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purposes of this definition:

- Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.

*Discrimination:* Discrimination is any unlawful distinction, preference or detriment to an individual as compared to others that is based on an individual's protected status and that is sufficiently serious to unreasonably interfere with or limit:

- an employee's or applicant for employment's access to employment or conditions and benefits of employment (e.g., hiring, advancement, assignment, access to training);
- a student's or admission applicant's ability to participate in, access, or benefit from educational programs, services, or activities (e.g., admission, academic standing, grades, assignment, campus housing);
- an authorized volunteer's ability to participate in a volunteer activity; or
- a guest's or visitor's ability to participate in, access, or benefit from JPCatholic's programs.

*Domestic Violence:* Domestic Violence is a felony or misdemeanor crime of violence committed in the following way:

- by a current or former spouse or intimate partner of the Complainant;
- by a person with whom the Complainant shares a child in common;
- by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner;
- by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

*Gender-Based Harassment:* Gender-based harassment is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on gender that interferes with or limits a person's ability to participate in or benefit from JPCatholic's employment or educational activities and opportunities.

*Hostile Environment:* Hostile Environment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive and objectively offensive that it alters the conditions of employment or limits, interferes with or denies educational benefits or opportunities, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint.

The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a Hostile Environment, particularly when the conduct is physical. Conduct creates a Hostile Environment if the conduct is sufficiently serious that it interferes with or limits the reporting party's ability to participate in or benefit from a JPCatholic program or to perform his or her work. Sexual harassment is considered a form of conduct that creates a hostile work environment.

Examples of a hostile environment include, but are not limited to:

- verbal abuse or hostile behavior such as insulting, teasing, mocking, degrading or



- ridiculing another person or group;
- unwelcome or inappropriate physical contact, comments, questions, advances, jokes, epithets, or demands;
- physical assault or stalking;
- displays of electronic transmissions of derogatory, demeaning or hostile materials;
- unwillingness to train, evaluate, assist or work with a student or employee;
- engaging in behavior that is invasive or disruptive to a student or employee for the purpose of initiating a sexual or romantic relationship with that person; or
- sex-based bullying.

*Non-consensual Sexual Penetration:* Nonconsensual sexual penetration is the sexual penetration or attempted sexual penetration of any bodily opening with any object or body part without effective consent.

Nonconsensual sexual penetration includes the following Clery Act definitions:

- Clery Act definition of rape: the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim;
- Clery Act definition of incest: sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law; and
- Clery Act definition of statutory rape: sexual intercourse with a person who is under the statutory age of consent.

*Non-consensual Sexual Intercourse:* Non-consensual Sexual Intercourse is any sexual intercourse, however slight, with any object, by a man or woman upon a man or a woman, that is without consent and/or by force. Intercourse includes: vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue, or finger; and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

The following are examples of non-consensual sexual intercourse: rape, sexual intercourse when a person is unconscious due to drugs and alcohol, or using a date rape drug to affect sexual intercourse with a person.

*Quid Pro Quo Sexual Harassment:* Quid Pro Quo Sexual Harassment exists when there are:

- unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; AND
- submission to or rejection of such conduct results in adverse educational or employment action.

*Respondent:* The person accused of the alleged sexual harassment. There is a presumption that the respondent did not violate policy unless and until a determination is made after a hearing.

Retaliation: Retaliation is acts or words taken against an individual because of the individual's participation in a protected activity that would discourage a reasonable person from engaging in protected activity.

Protected activity includes an individual's good faith:

- participation in the reporting, investigation or resolution of an alleged violation of this POLICY;
- opposition to policies, practices, or actions that the individual reasonably believes are in violation of the Policy; or
- requests for accommodations on the basis of religion or disability.

Retaliation may include intimidation, threats, coercion, or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the Responding Party, the Reporting Party or any other individual or group of individuals.

Sexual Assault: Sexual Assault is an offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting (UCR) program. A sex offense is "any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent."

- Rape: Having carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age, temporary or permanent mental incapacity, or physical incapacity. There is carnal knowledge if there is the slightest penetration of the vagina or penis by the sex organ of the other person.
- Fondling: The touching of the private parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
- Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

Sexual Exploitation: Sexual Exploitation occurs when a student or employee takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses.

Examples of sexual exploitation include, but are not limited to:

- invasion of sexual privacy;
- prostituting another student or employee;

- non-consensual video or audiotaping of sexual activity;
- going beyond the boundaries of consent (such as letting friends hide in the closet to observe one having consensual sex);
- engaging in voyeurism;
- knowingly transmitting a Sexually Transmitted Infection (STI) or Human Immunodeficiency Virus (HIV) to another person;
- exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals; and
- sexually based stalking and/or bullying may also be forms of sexual exploitation.

Sexual Harassment: Sexual Harassment includes certain types of unwelcome sexual conduct, sexual assault, dating violence, domestic violence and stalking. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- 1) An employee of the university conditioning the provision of an aid, benefit or service of the recipient on an individual's participation in unwelcome sexual conduct. This is commonly referred to as quid pro quo sexual harassment, meaning that a school employee offers something to an individual in exchange for sexual conduct;
- 2) Unwelcome conduct, determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the university's educational program or activity; or
- 3) Sexual Assault, dating violence, domestic violence or stalking.

Individuals have different perceptions regarding sexual behavior. For that reason, JPCatholic will consider the conduct in question from both a subjective and objective perspective. Specifically, JPCatholic will evaluate the conduct from the perspective of a reasonable person in the reporting party's position, considering all the circumstances. Not all workplace or educational conduct that may be described as "harassment" affects the terms, conditions, or privileges of employment or education. For example, a mere utterance of a gender-based epithet which creates offensive feelings in an employee or student would not normally affect the terms and conditions of employment or education.

Sexual Violence: Sexual Violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the individual's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). Sexual violence and sexual assault often refer to similar kinds of conduct. A number of different acts fall into the category of sexual violence including rape, sexual battery, sexual abuse, sexual coercion, dating violence, and domestic violence.

Stalking: Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- fear for her, his, or others' safety; or

- suffer substantial emotional distress.

For the purposes of this definition:

- Course of conduct means two or more acts, including but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.
- Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Supportive Measures: At any time during the investigation and adjudication process, JPCatholic may implement supportive measures for the parties or witnesses for the protection of those involved and to ensure equal access to the University's educational programs and activities. These may include separating the parties, placing limitations on contact between the parties, emergency suspension, or making alternative living, class-placement, or workplace arrangements. Such measures are not considered disciplinary in nature. The University will also take reasonable and legal action to implement any court restraining or no-contact order. Both parties must honor any supportive measures; violating them is a violation of University policy separate from the allegations of the complaint.

Title IX grievance process: This is the term used for JPCatholic's process for addressing formal complaints of sexual harassment under Title IX. A formal complaint is a document alleging sexual harassment and requesting an investigation and/or resolution under grievance procedures. It must be signed by the alleged victim or the Title IX Coordinator. If filed by an alleged victim, the alleged victim must be a current or attempted participant in JPCatholic education programs or activities.

The Title IX Coordinator may file a formal complaint as follows:

- When there is an important institutional interest in adjudicating a report irrespective of the alleged victim's wishes
- Typically involves serious misconduct, repeated misconduct, or misconduct by employees
- If alleged victim does not wish to file a formal complaint, Title IX Coordinator's decision to do so must not be clearly unreasonable

The grievance process includes the following steps:

- Investigation to collect relevant inculpatory and exculpatory evidence
- Live hearing before a decision-maker who finds facts under the evidentiary standard more likely than not (preponderance of the evidence) and determines the existence (or not) of a policy violation and any resulting sanctions and or remediation.

- Appeal

The grievance process is governed by the following general principles:

- Complainants and Respondents will both be treated equitable, both with rights and options.
- No stereotypes based on a party's status as a complainant or respondent.
- Presumption respondent did not violate policy unless and until a determination is made after a hearing.
- All JPCatholic participants will be conflict and bias-free. A conflict is said to occur when a reasonable person would question the individual's ability to be impartial.

If the grievance process results in a finding of sexual harassment, the respondent will receive discipline as determined by those with authority over the respondent. The standard JPCatholic uses for evidence is a preponderance of the evidence – whether it is more likely than not to have occurred. For the complainant, remedies will be given that are reasonably necessary to restore or preserve access to education programs and activities.

#### **Other Misconduct Offenses Which Fall Under Title IX Sexual Misconduct When Based on Sex:**

- 1) Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;
- 2) Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the JPCatholic community, when related to the admission, households, students new to the university, or any other group-affiliation activity;
- 3) Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally;
- 4) Violence between those in an intimate relationship to each other; and
- 5) Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person.

## **Sexual Misconduct Complaint Resolution Procedure**

### **Overview**

The following complaint resolution procedures for reporting Sexual Discrimination, Sexual Harassment, and Sexual Violence (together referred to as "Sexual Misconduct") apply to complaints made to JPCatholic by students, employees, faculty, or third parties against students, employees, faculty or third parties. JPCatholic has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official university program or activity (regardless of location). Conduct that occurs in a private location and is not part of an institution's education program or activity is not considered a Title-IX complaint. Title IX only applies within the geographic boundaries of the United States. These procedures are

JPCatholic's exclusive means of resolving complaints of Title IX Sexual Misconduct.

Sexual Misconduct complaint resolution procedures provide for prompt, fair, and impartial investigations and resolutions. Any JPCatholic employee involved in administering these procedures will discharge their obligations fairly and impartially. If employees determine that these procedures cannot be fairly and impartially applied because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, another appropriate individual will be designated to fulfill the role in administering these procedures fairly and impartially.

Sexual Misconduct complaint resolution procedures will be implemented by JPCatholic officials who receive annual training on the issues related to Sexual Misconduct and how to conduct an investigation that protects the safety of victims and promotes accountability.

*Filing a Complaint:* Any person who believes that he or she has been the subject of Sexual Misconduct, and desires JPCatholic to investigate and resolve the matter, should report the incident. To file a Sexual Misconduct (Title IX) complaint, contact Anna Velasco, Title IX Coordinator and Vice President of Human Resources. She can be reached at AVelasco@jpcatholic.edu or (858) 653-6740, extension 1508. To anonymously report a Sexual Misconduct complaint, send information to Anna Velasco at 220 West Grand Ave., Escondido, CA 92025. See the Confidentiality, Privacy, and Reporting section below for more information on privacy rights. When JPCatholic receives notice of alleged misconduct that meets the definition of sexual harassment under Title IX regulations, JPCatholic has actual knowledge and must respond appropriately.

JPCatholic will make reasonable and appropriate efforts to preserve an individual's privacy and protect the confidentiality of information when investigating and resolving a complaint. If the complainant does not wish to pursue resolution and/or requests that his or her complaint remain confidential, under Title IX, JPCatholic will still investigate and take reasonable action in response to the complainant's request. However, the Title IX Coordinator will inform the complainant that JPCatholic's ability to respond will likely be limited.

Regardless of the complainant's request, under Title IX, JPCatholic must evaluate the complainant's request that there be no formal or informal resolution and/or that the complainant remain confidential in the context of JPCatholic's commitment to provide a reasonably safe and non-discriminatory environment for its students and employees. The Title IX Coordinator is responsible for evaluating confidentiality requests.

JPCatholic reserves the right to initiate an investigation despite a complainant's request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the university community. As needed, and regardless of the complainant's request, under Title IX, JPCatholic shall take prompt and effective action to limit the effects of the Sexual Misconduct and to prevent its reoccurrence.

It is a violation of this policy to retaliate against any member of the JPCatholic community who reports or assists in making a Sexual Misconduct complaint or who participates in the investigation of a complaint in any way. Persons who believe they are receiving Retaliation, in violation of this policy, should make a complaint in the manner set forth in this section.

JPCatholic has no period of limitation for filing Sexual Misconduct complaints but does encourage persons to make complaints as soon as possible. Later reporting may limit JPCatholic's ability to investigate and resolve the matter.

All Sexual Misconduct complaints will be promptly and thoroughly investigated in accordance with procedures described in this policy. JPCatholic will take disciplinary action where appropriate.

### **Investigation - Preliminary Matters**

In all complaints of Sexual Misconduct, JPCatholic will undertake an appropriate inquiry and take immediate action. Once an investigation is open, JPCatholic will provide both the complainant and respondent written notification which will include, the identities of parties, specific policy provisions, precise conduct, and the date and location of the alleged violation.

If a complainant has obtained an order of protection, temporary restraining order, or other no contact order against the respondent from a criminal, civil, or tribal court, the complainant may provide such information to the Title IX Coordinator. If provided, JPCatholic will take all reasonable and legal action to implement the court order.

At any stage of the investigation, JPCatholic may implement appropriate interim steps pending the final outcome of the investigation or in special circumstances even if a report is not filed. JPCatholic's interim measure decision-makers will be University staff that are uninvolved and separate from the investigation process. Interim measures will be afforded to both the complainant and respondent and both complainant and respondent may request such measures. These measures will be processed separately. Interim options include modifications to: academic schedules, campus housing, student leadership, working situations, as well as providing academic support or making special arrangements for withdrawing or dropping classes without penalty, if requested and reasonably available. No contact measures may also be implemented. Any interim remedies imposed should avoid any lasting negative effects on either party before any findings of responsibility are made as much as is possible in the circumstances presented. JPCatholic will make every effort to avoid depriving any student of her or his education. JPCatholic will periodically revisit the interim measures to see if adjustments need to be made.

The Title IX Coordinator may also take any further protective action deemed appropriate, concerning the interaction of the parties, pending the investigation, including directing appropriate university officials to alter academic, housing, and/or employment arrangements, together with such other protections as the Title IX Coordinator shall deem appropriate. Consistent with Title IX, when taking steps to separate the complainant and the respondent,

JPCatholic may minimize the burden on the complainant and may not, as a matter of course, remove the complainant from his or her classes, housing, or employment while allowing the respondent to remain. Violations of the Title IX Coordinator's directive and/or protective actions will constitute separate violations of the Sexual Misconduct policy that may lead to additional disciplinary action.

During the investigation process, both complainant and respondent may ask a support person or advisor to accompany them at all stages of the process. The advisor may be, but need not be, an attorney. In cases involving multiple complainants or respondents, the support person or advisor cannot be another complainant or respondent. The support person or advisor does not serve as an advocate on behalf of the complainant or respondent and may not be actively involved in any proceedings. All support persons and advisors must agree to maintain the confidentiality of the process.

Some instances of Sexual Misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, JPCatholic will assist the complainant in doing so. The potential for a criminal investigation, however, does not relieve JPCatholic of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the University will proceed with its own investigation and resolution of the complaint.

The complainant and respondent have equal rights during the investigation and resolution of a complaint. These rights include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence;
- Similar and timely access to all information considered by the investigators;
- Equal opportunity to review any statements or evidence provided by the other party; and
- Equal access to review and comment upon any information independently developed by the investigators.

### **Investigation - Initial Steps and Meeting(s)**

Once the Title IX Coordinator has been notified of an allegation of Sexual Misconduct and determined a formal investigation is necessary, the Title IX Coordinator will provide both complainant and respondent written notice with sufficient details of the allegations so that both parties will have sufficient time to prepare for the initial interview.

Sufficient details mean the following:

- identity of the parties,
- specific policy provisions,
- precise conduct,
- date and location of alleged incident(s)

The Title IX Coordinator will then schedule a meeting, typically within one to two business days,



with the complainant to advise the complainant of JPCatholic's Sexual Misconduct policy and forms of support or immediate interventions available to the complainant, including referral to appropriate law enforcement agencies, medical options, and/or counseling services. If the conduct is criminal in nature (for example, assault, rape, or attempted rape), JPCatholic strongly recommends that the complainant report the incident to law enforcement officials. The Title IX Coordinator, or any member of the Student Life staff, will assist the complainant with reporting the incident to law enforcement officials, if desired.

Absent extraordinary exigency, the parties will receive the written notice at least one to two business days before they are interviewed by the investigator. At the initial interview with the complainant, the Title IX Coordinator will ascertain from the complainant how complainant wishes to proceed, whether by formal or informal resolution, or whether the complainant does not wish to pursue resolution of any kind. If the complainant wishes to proceed with either formal or informal resolution, the Title IX Coordinator will determine the name of the respondent as well as the date, location, and nature of the alleged Sexual Misconduct.

At the initial interview with the respondent, the Title IX Coordinator will gather sufficient information to determine if an investigation is warranted. The Title IX Coordinator will also ensure the complainant has been fully advised of her/his rights and has access to sufficient support.

If the complainant wishes to proceed with formal or informal resolution, the Title IX Coordinator will promptly commence an investigation. JPCatholic Title IX Investigators will be assigned to investigate the allegations. The Title IX Coordinator is available to help each party navigate through the investigative process, answer questions about the process, and follow up throughout the investigation to ensure appropriate processes are followed.

### **Investigation - Informal Resolution**

Informal resolution, such as mediation, may be used to investigate and resolve a Sexual Misconduct complaint. However, informal means may only be used with both party's voluntary, informed, written consent to attempt informal resolution. The complainant will not be required to resolve the issue directly with the respondent. Moreover, either party may terminate the informal process at any time and resume the grievance process with respect to the formal complaint.

### **Investigation - Formal Resolution**

The purpose of a Title IX investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes Sexual Misconduct and a violation of this Policy. During the course of the investigation, the investigators may receive counsel from JPCatholic administrators, JPCatholic attorney's or insurance carriers, the Title IX Coordinator, and/or other parties as needed.

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses and/or other evidence. The respondent will have an opportunity to respond to the allegations and present supporting witnesses and/or other evidence. The investigators will review the statements and evidence presented and may,

depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information. All parties and their advisors will be sent evidence directly related to the allegations with at least 10 days for the parties to respond.

At the conclusion of the investigation, the investigators will prepare a written report. The report will explain the scope of the investigation and identify findings of fact. The investigators will present the report to the Title IX Coordinator, who will review the draft, revise as necessary, and finalize it. This report will be shared with both parties prior to a determination on a hearing to ensure that the report is complete and accurate from the parties' perspectives. Both parties will have 10 days to respond to the report in writing in advance of the university's decision to hold a hearing.

JPCatholic will dismiss allegations of conduct that do not meet the definition of sexual harassment or did not occur in a school's educational program or activity against a person in the United States. Such dismissal is only for Title IX purposes and does not preclude JPCatholic from addressing the conduct in any manner JPCatholic deems appropriate. JPCatholic may also dismiss a formal complaint if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

JPCatholic intends to complete a typical investigation within sixty (60) days following receipt of the report. Further, both the complainant and respondent will be updated throughout the investigative process, including with timely notice of meetings where either or both the reporting party and the responding party may be present. If the investigators find it is likely that Title IX sexual harassment has occurred, there will be a live hearing with cross-examination of each witness. At the live hearing, the decision maker must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. This cross-examination must be conducted directly, orally, and in real time by the party's advisor and never by a party personally. Only relevant cross-examination may be asked of a party or witness. Before either party or witness answers a cross-examination or other question, the decision maker must first determine whether the question is relevant and explain to the party's advisor asking cross-examination questions any decision to exclude a question as not relevant. Evidence is relevant if it has a tendency to make a fact more or less probable than it would be without the evidence and the fact is of consequence in determining the action.

Sexual history is generally not relevant unless it is offered to prove that someone other than the respondent committed the conduct or if specific incidents of the complainant's prior sexual behavior with the respondent are offered to prove consent. The investigator will never assume that a past sexual relationship between the parties means the complainant consented to the specific conduct under investigation. Where the parties have a prior sexual relationship and the existence of consent is at issue, the sexual history between the parties may be relevant to help

understand the manner and nature of communications between the parties and the context of the relationship, which may have bearing on whether consent was sought and given during the incident in question.

If a party does not have an advisor present at the live hearing, JPCatholic will provide, without fee, an advisor of the school's choice who may be, but is not required to be, an attorney to conduct cross-examination on behalf of that party. If a party or witness does not submit to cross-examination at a live hearing, the decision maker must not rely on any statement of that party or witness in reaching a determination regarding responsibility. The standard of evidence to determine responsibility is the preponderance of the evidence – is it more likely to have occurred or not. The decision maker must issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant. The written determination must be sent simultaneously to the parties along with information about how to file an appeal. A party must submit their written appeal within 10 days of being notified of the decision, including the grounds for the appeal.

Either party can request that the entire live hearing (including cross-examination) to occur with the parties located in separate rooms with technology enabling the parties to see and hear each other. JPCatholic must create an audio or audiovisual recording, or transcript, of any live hearing.

JPCatholic offers both parties an appeal from a determination regarding responsibility, and from a school's dismissal of a formal complaint or any allegations therein, on the following bases:

- procedural irregularity that affected the outcome of the matter
- newly discovered evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter
- Title IX Coordinator, investigator or decision maker had a conflict of interest or bias that affected the outcome

### **Sexual Harassment Hearing Procedures**

*Purpose and Nature of These Procedures:* These procedures supplement the JPCatholic's Sexual Harassment Policy (the "Policy") and specify how JPCatholic will conduct hearings regarding formal complaints of Sexual Harassment. To the extent there is a conflict between these procedures and the Policy, the Policy shall control.

The hearing is an opportunity for the parties to address the decision maker. The parties may address any information in the investigative report, submit supplemental statements in response to the report or provide verbal impact and mitigation statements. Generally, the parties may not introduce evidence, including witness testimony, at the hearing that they did not identify during the pre-hearing process. However, the hearing officer has discretion to accept or exclude additional evidence presented at the hearing. In addition, parties are expected not to spend time on undisputed facts or evidence that would be duplicative.

The Hearing Officer: The hearing officer oversees the hearing process, rules on questions of relevance and admissibility, resolves all procedural disputes, and renders a determination of responsibility for the allegations in the formal complaint at the conclusion of the hearing process and in the manner specified in the Policy. The hearing officer has discretion to interpret, apply, and modify these procedures in any manner that is not clearly unreasonable and is consistent with the Policy.

Pre-Hearing Review of Investigation Report and Evidence: Prior to commencement of the hearing, the hearing officer will review the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in the Policy. This review may also include consideration of any written response to the investigation report in advance of the Pre-Hearing Conference as provided in the Notice of Hearing. This review of materials is provisional and intended to provide background and orientation to the hearing officer in planning and conducting the hearing. The hearing officer must exclude from consideration in deliberation any evidence developed during the investigation that is deemed inadmissible at the hearing, including specifically, but not limited to, the statements of any party or witness who refuses to submit to questioning by a party advisor.

Pre-Hearing Submission of Questions: During the pre-hearing conference, the parties' advisors may submit questions to be asked of the other party or witnesses. The questions shall be submitted in writing to the hearing officer. The hearing officer will evaluate whether the questions are relevant, explaining the rationale for any exclusion of evidence, and share each party's questions and related relevancy decisions with the other party. This does not prevent the parties' advisors from asking additional questions at the live hearing.

Convening the Hearing: Immediately prior to convening the hearing, the hearing officer will ensure that an audio recording of the hearing is being made by JPCatholic, and that the hearing room is cleared of all individuals who are not permitted to be present during the hearing. The hearing officer will then convene the hearing and clearly state for the record the date, time, and location of the hearing; the names of the Complainant and Respondent; the parties present at the hearing; any accommodations that have been provided at the request of a party or in JPCatholic's discretion; whether all or a portion of the hearing is being conducted virtually as specified in the Policy; and any other introductory matters that the hearing officer deems appropriate.

New Evidence: After convening the hearing, the hearing officer will ask each party whether it seeks to admit any non-testimonial evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect. The hearing officer will determine whether admission of such evidence is appropriate pursuant to the Policy. If the hearing officer determines that the evidence may be admitted, the party may submit and discuss the evidence during the party's statement (see Section below).

Statement of the Investigator: The hearing officer will call the investigator to give an overview of the investigation process. Thereafter, the investigator will be subject to questioning by the hearing officer, followed by questioning from each party's advisor commencing first with

questioning from the advisor for the Complainant followed by questioning from the advisor for the Respondent.

*Statements of the Parties:* After questioning of the investigator is complete, the hearing officer will invite the Complainant to provide a statement to the hearing officer regarding the events in question and identify and comment on any non-testimonial evidence the Complainant believes is relevant. After the Complainant has made a statement, or waived the right to make a statement, the Complainant will be subject to questioning by the hearing officer, followed by questioning from the advisor for the Respondent.

After questioning of the Complainant is complete, the hearing officer will invite the Respondent to provide a statement to the hearing officer regarding the events in question and to identify and comment on any non-testimonial evidence the Respondent believes is relevant. After the Respondent has made a statement, or waived the right to make a statement, the Respondent will be subject to questioning by the hearing officer, followed by questioning from the advisor for the Complainant.

*Testimony of Witnesses:* After questioning of the parties is complete, witnesses will be called to testify in the order determined by the hearing officer. Unlike the parties, witnesses will not be invited to make a statement but, instead, will be subject to questioning from the hearing officer followed by questioning from each party's advisor commencing first with questioning from the advisor for the Complainant followed by questioning from the advisor for the Respondent. Witnesses will be present only during their testimony.

*Behavior during the live hearing/rules of decorum:* JPCatholic requires all parties, advisors and witnesses to maintain appropriate decorum throughout the live hearing. Participants are expected to abide by the decision maker's directions and determinations, maintain civility and avoid emotional outbursts and raised voices. Repeated violations of appropriate decorum will result in a break in the live hearing, the length of which will be determined by the decision maker. The decision maker reserves the right to appoint a different advisor to conduct cross-examination on behalf of a party after an advisor's repeated violations of appropriate decorum or other rules related to the conduct of the live hearing.

*Investigation Materials:* After the questioning of witnesses is complete, the hearing officer will identify any portion of the evidence developed during the investigation that the hearing officer has determined should be excluded from the hearing record based on rulings made at the pre-hearing conference, during the hearing itself, due to the refusal of a party or witness to submit to questioning by a party advisor, or for any other reason. The hearing officer will then provide the parties a final opportunity to raise any additional objections to inclusion of any other portions of the investigation record into evidence and resolve any such objections. All evidence from the investigation and hearing not specifically excluded by the hearing officer shall be deemed admitted into the hearing record and may be considered by the hearing officer as part of the deliberation.

Closing Argument: After the questioning of the witnesses is complete, the hearing officer will invite the Complainant to make a closing argument. After the Complainant has made a closing argument, or waived the right to make a closing argument, the hearing officer will invite the Respondent to make a closing argument.

Deliberation: After closing arguments are complete, the hearing officer will conclude the hearing and deliberate and render a determination as specified in the Policy.

Access to and Use of Investigation Evidence: During the hearing, the parties and their advisors shall have access to the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in the Policy. Such evidence may be utilized in the questioning of witnesses where relevant. Non-testimonial evidence utilized during the hearing shall be marked and referred to in such a manner as to make it clearly identifiable by audio (i.e., such as sequential marking of "exhibits").

Rulings on Evidence: Throughout the hearing, the hearing officer will independently and contemporaneously screen all questions for relevance and resolve any contemporaneous evidentiary objections raised by the parties. If the hearing officer does not exclude a question, it is presumed the hearing officer has deemed the question relevant and admissible. Although formal rules of evidence do not apply, the hearing officer may, in the hearing officer's discretion, utilize evidentiary principles similar to those specified in the Federal Rules of Evidence to the extent such evidentiary principles are not contrary to the Policy.

Timing and Continuances: The hearing officer will have discretion to set the overall length of the hearing and may set time limits for statements of the parties, questioning of parties and witnesses, and closing arguments. A hearing will not exceed seven (7) hours in length absent extraordinary circumstances. Once a hearing is commenced, it will be continued only for good cause as determined by the hearing officer.

Role of Advisors: Advisors to the parties must play a passive role in the hearing with the sole exception that advisors are permitted to question parties and witnesses as specified in the provisions of the Policy related to hearing processes. Advisors are not permitted to speak for their advisee, make objections, present arguments, or engage in any other active role.

Disruptions: All parties, advisors, and other persons present at a hearing are required to act professionally, maintain decorum, and abide by the Policy, these procedures, and any other rules specified by the hearing officer. Any party, advisor, or other person who materially disrupts the proceeding or violates applicable policies, procedures, and rules, may be barred from further participation and/or have their participation limited, as the case may be, by the hearing officer.

Questioning: Wherever these procedures contemplate questioning of a party or witnesses, the hearing officer has discretion to permit more than one round of questioning. In addition to ruling on questions of relevancy, the hearing officer may limit cumulative and redundant questioning.

Discretion in Application: JPCatholic retains discretion to interpret and apply these procedures in a

manner that is not clearly unreasonable, even if JPCatholic's interpretation or application differs from the interpretation of the parties. The hearing officer may consult with appropriate officials with respect to application of these procedures.

Despite JPCatholic's reasonable efforts to anticipate all eventualities in these procedures, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express language of these procedures, in which case JPCatholic retains discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

Possible Student sanctions: Possible sanctions for Students found by a preponderance of the evidence to have violated this Policy include, but are not limited to, the following: verbal warnings, educational assignments, activity or location restrictions, fine, loss of privileges, spiritual direction or counseling, community service, housing probation, temporary or permanent suspension; expulsion; and/or restriction on eligibility to represent the university at any official function, termination from on campus employment; or removal from leadership positions. If a suspension is imposed on a student, it may be for part of a semester, a full semester, or an entire academic year.

Possible Employee sanctions: Possible sanctions for Employees found by a preponderance of the evidence to have violated this Policy include, but are not limited to, the following: verbal warnings, written warning, final written warning, counseling, spiritual direction, educational assignments, termination, reassignment of duties, and suspension with or without pay. An employee may be suspended for any length of time determined appropriate by Human Resources. Following a suspension, the individual will be required to meet with the Dean of Students or other Student Life representative (student) or Human Resources (employee) to discuss re-entry and expectations going forward.

Other Remedial Steps for Students and Employees: Other remedial steps may include counseling, academic, transportation, work, or living accommodations for the complainant or separation of the parties, and training for the respondent and other persons. JPCatholic will consider the concerns and rights of both the complainant and the respondent.

Once the investigation and hearing are completed and a final decision is made, both the complainant and respondent will be informed of the outcome in writing within three (3) business days. The decision is final. It may be appealed using the appeal procedure described below.

Resolution and Timeframe for Resolution: JPCatholic is committed to providing prompt, fair, and impartial investigation and resolution of reports of violations under this policy. JPCatholic will make the investigative reports available to both complainant and respondent prior to their release and finalization of its decision. Both complainant and respondent have equal access to the information used for JPCatholic's final report and will have an opportunity to respond to the report in writing in advance of the live hearing or final decision where there is no live hearing. JPCatholic desires to resolve all reports within a timely manner.

All timeframes expressed in this policy are meant to be guidelines rather than inflexible requirements. Extenuating circumstances may arise that require the extension of timeframes, Extenuating circumstances may include the complexity and scope of the allegations, the number of witnesses involved, the availability of the parties or witnesses, any intervening school break or vacation, or other unforeseen circumstances. JPCatholic intends to complete a typical investigation within sixty (60) days following receipt of the report. Further, both the complainant and respondent will be updated throughout the investigative process, including with timely notice of meetings where either or both the reporting party and the responding party may be present. In the event that the investigation and resolution exceed this time frame, JPCatholic will attempt to notify all parties of the reason(s) for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness.

In all cases of allegations of policy violations, the complainant and respondent will receive simultaneous notification, in writing, of any of the following:

- any result of a disciplinary proceeding;
- procedures for the reporting party and responding party to appeal the result of the disciplinary proceeding;
- any change in the result of a disciplinary proceeding; and
- when the results of any disciplinary proceeding become final.

Appeal of Finding(s): JPCatholic offers the complainant and respondent an appeal from a determination regarding responsibility, and from a school's dismissal of a formal complaint or any allegations therein, on the following bases:

- procedural irregularity that affected the outcome of the matter
- newly discovered evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter
- Title IX Coordinator, investigator or decision maker had a conflict of interest or bias that affected the outcome

Appeals must be filed in writing with the Title IX Coordinator within 10 (10) days of receipt of notification of the outcome of the investigation and must include all of the below-listed information. The appeal will then be evaluated by the Title IX Coordinator. JPCatholic reserves the right, after reviewing the below information submitted by the appealing party, to deny the appeal without further review if it determines that the above grounds do not exist as a basis for the appeal.

An appeal may not be based solely upon the appealing party's disagreement with the University's initial finding. Please include the following in the appeal:

- name of the complainant;



- name of the respondent;
- a detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it; and
- requested action, if any.

JPCatholic's current Appeal Officer is Dr. Derry Connolly, President. The appealing party may request a meeting with the Appeal Officer but the decision to grant a meeting is within the Appeal Officer's discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity. The Appeal Officer will resolve the appeal typically within 10 (10) days of receiving it and may take any and all actions determined to be in the interest of a fair and just decision. The decision of the Appeal Officer is final. The Appeal Officer will issue a statement of the appeal, including any changes made to the previous written determination.

Appeals granted for procedural error or new evidence should be remanded back to the original investigator and/or decision maker (hearing officer) for reconsideration. Appeal officer should provide rationale and specific instructions defining the scope of the issues, and instructions for returning the case to the appeal officer. The appeal officer will then make a final determination. In rare cases where a procedural error cannot be cured (as in cases of bias), the appeal officer may order a new hearing with a new decision-maker. Decisions from the new hearing may be appealed. In cases where an appeal results in reinstatements or resumption of privileges, all reasonable attempts will be made to restore the respondent to prior status.

The written statement of the appeal will be provided to the complainant, respondent, and the Title IX Coordinator.

Documentation: Throughout all stages of the investigation, resolution, and appeal, the investigators, the Title IX Coordinator, the Live Hearing decision maker, and the Appellate Officer, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under this policy, which may include written findings of fact, transcripts, and audio recordings. Sexual Misconduct/Title IX allegations and findings are kept separate from a student's academic record and maintained as part of an employee's records.

Intersection with Other Procedures: These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Title IX Sexual Misconduct policy. To the extent there are any inconsistencies between these complaint resolution procedures and other University complaint, or disciplinary procedures, the procedures provided herein will control Title IX Sexual Misconduct complaints.

Report Confidentially: If one desires that details of the incident be kept confidential, they should speak with on-campus mental health counselors, a priest during confession or off-campus rape crisis resources who can maintain confidentiality. JPCatholic counselors will not report the situation to the university for investigation without consent. However, when the situation involves

a crime, they will notify the appropriate JPCatholic personnel for the sole reason of including the crime in the annual crime statistics disclosure. The victim's name will not be divulged in this situation.

*Non-confidential Reporting Options:* Persons are encouraged to speak to officials of the institution to make formal reports of incidents (directors, deans, vice presidents, or other administrators with supervisory responsibilities, faculty, and human resources). Formal reporting means that only people who need to know will be told and information will be shared only as necessary with investigators, witnesses, and the respondent. The most direct way to officially report is directly to the Title IX Coordinator, Anna Velasco, at [avelasco@jpcatholic.edu](mailto:avelasco@jpcatholic.edu).

Reporting to the Department of Education. Persons may also choose to file a complaint with the U.S. Department of Education's Office for Civil Rights (OCR). If individuals choose to contact the OCR directly about an alleged violation of the Sexual Misconduct Policy, there is an electronic complaint form available at:

<http://www2.ed.gov/about/offices/list/ocr/complaintintro.html> or call at 1-800-421-3481.

## Title IX Exemption

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JPCatholic is a Catholic educational institution that takes seriously anti-discrimination provisions under federal and state law, and is committed to providing a learning and living environment that promotes student safety, personal integrity, civility and mutual respect.

In August of 2015, JPCatholic requested a religious exemption from certain provisions of Title IX, 34 C.F.R. Section 106.12. Federal regulations provide that provisions of Title IX do not apply to a Catholic university when application of Title IX would be inconsistent with Catholic tenets. Catholic universities are allowed to request an exemption from Title IX by identifying the provisions of Title IX that conflict with a specific tenet of the Catholic faith. JPCatholic requested all applicable exemptions.

In January of 2016, John Paul the Great Catholic University was granted an exemption from certain aspects of Title IX. This exemption comes from the U.S. Department of Education, Office for Civil Rights. JPCatholic is now exempt from the provisions of Title IX to the extent that they prohibit discrimination based on gender identity, sexual orientation, marital status, pregnancy and parental status. This exemption applies to students in the areas of admissions, housing, counseling, marital status and employment.

JPCatholic prohibits all forms of sex discrimination and stalking. JPCatholic is required to designate at least one employee who is responsible for coordinating the school's compliance with Title IX—the Title IX Coordinator. This person is: Anna Velasco, Assistant VP of Human Resources, [avelasco@jpcatholic.edu](mailto:avelasco@jpcatholic.edu).

OR

You may contact the U.S. Department of Education Office for Civil Rights directly at: 403 Maryland Ave., SW Washington, D.C. 20202-1100; (202) 245-6800 1-800-421-3481 FAX: (202) 245-6840 TDD: (877) 521-2172 Email: [ocr@ed.gov](mailto:ocr@ed.gov) Web: <http://www.ed.gov/ocr>

## California Equity in Higher Education Act Exemption

As a faith-based campus, JPCatholic is also exempted by the state of California from California Education Code 66270, to the extent the application of California Education Code 66270 is not consistent with Catholic tenets. This exemption may apply to, but is not limited to, requirements as expressed in University policies including admissions, counseling, marital status, student code of conduct, housing policies, mission statement and employment. We retain all rights afforded to us under federal law and the laws of the State of California.

## Student Housing at JPCatholic

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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 23 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 23 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 VP of Student Formation & Campus Life.

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

## Facilities and Equipment

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JPCatholic 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

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**Bradley Bartlett**

Adjunct Professor of Law

**Angie Bitsko**

Adjunct Professor of Acting

**Colin Brady**

Adjunct Professor of Animation

**Marc Burch**

Adjunct Professor of Business and  
Launchpad Mentor

**George Castro**

Adjunct Professor of Animation

**Chris Clark**

Adjunct Professor of Graphic Design

**Abbie Cobb**

Adjunct Professor of Acting

**Derry Connolly**

Professor of Business

**Joe Connolly**

Professor of Business

**Bonnie Curtis**

Adjunct Professor of Theology

**Dale Davidson**

Adjunct Professor of Business

**Thomas Deason**

Adjunct Professor of the Business of Film

**Nick DiNapoli**

Adjunct Professor of Cinematic Visual  
Effects

**Tom Dunn**

Adjunct Professor of Film Production

**Lee Eskey**

Adjunct Professor & Chair of Acting

**Rodney Figueroa**

Adjunct Professor of Game Development

**Shun Lee Fong**

Adjunct Professor of Media Law

**Bob Gaglione**

Adjunct Professor of Humanities

**Robert Giracello**

Adjunct Professor of Music

**Bill Golightly**

Adjunct Professor of Business

**Rebecca Huber**

Adjunct Professor of Acting

**Max Hulburt**

Professor of Animation & Chair of Animation  
and Game Development

**Jerry Jackson**

Professor & Chair of Business

**Sam Keyes**

Professor of Theology

**Elisabeth Kramp**

Adjunct Professor of Writing

**Steve Kramp**

Professor and Chair of Theology &  
Humanities

**Bill Marsilii**

Adjunct Professor of Media

**Vernon Mortensen**

Professor of Film Producing and Distribution

**Jacqueline Nicolini**

Adjunct Professor of Art

**John Polhamus**

Adjunct Professor of Music

**Christopher Riley**

Professor of Film

**Paul Rugg**

Adjunct Professor of Media

**Nate Sartain**

Adjunct Professor of Game Development

**Nathan Scoggins**

Professor of Film

**George Simon**

Professor of Film Production & Chair of  
Communications Media

**Melinda Simon**

Adjunct Professor of Film Production

**Father Ankido Sipo**

Adjunct Professor of Theology

**Nate Sjogren**

Adjunct Professor of Cinematic Visual  
Effects

**Julie Anne Stevens**

Professor of Creative Writing

**Shalina Stilley**

Adjunct Professor of Humanities

**Joe Szalkiewicz**

Adjunct Professor of Business

**Eric vanHamersveld**

Adjunct Professor of 2D Animation

**Father Andrew Younan**

Professor of Philosophy

## University Administration

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### Board of Trustees

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**Derry Connolly; President**

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**Kevin Meziere**

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**Deacon Frank Reilly**

**Don Rez**

**Tom Tomkins**

**Deacon Mark Wieczore**

### Administration

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President & CAO

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Vice President of Administration

**Anna Velasco JD**

Vice President for Human Resources  
& Title IX Coordinator

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Dean of Students

**Martin Harold MBA**

Vice President of Admissions

**Max Hulburt MFA**

Chair, Academic Senate

**Lisa Williams BS**

Director of Financial Aid

**Nicholas Heye BS**

Registrar, Associate Vice President of  
Academic Affairs, ALO