



**JOHN PAUL
THE GREAT**
CATHOLIC UNIVERSITY

University Catalog 2019–2020

John Paul the Great Catholic University
Campus: 155 W. Grand Ave.
Mailing Address: 220 W. Grand Ave.
Administration: 220 W. Grand Ave.
Admissions: 220 W. Grand Ave.
Escondido, CA 92025
858.653.6740
www.JPCatholic.edu

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, 2019 - September 14, 2020. The University reserves the right to make necessary changes in procedures, policies, calendar, curriculum, fees, expenses, and other matters. For more information, write to the above address or phone 858-653-6740.

Revision Date: June 22, 2020

Table of Contents

Changes in Policies	3
University Overview	7
Vision, Mission, and Values	7
Honor Code	8
Core Commitments	9
Commitments to Students, Faculty and Staff	10
Academic Focus and Broad Educational Expectations	10
Unique Aspects of the Faculty and the Method of Instruction	11
Institutional Learning Outcomes	11
Program Learning Outcomes	12
University Core	12
University Core Program Learning Outcomes	12
Required University Core Courses for a Bachelor's Degree	12
Admissions and Enrollment	14
Undergraduate Admission	14
Graduate Admission	17
Tuition and Other Expenses	20
Undergraduate Tuition and Fees	20
Tuition Summary	20
Tuition Disclosures	21
Financial Aid	22
Costs and Financial Aid	22
Student Rights and Responsibilities	23
Federal Student Aid	24
State Aid	27
Undergraduate Institutional Aid	28
Institutional Aid Renewal	30
Private Scholarships	31
Private Loans	31
Student Employment	32
Refund Policy	33
Schools and Degree Programs	36
School of Business	36
Bachelor of Science in Business (BS)	37
School of Communications Media	40
Bachelor of Science in Communications Media (BS)	40
School of Humanities	49
Bachelor of Arts in Humanities (BA)	49
Academic Minors	53
Business Minor	53
Creative Writing Minor	54

Philosophy Minor	54
Theology Minor	54
Academic Policies	55
Bachelor's Degree Requirements	55
Double Major Requirements	55
Double Emphasis Requirements	55
Graduation and Commencement	56
Credit Hour Policy.....	56
Attendance Policy.....	57
Academic Standing.....	58
Progress Toward Degrees	58
Satisfactory Academic Progress for Federal Financial Aid & Cal Grant Aid	58
Probation	60
Dismissal Policy.....	60
Withdrawing from the University.....	61
Leave of Absence Policy.....	61
Readmission to the University	62
Voluntary Medical Leave of Absence Policy	62
Involuntary Leave of Absence Policy	64
Residency Requirements	68
Adding or Dropping a Class	68
Repetition of Courses.....	69
Auditing a Class.....	70
Credit by Examination	70
Final Examinations	71
Independent Study.....	71
Grading Policy.....	72
Grade Points.....	72
Changes in Grades	73
No Report/No Record	73
The In Progress (IP) Grade.....	73
The Incomplete (I) Grade.....	73
Intended Use of the Incomplete.....	74
Extension of Incomplete	75
Submitting Critical Components of a Course to Remedy a Failing Grade.....	75
Student Copy of Final Grades	76
Grade Appeals.....	76
Integrity of Scholarship.....	76
Academic Ethics and Honesty Policy	76
Transcripts	77
Record Retention Policy	78
Use of Student Petition	78
Transfer Credit Guide: Undergraduate and Graduate Programs	79
Course Descriptions.....	85
Arts.....	85
Business	86
Business of Media	94
Communications.....	94
Digital Media.....	94

Entertainment Media.....	98
Humanities.....	112
Math.....	117
Music.....	117
Philosophy.....	118
Science	120
Theology	121
Academic Administration	126
Office of the Registrar	126
Office of the Dean of Students and Department of Student Life.....	126
Information Technology	126
Library.....	127
Career Services.....	128
The Family Educational Rights and Privacy Act (FERPA).....	128
Student Services.....	132
Student Complaints and Concerns	134
Student Grievance Procedures	134
Harassment Definitions and Complaint Procedures	138
Title IX Exemption.....	144
California Equity in Higher Education Act Exemption	145
Policy on Human Sexuality	145
Student Housing at JPCatholic	147
Facilities and Equipment	147
University Faculty	148
University Administration	152

This catalog covers the degree program curriculum that will be offered by John Paul the Great Catholic University (JPCatholic) for the academic year 2018 - 2019.

University Overview

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

Vision, Mission, and Values

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

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

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

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

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

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

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

appreciates diversity among its students with respect to age, intellectual talents, financial resources, creed and ethnic background.

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

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

Honor Code

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

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

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

3. In the wider community, faculty, staff, and students are to seek the grace to serve society at large in order to impact culture for Christ and demonstrate love in action and truth. While encouraging such engagement among students, it is also important that each student be able to balance both their classroom and community commitments with any additional service opportunities; for while essential, these additional opportunities should not lead to academic hardship but contribute to each students' overall development while at JPCatholic.

Core Commitments

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

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

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

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

Commitments to Students, Faculty and Staff

Students can expect

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

Faculty can expect

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

Staff can expect

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

Academic Focus and Broad Educational Expectations

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

- Business
- Communications Media
- 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, theology, and business. Hands-on laboratory instruction is required in the technology and media courses. Tutorials provide the student with out-of-classroom assistance on course materials. The teaching technique involves active participation by the student through course projects that expose the students to real businesses, real products and services, and real markets.

Institutional Learning Outcomes

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

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

Program Learning Outcomes

Each program has Program Learning Outcomes that align with Institutional Learning Outcomes. Undergraduate programs also include University Core Program Learning Outcomes.

University Core

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. 30 Courses/90 units of University Core are required.

Theology (4 Courses)

THE0111 Christian Experience I
 THE0112 Christian Experience II
 THE0113 Christian Experience III
 THE0216 Christian Experience IV

Philosophy (4 Courses)

PHIL101 Logic
 PHIL203 Philosophy of Nature

PHIL204 Philosophy of Man

PHIL408 Philosophy of God

Humanities Required Courses (6 Courses)

HUMA111 Cultural Foundations I

HUMA112 Cultural Foundations II

HUMA113 Cultural Foundations III

HUMA301 Global Cultures: History and Politics

HUMA123 Advanced College Writing II

Complete one of the following courses:

HUMA122 College Writing I

HUMA204 Culture Making and Aesthetics

Math (1 Course)

MATH201 Personal Finance

Science (1 Course)

SCI200 Natural Science

Business (7 Courses)

BUSI106 Entrepreneurial Thinking

BUSI193 Introduction to Marketing

BUSI209 Business Planning

BUSI300 Negotiation Skills

BUSI301 Social Media Marketing

BUSI393 Leadership and Management

COMM200 Business Communications

Writing Proficiency Requirement

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

Admissions and Enrollment

Undergraduate Admission

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

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

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

A complete application includes:

- A completed application form;
- Results of the SAT I or ACT tests. SAT critical reading and math composite score should be at 920 or higher. ACT composite score should be at 19 or higher. The Admissions Committee will also accept the CLT exam with a minimum score of 57. Applicants with lower scores will still be considered for admission, since decisions are made after weighing all admissions factors (GPA, extracurricular activities, phone interview, e.g.). The standardized test requirement may be waived at the discretion of the Admissions Committee. A student must typically have over 25 credits of college or a 3.5 GPA in high school for the requirement to be waived. For non-traditional students with significant life experience, a resume may be presented as an alternative to the SAT requirement.
- All transcripts indicating date of high school graduation and/or obtainment of GED certificate with scores. An applicant who has not yet graduated from high school at the time of application must provide the most recent partial transcript in order to be evaluated for early acceptance. All transcripts from foreign institutions must be officially translated and evaluated. High school GPA should be 2.6 or higher. 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.

- An online essay questionnaire, which allows the student to express their decision to apply to JPCatholic and gives Admissions an example of their writing abilities.
- \$50 Application Fee

A final transcript of high school studies must be submitted as soon as possible after graduation and will complete the application. Applicants who have undertaken college-level studies elsewhere before applying for admission to JPCatholic should submit both previous college and high school transcripts. Applicants who have graduated from institutions located outside of the United States must provide professionally translated official transcripts to JPCatholic.

Campus Tour

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

Orientation of New Students

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

English Proficiency

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

Language Requirements

Non-native English speaking applicants 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

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 the vaccinations from their health care provider or county health department.

Notification of Admission

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. Once the application form is submitted, the applicant will be informed as to whether his or her self-reported scores meets minimum admissions standards. If the applicant meets minimum scores, he or she will be invited to complete the rest of the application requirements by sending their essay, transcripts, and test scores. If the applicant's self-reported scores do not meet minimum standard, the student will be informed of their denial of admissions and invited to appeal by providing a letter of extenuating circumstances or by sending academic, professional, or creative work that validates the student's ability to thrive at JPCatholic.

Offers of admission are provisional until the receipt and verification of test results and official final high school transcript (and college transcript, if applicable). For a student who will be offered admission based on a self-reported academic record, an official document will be used to verify the self-reported academic data submitted. Offers of admission may be rescinded if a) there are discrepancies between official transcripts and self-reported academic records; b) the applicant does not complete the courses listed as "in progress" or "planned"; or c) the applicant does not complete twelfth-grade courses at the same academic level as in previous course work.

The Enrollment Process

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

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

Graduate Admission

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

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

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

A complete application includes:

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

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

Campus Tour

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

Orientation of New Graduate Students

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

English Proficiency

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

Language Requirements

Non-native English speaking applicants 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

Language of Instruction: Instruction is in English.

Notification of Admission

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

The Enrollment Process

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

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

Tuition and Other Expenses

Undergraduate Tuition and Fees

Incoming: July 1, 2019 – June 30, 2020					
Charge	Each Quarter	Academic Year (3 quarters)	Annual (4 quarters)	Total	Refundable
Undergraduate Tuition	\$8,700	\$26,100	\$34,800	\$104,400	Yes
Triple Room	\$2,420	\$7,260	\$9,680	\$29,040	No
Double Room	\$2,570	\$7,710	\$10,280	\$30,840	No
Single Room	\$3,700	\$11,100	\$14,800	\$44,400	No
Resident Parking	\$200	\$600	\$800	\$2,400	No
Commuter Parking	\$35	\$105	\$140	\$420	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	\$100	Non-refundable.
Housing Fee (Resident students)	\$500	Non-refundable. Not applied toward the 1 st quarter of housing costs.
Apartment Fob Deposit (Resident students)	\$50	Refundable upon return.
Garage Opener Deposit (Resident students with car)	\$100	Refundable upon return.
Graduation Fee	\$300	Paid at end of program.

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 2019/2020 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 \$2,100. 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 \$100 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 25 years of age are required to live on campus, unless they live with their parents or in a religious community, within daily commuting distance. Incoming students who are under 18 and do not turn 18 during the academic year will be required to meet with the Student Life Staff and receive approval before being placed in the resident apartments. Single undergraduate students between 25 and 28 years of age may live on or off-campus. Undergraduate

students who are over 28 years of age when entering the program must live off-campus. All married students must live off-campus. JPCatholic does not offer housing to graduate students. Exceptions to the above housing policy are rarely granted, but may be petitioned to the Dean of Students.

10. MBA tuition fees cover 15 GRADUATE level units per quarter.
11. For MBA students taking less or more than 15 GRADUATE level units of credit per quarter, the cost of tuition per 3 units of credit (typically 3 units=1 class) is \$1,720. Tuition includes all costs associated with the course, but excludes textbooks.
12. MBA students taking less or more than 15 units of credit per quarter will receive a pro-rated bill. The pro-rated amount will be based on the original full course load amount. Their originally granted institutional financial aid will also be pro-rated. The student will receive the proportional amount of scholarship per class they received when taking a 'full' (15 unit) class load.

Financial Aid

Costs and Financial Aid

Paying for college can be a daunting task. We are committed to provide assistance to students as they plan how they will cover the cost of their attendance here at JPCatholic; however, 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, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.
13. Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.

Student Rights and Responsibilities

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

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

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

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

Federal Student Aid

JPCatholic's Federal School Code is 041937

JPCatholic is an eligible institution under the Higher Education Act and our eligible undergraduate and graduate 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, 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 5,576 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 \$650 to \$6,195. 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 need¹ 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 need² 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

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

² See footnote 1.

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 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. Exit Counseling is also required and will be completed on studentaid.gov; information will be provided when you leave JPCatholic or cease to attend at least half time.
7. Please refer to 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.

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, 2020 for the 2019-2020 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. 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: Resume, 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 table below.

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 \$1000 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](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

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, State Aid, private scholarship fund, etc.), the student is entitled to a refund of remaining moneys not returned to the respective financial aid programs. Aid will be returned to third parties in the following order:

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

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

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.

Schools and Degree Programs

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

- School of Business
 - Bachelor of Science in Business
 - Emphasis in:
 - Sales and Marketing
 - Leadership & Management
 - Entrepreneurship
- School of Communications Media
 - Bachelor of Science in Communications Media
 - Emphasis in:
 - Acting
 - 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:

- Sales and Marketing
- Leadership & Management
- Entrepreneurship

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

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

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

Program Learning Outcomes

Spiritual and Ethical Development

- Students 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 (6 courses/18 units)

Required Major Core Courses (14 Courses)

BUSI100 Introduction to Products and Markets

BUSI104 Accounting I

BUSI105 Statistics

BUSI203 Finance I

BUSI230 Public and Media Relations

BUSI219 Macroeconomics

BUSI218 Microeconomics

BUSI418 Business Career Strategies

BUSI323 Human-Centered Design

BUSI420 Business Law

BUSI398 Launchpad I

BUSI431 Global Markets

BUSI444 Strategic Marketing

BUSI493 Overview of Deal Making

Emphasis in Sales and Marketing (3 Courses)

BUSI220 Business Development

BUSI315 Sales Strategy

BUSI329 Applied Market Research

Emphasis in Leadership & Management (3 Courses)

BUSI423 Organizational Design

BUSI321 Competitive Strategies

BUSI415 Strategic Management

Emphasis in Entrepreneurship (8 Courses)

BUSI220 Business Development

BUSI315 Sales Strategy

BUSI329 Applied Market Research

BUSI423 Organizational Design

BUSI321 Competitive Strategies

BUSI415 Strategic Management

BUSI400 Launchpad II

BUSI401 Launchpad III

School of Communications Media

Bachelor of Science in Communications Media (BS)

Emphasis in:

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

Mission and Purpose

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

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

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

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

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

Program Learning Outcomes

Ethical and spiritual development

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

Media knowledge and understanding

- Students apply the concepts of storytelling, as practiced by the commercial entertainment industry, to create forward-thinking projects that communicate meaning and benefit their audience.
- Students demonstrate knowledge of specific aspects of media production that are 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
 ENTM102 Media Survey
 ENTM207 Film Criticism and the Art of Visual Storytelling
 ENTM410 Media Law and Ethics
 ENTM337 Business of Acting
 ENTM480 Acting Practicum I

Emphasis in Acting (14 Courses)

ENTM132 Acting I: Foundations
 ENTM230 Acting II: Acting and Text
 ENTM130 Introduction to Acting
 ENTM131 Introduction to Performing Techniques
 ENTM330 Acting III: Character Building and Development
 ENTM231 Voice and Speech
 ENTM233 Scene Study
 ENTM335 Movement for the Actor
 ENTM234 Screen Acting
 ENTM433 Playing Shakespeare I
 ENTM434 Cold Reading
 ENTM435 Playing Shakespeare II
 ENTM485 Acting Practicum II
Complete 2 quarters of an acting production:
 ENTM339 Acting 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 and worlds, and populating them with memorable characters and creative environments to visually communicating those ideas through lifelike and stylized character performance, stunning locations, and visual effects, students will have numerous opportunities to gain theoretical knowledge and practical skills within their individual area of interest.

Required Major Core Courses (6 Courses)

ENTM101 Story, Genre and Structure
 ENTM102 Media Survey
 ENTM207 Film Criticism and the Art of Visual Storytelling
 ENTM410 Media Law and Ethics
 ENTM421 Media Career Strategies
 DIGM490 Production Studio I

Emphasis in Animation (14 Courses)Required:

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

Electives:

Complete at least 8 of the following courses:

ARTS122 Observational Drawing
 ARTS221 Life Drawing I
 ARTS222 Life Drawing II
 ARTS321 Drawing on Location
 DIGM202 Storyboarding
 DIGM211 2D Animation I
 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 [Make 400 level]
 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 (15 Courses)Required:

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

Electives:

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
 ENTM102 Media Survey
 ENTM207 Film Criticism and the Art of Visual Storytelling
 ENTM410 Media Law and Ethics
 ENTM421 Media Career Strategies
 Choose one of the following:
 ENTM490 Senior Project: Pre-Production
 ENTM491 Senior Project: Production
 ENTM492 Senior Project: Post-Production
 ENTM493 Senior Project: Independent Project

Emphasis in Graphic Design (7 Courses)

Complete at least 7 of the following courses:

ARTS101 Fundamentals of Art & Design
 ARTS121 Drawing in Perspective
 ARTS122 Observational Drawing
 ARTS201 Color Theory
 BUSM321 Branding
 DIGM202 Storyboarding
 DIGM215 Photoshop & Illustrator
 ENTM151 History of Graphic Design
 ENTM251 Typography
 ENTM451 The Design Process
 ENTM400 Design for the Screen

Emphasis in Producing

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

Required Major Core Courses (6 Courses)

ENTM101 Story, Genre and Structure

ENTM102 Media Survey

ENTM207 Film Criticism and the Art of Visual Storytelling

ENTM410 Media Law and Ethics

ENTM421 Media Career Strategies

Choose one of the following:

ENTM490 Senior Project: Pre-Production

ENTM491 Senior Project: Production

ENTM492 Senior Project: Post-Production

ENTM493 Senior Project: Independent Project

Emphasis in Producing (7 Courses)

Complete at least 7 of the following courses:

ENTM104 Fundamentals of Production

ENTM105 Writing and Pitching a Script

ENTM200 Fundamentals of Story Development

ENTM203 The Producer

ENTM206 Production Execution

ENTM208 Writing Short Form Cinema

ENTM211 Directing I

ENTM303 Directing II

ENTM305 Film Finance

ENTM311 Adaptation

ENTM315 Advanced Producing

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

ENTM102 Media Survey

ENTM207 Film Criticism and the Art of Visual Storytelling

ENTM410 Media Law and Ethics

ENTM421 Media Career Strategies

Choose one of the following:

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

ENTM104 Fundamentals of Production

ENTM206 Production Execution

ENTM211 Directing I

ENTM303 Directing II

ENTM306 Sound in Film: Production

ENTM307 Documentaries

ENTM309 Cinematography

ENTM318 Lighting

ENTM400 Design for the Screen: Adobe After Effects

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
ENTM102 Media Survey
ENTM207 Film Criticism and the Art of Visual Storytelling
ENTM410 Media Law and Ethics
ENTM421 Media Career Strategies
Choose one of the following:
ENTM490 Senior Project: Pre-Production
ENTM491 Senior Project: Production
ENTM492 Senior Project: Post-Production
ENTM493 Senior Project: Independent Project

Emphasis in Post-Production (7 Courses)

Complete at least 7 of the following courses:

ENTM103 Fundamentals of Post-Production
ENTM104 Fundamentals of Production
ENTM206 Production Execution
ENTM211 Directing I
ENTM303 Directing II
ENTM304 Commercials and Persuasive Programming
ENTM307 Documentaries
ENTM308 Sound in Film: Post-Production
ENTM310 Advanced Editing
ENTM400 Design for the Screen: Adobe After Effects

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 Major Core Courses (6 Courses)

ENTM101 Story, Genre and Structure
ENTM102 Media Survey
ENTM207 Film Criticism and the Art of Visual Storytelling
ENTM410 Media Law and Ethics
ENTM421 Media Career Strategies
Choose one of the following:
ENTM490 Senior Project: Pre-Production
ENTM491 Senior Project: Production
ENTM492 Senior Project: Post-Production
ENTM493 Senior Project: Independent Project

Emphasis in Screenwriting (7 Courses)

Complete at least 7 of the following courses:

ENTM104 Fundamentals of Production
 ENTM105 Writing and Pitching a Script
 ENTM200 Fundamentals of Story Development
 ENTM201 Writing for the Screen I
 ENTM202 Writing for the Screen II
 ENTM208 Writing Short Form Cinema
 ENTM206 Production Execution
 ENTM211 Directing I
 ENTM311 Adaptation
 ENTM312 Advanced Writing Seminar I
 ENTM317 Writing in the Writers' Room
 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. Second, 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/37 units)
- Humanities Core Courses (7 courses/27 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 Major Core Courses (7 Courses)

ARTS102 Art History

HUMA132 Ancient Greek Drama

or HUMA133 The Epic

HUMA233 Studies in Fiction

HUMA234 Studies in Poetry

HUMA303 Shakespeare

HUMA432 Cultural Foundations IV: The 20th Century

MUSC101 Music Appreciation

Emphasis in Creative Writing & Screenwriting (6 Courses)

ENTM101 Story, Genre and Structure
 ENTM200 Fundamentals of Story Development
 HUMA220 Creative Writing I
 HUMA320 Creative Writing II
 HUMA322 Imaginative and Nonfiction Creative Writing
 HUMA420 Nonfiction Writing: Travel, Nature, and Identity

Emphasis in Illustration (7 Courses)

Complete at least 7 of the following courses:

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

Emphasis in Musical Theatre (23 Courses)

Complete the following 9 courses:

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

Complete 2 quarters of a musical production:

ENTM437 Musical Production

Complete the following 12 courses:

ENTM141A Dance Techniques I
 ENTM141B Vocal Techniques I
 ENTM142A Dance Techniques II
 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 Studies in John Paul II
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
 THEO310 New Evangelization
 THEO321 Studies in John Paul II
 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
 BUSI193 Introduction to Marketing
 BUSI209 Business Planning
 BUSI300 Negotiation Skills
 BUSI301 Social Media Marketing
 BUSI393 Leadership and Management
 COMM200 Business Communications

Choose two of the following courses:

BUSI104 Accounting I

BUSI203 Finance I

BUSI305 Accounting II

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

ENTM200 Fundamentals of Story Development

HUMA204 Culture Making and Aesthetics OR HUMA122 College Writing I

HUMA220 Creative Writing I

HUMA320 Creative Writing II

HUMA322 Imaginative and Nonfiction Creative Writing

Choose three additional creative writing courses

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

PHIL203 Philosophy of Nature

PHIL204 Philosophy of Man

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

THEO112 Christian Experience II

THEO113 Christian Experience III

THEO216 Christian Experience IV

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

Academic Policies

Bachelor's Degree Requirements

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

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

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

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

Credit Hour Policy

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

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

Standard Undergraduate Courses

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

Standard Graduate Courses

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

Other Academic Activities

Alternately, if the time is wholly occupied with either a seminar, studio, field, online or internships, a minimum of 30 hours of student work is expected for each unit of credit. It is conceivable that there may be other modes of instruction, which can satisfy 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: Scripture 1, a 3-unit course). So if the student spends 2 hours viewing the video material, they would have to spend 7 hours work during the week in online or phone discussion, reading and assignments.

Attendance Policy

Attendance is mandatory for undergraduate and graduate 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 or a graduate student with a cumulative GPA that meets their program specifications (see Progress Toward Degrees) or above is considered to be in good academic standing and may re-enroll and register for classes.

Progress Toward Degrees

Undergraduate Students

In order to apply the credit units of a course toward the unit requirements for a degree, a student must receive an A, B, C, D, or P grade in the course. (Plus or minus suffixes (+/-) may be affixed to A, B, C, and D.) Further, a student must have a cumulative 2.4 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

John Paul the Great Catholic University (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 Satisfactory Academic Progress 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 Dean of Students. 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 Department of Student Life (if applicable). A leave of absence is defined as being absent from the university between one and three quarters. Students who are absent for more than three quarters are considered to be withdrawn. Voluntary Medical Leave of Absence and Involuntary Leave of Absence situations are governed by separate policies. See the appropriate sections below. Students may take up to two leaves of absence while remaining enrolled at the university. 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 the online application, essay, and pay the \$50 application fee. Other materials submitted with the students' prior application do not need to be resubmitted as part of the readmission application.

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

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

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

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

Voluntary Medical Leave of Absence Policy

Introduction

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

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

Obtaining a Medical Leave of Absence

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

- Present a notice to the DOS from a medical professional, based on a current assessment of the student (within the last 60 days); the note should indicate the condition(s) requiring a MLOA and recommend that a MLOA be granted;
- Complete the LOA Request Form, including obtaining the signature of the Registrar; and,
- Schedule an appointment with the DOS or DOS's designee to discuss and review the MLOA request.

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

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

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

Returning to JPCatholic after a Medical Leave of Absence

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

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

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

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

Effect on Academic Status

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

Effect on Housing Status

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

Appeal

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

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

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

Involuntary Leave of Absence Policy

Introduction

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

Definition

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

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

Procedures

Involuntary Temporary Leave or Other Restrictions: Interim Determination

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

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

If the interim determination is that the student engaged in disruptive and/or dangerous behavior, and there is concern for the safety of the student or the University community, the DOS or the DOS's designee may place the student on a temporary involuntary leave and

restrict the student's access to the University campus, University housing, services, classes, activities and facilities until a final determination of the matter is reached. In the alternative, depending on the circumstances, the DOS or DOS's designee may restrict in part the student's access to certain University facilities or services.

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

Involuntary Leave or Other Restrictions: Final Determination

The final determination will be made by the BAT, or members thereof³. 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

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

- 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 GPA. A student who wishes to drop all courses will be required to file the appropriate form with the Registrar's Office (see Withdrawing from the University). Students considering withdrawing from a course will be urged to consult with their academic advisor.

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

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

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

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

Repetition of Courses

Repetition of courses for credit has the following limitations:

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

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

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

Repetition of a course for which a student's transcript bears two or more entries with grades of D or F will require approval of the 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. Currently enrolled undergraduate students who are taking a full-time course load may audit a course at no additional charge.

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 of D, F, or W. Furthermore, it cannot be used to repeat a C grade at the graduate level.

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

An Independent Study Course:

- Is available to juniors, seniors, and graduate students who have at least a 3.5 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, or 60 to 90 additional out-of-class hours per 10-week quarter (6 to 9 hours per week) preparing for class, studying, doing homework or research for graduate students.
- Occurs under the direction of an Independent Study Supervising Instructor (full-time or adjunct faculty member). A student wishing to complete an Independent Study Course must approach the faculty member directly.
- Requires students to:
 - Complete an Independent Study Proposal
 - Create a workload to be commensurate with other courses at the same level.

- Seek consultation with the Independent Study Supervising Instructor who approves the requirements to be completed including, but not limited to textbooks, tests, term papers.
- Obtain faculty approval and required signatures by the 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)

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

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

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

Grade Points

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

JPCatholic uses the following grading system:

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

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

Changes in Grades

All grades except IP and I are final when filed by instructors on end-of-term grade reports. However, a final grade may be corrected when a clerical or procedural error is discovered. No change of a final grade may be made on the basis of revision or augmentation of a student's work in the course. No term grade except Incomplete may be revised by further examination. No grade may be changed after one calendar year from the time it was recorded. Petitions for exceptions are referred to the 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 "I grade" the last quarter before graduation may have their graduation date delayed.

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

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

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

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

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

Intended Use of the Incomplete

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

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

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

Extension of Incomplete

For justifiable reasons, such as illness, students can petition the 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 ‘I’ is to be completed. These petitions must be filed before the ‘Incomplete’ grade lapses to an F grade. The extension cannot be made retroactively.

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

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)
- If a graduate student, be enrolled in the MBA Film Producing program

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.

Student Copy of Final Grades

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

Grade Appeals

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

Integrity of Scholarship

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

Academic Ethics and Honesty Policy

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

It is evident that tests are meant to measure an individual's grasp of class material. Unless otherwise specified by the instructor, the use of books, notes, other student's work, or anything other than the student's own mind is expressly prohibited in test taking and the violation of this policy can result in academic dismissal.

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

Consequences and Procedures for Resolution

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

If the faculty member elects to speak directly with the student, at the conference the faculty member will inform the student of his or her concerns, and the student will be given the opportunity to present his or her version of the facts. No counsel (e.g., parents/guardians, lawyers) will be present at this conference. Once an allegation of suspected academic dishonesty has been communicated to the student, the student may not withdraw from the course or academic project in question. If the faculty member decides that an act of academic dishonesty has taken place, or the student admits to academic dishonesty, the faculty member imposes a sanction, makes a written record of the disposition of the matter, including the facts on which he or she relied, and submits an “academic honesty incident report” to the Dean of Students. 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 Dean of Students may also refer the case to the disciplinary board process if they do not agree with the resolution put forth by the faculty member.

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

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

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

Transcripts

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

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

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

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

Record Retention Policy

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

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

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

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

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

Disciplinary records are stored for 5 years.

Use of Student Petition

For exceptional circumstances, students may request approval for variances to regulations and policies as stated in this catalog. This should be done by filling out a Student Petition

(available in the Registrar's Office), securing the necessary approvals, and filing the petition with the appropriate department or the Registrar's Office.

Transfer Credit Guide: Undergraduate and Graduate Programs

Credit is given for equivalent college courses successfully completed with a grade of A or B. A grade of C may be reviewed and approved for transfer credit for 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 Transfer Office determines course equivalency, in consultation with the appropriate JPCatholic program faculty.

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

Sources of transfer credit may include:

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

College Level Examination Program (CLEP) Exams Accepted for Credit

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

CLEP Examination	JPCatholic Equivalent	Minimum Score	Credit Earned
College Composition	HUMA122 College Writing I ⁴	50	3
Biology Chemistry Natural Sciences	SCI200 Natural Science	50	3
Precalculus	MATH201 Personal Finance	50	3

Advanced Placement (AP) Exams Accepted for Credit

⁴ All students are required to take JPCatholic's writing proficiency exam. If a student has possible transfer credit for HUMA122 College Writing I, the student must pass the writing exam before such credit can apply. The exam must be taken at the start of a student's first quarter and may affect the student's overall transfer credit award and course schedule.

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

AP Examination	JPCatholic Equivalent	Minimum Score	Credit Earned
English Literature and Composition	HUMA122 College Writing I ⁵	3	3
Biology Chemistry Physics	SCI200 Natural Science	3	3
Statistics	MATH201 Personal Finance	3	3

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

Sources of transfer credit that do not apply to undergraduate or graduate 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 Transfer 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

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

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

General Information

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

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

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

Step 1 Initiation of Transfer Credit Evaluation Process

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

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

Step 2 Submission of Requested Information

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

Additional information may include:

- A list of applicant's current or most recent courses
- Course descriptions and/or syllabi

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

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

Step 3 Review of Transfer Credit

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

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

Step 4 Notification of Transfer Credit Award

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

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

Step 5 Submission of Official Transcripts with Final Grades

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 Transfer Office.

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

Residency Requirement Undergraduate Programs

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

Residency Requirement Graduate Programs

Students may be able to transfer units taken at another college or university. Credit is given for equivalent college courses successfully completed with a grade of A or B. A grade of C may be reviewed and approved for transfer credit for graduate courses, and no more than 25% of a student's total transfer credits in a program shall consist of C grades. At least 70% of the graduate program coursework must be taken in residency at JPCatholic. In total, transfer credits may not exceed 30% of the program's curriculum. Undergraduate level courses cannot be substituted for graduate level courses.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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

Articulation or Transfer Agreement

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

Course Descriptions

Arts

ARTS101 Fundamentals of Art & Design

Introduction to the elements and principles of design, composition design, color theory, color psychology, and basic typography. Practical guidance in color mixing and the visual impact of specific color combinations to support traditional and digital design work.

ARTS102 Art History

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

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

This class is designed to help students develop drawing skills by translating what students observe about three-dimensional objects into lines and shapes on a two dimensional medium, while incorporating surface textures and varying line qualities into object and environment design concepts.

Prerequisite: ARTS121

ARTS201 Color Theory

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

This class will help students to develop basic figure drawing skills. Students will study drawing a human body in various shapes and poses in order to create designs for animated characters.

Prerequisite: ARTS121, ARTS122

ARTS222 Life Drawing II

This class will help students develop advanced figure-drawing skills through various exercises drawing the human body in various shapes and positions. This class is an art study into major anatomical structures of human body.

Prerequisite: ARTS221

ARTS223 Materials and Techniques

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

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

This class is designed to provide students with the opportunity to further their drawing skills. Students will draw architectural structures,

landscape and people on location from direct observation.

Prerequisite: ARTS121, ARTS122

ARTS322 Costume and Fashion Design

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.

Prerequisite: ARTS222

ARTS323 Illustrative Storytelling

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

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 Decisions Based on Data I: Business

The intent of this course is to give the student an introduction to working with spreadsheets, and provide hands-on experience building effective and accurate spreadsheet models. The course reviews and strengthens the student's understanding of applied mathematical concepts relevant to solving

problems in accounting and finance. The course uses a traditional hands-on approach of teaching spreadsheet techniques. Basic mathematical operations and functions will be introduced throughout the entire duration of the course. The student will reinforce his/her knowledge of arithmetic order of operations (priority rules), and learn to build accurate nested spreadsheet formulae. Students will also learn how to run ratios and percentages using diverse data sets.

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.

BUSI105 Statistics

This course is designed to give students an introductory level understanding of statistics and introduce them to the fundamental principles of statistics as they are applied in the real world. The teaching materials will incorporate the use of statistics in business settings to provide students with relevant applications. Students will also be exposed to statistical computations using Microsoft Excel and will be required to demonstrate a working knowledge of Excel-based statistical computation and analysis. After concluding the course, students should have a solid understanding of the fundamental concepts, theories and principles of statistics. Specifically, students should come away from the course with a solid understanding of how to incorporate the use of statistics in day-to-day settings to help make informed decisions.

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.

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.

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.

BUSI202 Decisions Based on Data II

Decision Based on Data II continues to build on the knowledge of data manipulation and analysis students acquired in BUSI102. Utilizing Microsoft Access, this course introduces the basics of relational database principles, guiding

the student through tables, queries, forms and reports. This course will also teach various data manipulation techniques using custom queries, as well as explain the difference between Microsoft Excel and Microsoft Access database capabilities. Finally, the student will be able to build a sample database which could be utilized in their future small business.

Prerequisite: BUSI102

BUSI203 Finance I

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

BUSI205 Storytelling for Business

This course examines the powerful role story can play in the business environment, providing students with a strong theoretical understanding of how stories work, and extensive practical experience creating, telling, and listening to stories in a variety of business-specific contexts and modalities.

BUSI260 Leadership Honors Program

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 2-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.

BUSI207 Risk Management

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

BUSI209 Business Planning

In this class students get a “big picture” look at the ingredients of a start-up firm and the process of creating one. The class details those ingredients, discusses the stories (good & bad) of people who have done it, and learn the process by going through it with a self-select team. Students learn: the business planning process, which maps how to move from an idea to an actual enterprise offering an actual product/service/apostolate; How to craft a compelling and clear business story that captures the true essence of your business; and finally acquire inquisitiveness as to how the world of business really works. The class deliverable is a complete Business Plan created by student teams along with a presentation of the plan.

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. Prerequisite: BUSI104

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

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

BUSI220 Business Development

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

BUSI222 Project Execution I

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

BUSI223 Consumer Behavior

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

BUSI230 Public and Media Relations

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

ethical aspects of creating and maintaining a compelling, authentic public image.

BUSI231 Intro to Advertising

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

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

BUSI301 Social Media Marketing

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.

BUSI302 Tools for Social Media Marketing

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.

Prerequisite: BUSI301

BUSI303 Finance II

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

Prerequisite: BUSI203

BUSI305 Accounting II

This course expands upon the 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.

Prerequisite: BUSI104

BUSI314 Blue Ocean Strategies

Students will take an in-depth look at the theory of Blue Ocean Strategy through reading and application of techniques. They will apply these techniques in real world applications to create opportunities for new and established companies.

Prerequisite: BUSI209

BUSI315 Sales Strategy

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

BUSI321 Competitive Strategies

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

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.

BUSI328 Copywriting for Advertising and Public Relations

Students learn to create advertising and public relations campaigns from concept to finished copy. Legacy and new media channels are

explored with a solid understanding of brand development and audience composition emphasized. Writing technique is practiced through multiple individual projects, critiqued and developed into a unique style suitable for various media. The role of the copywriter as a team leader in concept development is explored. Client presentations are created and rehearsed in class exercises. The newest trends in writing for the web and social media are studied with customized brand-centric approaches executed and presented in small group settings.

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.

Prerequisite: BUSI193

BUSI330 Ethics in Accounting and Business

Ethics in Accounting and Business will focus on the foundations of ethics, ethical behavior and responding to ethical dilemmas. Topical content will include relevant professional, ethical standards and regulations, as well as research and practice concerning challenging ethical situations. Case studies and required reading will include informative real-life scenarios.

Prerequisite: BUSI104

BUSI341 Special Topics in Business

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

BUSI350 Creative Entrepreneurship Seminar (1 credit)

This is a weekly 1-hour lecture series targeted at all business students and other students interested in case studies in entrepreneurship. It will feature a mix of invited guest lectures

from entrepreneurs and case studies on entrepreneurs presented by faculty. The seminar is one lecture every week of each of the 4 quarters with the intent of having students exposed to a constant stream of entrepreneurial ideas and thought from many diverse fields of business. This course may be repeated for credit.

BUSI393 Leadership and Management – An Overview

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

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

In this class, students will reflect on their future career goals. Specifically, they will: determine their ideal career goal and put a concrete career plan in place NOW to accomplish it; learn to network in the professional community that you want to join; create a professional resume and an equivalent LinkedIn profile, where the student will connect with 100 professionals in

their immediate field of interest; form a team of 4-6 students to arrange group meetings with professionals in a field relevant to the student group; get an internship that could transition into a part-time job prior to graduation and into a full-time job after graduation; reflect on their personal strengths and weaknesses; create a personal Plan for Success; and create a 30-sec Elevator Pitch.

BUSI420 Business Law

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

BUSI422 Project Execution II

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

Prerequisite: BUSI222

BUSI423 Organizational Design

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.

BUSI431 Global Markets

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

BUSI432 Executing Advertising Campaigns

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, cumulating 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

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

This course provides students with solid experience in creating market-driven and market-driving strategies for the future success of a business. Course objectives are designed to help students in discovering and developing a set of unique competencies for a firm that, through strategic differentiation, will lead to sustainable competitive advantage in the marketplace. Students are provided with the opportunity to develop and practice creative problem-solving and decision-making skills to simulate the requirements of today's complex market environment. Industry analyses will be performed that include the following: internal/external analysis, customer analysis, competitor analysis, market/submarket analysis, and comparative strategy assessment.

Prerequisite: BUSI193

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.

BUSI488 Internship II

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

BUSI489 Internship III

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

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.

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.

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

This course is an advanced course for business students. Its intent is to give an in-depth understanding of the combined roles of leadership and negotiating in the big-business world of media. The course uses many of the basic concepts covered in two earlier courses: the course “Negotiating Skills”, and the course “Leadership and Management”. In presenting the course, ten famous movie directors are investigated, using case studies involving deal making from eighteen of their movies. In each case, numerous possible negotiating outcomes are discussed in class, and the actual outcome is assessed by the instructor and students as to its effectiveness and success. In analyzing effectiveness, the actual scenes are reviewed in class.

Prerequisite: BUSI300

BUSI495 Independent Study: Business I

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

BUSI496 Independent Study: Business II

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

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**

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.

BUSM303 Independent Family Film Development

This course will break down the process of creating a feature film, from concept to distribution, for family audiences focusing on animation and the Christian market, to discover why franchises like Veggie Tales and Superbook have outperformed their secular counterparts in popularity and financial success.

BUSM321 Branding

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

Communications**COMM200 Business Communications**

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

Digital Media**DIGM108 3D Fundamentals**

Comprehensive introduction to the various components of 3D animation technology

including modeling, animating, rendering, and lighting.

DIGM106 Fundamentals of Game Design

Comprehensive introduction to basic tools and principles of Game Design including game systems, their components and interaction. Exploration into game analysis and game definitions. Opportunities to conceive an original idea and create a pitch to sell a game concept.

DIGM122 Writing and Pitching a Script: Animation

This course will provide students with the basic understanding of character and story design for Animation. Students will be exposed to the principles of good story and character design, the elements that make for both interesting and commercially successful animated films, as well as practice brainstorming animation ideas. Students will conceive an original idea for an animated short film and create a pitch to sell the concept.

Prerequisite: ENTM101

DIGM130 Introduction to Programming

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

DIGM131 Game Scripting I

Building on programming fundamentals learned in DIGM330, 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.

Prerequisite: DIGM130

DIGM202 Storyboarding

This class focuses on applying industry-standard storyboarding and scripting techniques to Animation/Film production. Topics to be covered include the various purposes and formats of storyboards, the basic terminology and concepts used in

storyboarding, and the application of storyboarding techniques to the creation of storyboards with or without a written script. Using Scripts, Sound Tracks, and Character Designs provided by the teacher, students create several Storyboards and presentation Animatics (movies of the Storyboard Panels that are timed to the Sound Tracks).
Prerequisites: DIGM122 or ENTM105

DIGM203 Game Design I

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.

DIGM211 2D Animation I

Using the simplicity of basic 2D animation, students will become familiar with some of the basic "Disney: 12 Principles of Animation." Through lectures and projects, students will create several short animation projects that include: Key Pose Animation; Squash and Stretch; Anticipation; Staging; Arcs; and Action Timing. Whether 2D, CG, or stop motion animation, these principles are the backbone for all character animation projects.

Prerequisite: ARTS121

DIGM212 Texturing and Lighting I

This class revolves around creation and application of realistic and stylized textures and light schemes to produce depth and meaning in 3D computer generated scenes. Students will explore into various texturing techniques, while generating diffuse, specular, bump, and normal maps.

Prerequisite: DIGM108

DIGM213 Introduction to Texturing and UV

This class will introduce students to preparing both hard surface and organic models for texturing using various methods of UV unwrapping. Students will create texture maps from scratch using cameras and Photoshop.

Students will also be exposed to texture painting techniques in Mudbox.

Prerequisites: DIGM108

DIGM215 Photoshop & Illustrator

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.

DIGM225 Narrative Design for Games

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

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.

Prerequisite: DIGM131

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

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.

DIGM313 Hard Surface Modeling I

This class is designed to help students develop 3D modeling skills to produce low and high-poly hard surface models for animation and games. Students will learn to model using proper topology and be introduced to methods of speeding up workflow while creating props, buildings, and other hard surface objects.

Prerequisite: DIGM108

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

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.

Prerequisite: DIGM108, DIGM313 or DIGM212, DIGM313

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.

Prerequisite: DIGM320

DIGM322 3D Animation I

This class is designed to provide students with the opportunity to study principles of traditional animation, and incorporate those principles into computer animation. Students will produce

several cyclical and performance based animations.

Prerequisites: DIGM108

Recommended Prerequisite: ENTM130

DIGM332 Game Design II

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

Prerequisite: DIGM203

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

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

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

DIGM414 3D Animation II

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

Prerequisite: DIGM322

DIGM418 2D Motion Graphics

This course is an introduction to the motion graphics industry. Students will learn a range of animation techniques in Adobe After Effects, from the basics to advanced levels. Projects will guide the students through typical industry scenarios from animating typography, Illustrator logo files, and Photoshop storyboards to animating with music. In addition to the creative, students will learn technical skills for production and delivering animation files to potential clients.

Prerequisite: DIGM215

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.

Prerequisite: DIGM212

DIGM442 Texturing and Lighting II: GAME

Students will continue developing realistic and stylized texture and light schemes to produce depth and meaning in interactive 3D scenes. Students will explore into various advanced PBR texturing and lighting techniques, while generating texture assets for interactive objects and environments.

Prerequisite: DIGM212

DIGM452 Game Jam

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.

Prerequisite: DIGM106

DIGM490 Production Studio I

This creative studio course is designed to help students produce their master-game prototype. At the end of this course, students are expected

to complete the majority of their game production and to deliver Alpha version of their game.

DIGM491 Production Studio II

This final creative studio course is designed to help students finish their master-game prototype, test it and get it ready for publishing to the intended game platform.

Prerequisites: DIGM490

DIGM492 Portfolio Review

This comprehensive studio class will allow students to produce and polish their portfolio content. Several in-class progress milestones, qualitative portfolio reviews by the industry professional guest speakers, and peer critiques will enhance students' experience, and provide maximum guidance to improving the overall quality of students' artwork.

Prerequisites: DIGM491

Entertainment Media

ENTM101 Story, Genre and Structure

A theoretical and practical introduction to the human phenomenon of storytelling, what stories are, their central role in culture from ancient times to the present day, and how storytellers seek and communicate meaning. Particular attention will be paid to the significance of story in the Judeo-Christian tradition and story's role within the Christian faith. Students will generate numerous story ideas, and with the help of their classmates and the instructor will evaluate those ideas in terms of audience appeal, theme and meaning.

ENTM102 Media Survey

This course introduces students to the diverse world of radio, television, news, cinema, internet, print and advertising. Students will learn how to critically experience such media and analyze its desired results. Students will also explore how media has developed and evolved through history and examine the current influences of media on society from a cultural, artistic and economic perspective. In

addition, we will explore what the role of Christians in this new media environment can and should be, and how we can best utilize the opportunities available to us to become who we want to be.

ENTM103 Fundamentals of Post-Production

This class will focus on the basic fundamentals of post-production, which includes picture and sound editing, media management, media capture and the various editing techniques available to editors to communicate ideas. The class will cover the history of cinematic editing and the impact it has had on visual storytelling, as well as the various styles of editing that make up the language of cinema. Students will learn and use editing software to edit various projects and assignments.

ENTM104 Fundamentals of Production

This course introduces students to the fundamentals of pre-production and production, and the roles and responsibilities of all personnel and positions that are essential to its success. Students will become familiarized with the detailed preparation required for the shoot and the interdependence of the script, budget, schedule, and breakdown. Students will also learn how a digital video camera works, the characteristics of lenses, how to record clean sound, and how to use lighting to illuminate and shape an image.

Prerequisite: ENTM103

ENTM105 Writing and Pitching a Script

This course builds on the storytelling fundamentals learned in Story, Genre and Structure, with specific application to writing for the screen. The student will learn the basics of scriptwriting and will combine this with previously acquired writing and storytelling skills to write a spec script for an existing half-hour or hour-long television series. Students will hone their presentation skills to pitch their television story. Class time will be dedicated to covering beginning and intermediate topics including breaking stories, scene writing,

dialogue, subtext, direction, giving and receiving notes in a writers' group, and script format. Students will critique one another's work in small groups, with instructor guidance. Considerable time will be required for students to write outside of class. Students will read and respond to the required texts as well as assigned episodic television scripts.
Prerequisite: ENTM101

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.
Prerequisite: 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.
Prerequisite: ENTM130

ENTM230 Acting II: Acting and Text

In this course text and dialogue are considered from the actor's perspective. Scene work is explored and students are instructed in text analysis (the study of the language within the script) and scene study (the study of the structure of the script) for performance.
Prerequisite: ENTM107
Corequisite: ENTM233

ENTM110 Media History and Economics

With a special emphasis on the history of motion pictures, this course is designed to introduce the student to seminal productions spanning the silent era to the present where content, style, faith, technology, art and commerce intersect in the development of the

most influential medium of the past hundred years. Students will learn about the symbiotic relationship that exists between the creative and business interests of motion pictures via production, distribution and exhibition.

ENTM130 Introduction to Acting

The course introduces students to relaxation work, ensemble exercises and beginning scene work. Open to students within and without the Acting Emphasis program.

ENTM131 Introduction to Performing Techniques

This course is a study of the fundamentals of stage movement and vocal production. Course work includes ensemble building, Linklater exercises, relaxation exercises, and the creation of physical and vocal warm-ups.

ENTM141A Dance Techniques I

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: ENTM141

ENTM141B Vocal Techniques I

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 is 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: ENTM142

ENTM142A Dance Techniques II

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

Prerequisite: ENTM141, ENTM142

Corequisite: ENTM143

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 sight-singing techniques, further developing aural skills and melodic and rhythmic dictation and working with sight-sing 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.

Prerequisite: ENTM141, ENTM142

Corequisite: ENTM144

ENTM200 Fundamentals of Story Development

This course builds on student understanding of screen storytelling established in Story, Genre and Structure and Writing and Pitching a Script. Students will develop an original feature-length screen story from multiple ideas through idea evaluation and selection, character creation and development, story structure, treatment, pitch and beat sheet. At the end of the course, students will register their work with the WGA (a \$20 fee). Students will consider more advanced screenwriting concepts presented in the text and will apply those principles to their developing stories.

Prerequisites: ENTM101, ENTM105

ENTM201 Writing for the Screen I

This course builds on the work completed in Fundamentals of Story Development. Students will at a minimum write the first two acts of a screenplay. They will read classic and modern screenplays. Class time will be dedicated to covering intermediate topics including scene transitions, writing with subtext, visual writing, and further developing skills in scene and dialogue writing and script formatting, and finding solutions to writer's block. Students will critique one another's work in small groups, with instructor supervision and guidance. Considerable time will be required for students to write.

Prerequisites: ENTM101, ENTM105, ENTM200

ENTM202 Writing for the Screen II

Students will continue their study of screenwriting begun in Writing for the Screen I. They will complete the first draft of a feature length screenplay and plan and complete a second draft of that screenplay, and they will register their finished work with the WGA. Class time will be dedicated to covering intermediate and advanced topics including rewriting, working with producers, directors and agents, types of professional meetings and how to make the most of them, how to seek buyers for scripted material, and the articulation of a well-

developed personal code of ethics in entertainment. Students will critique one another's work in small groups, with instructor supervision and guidance. Considerable time will be required for students to write. Students will read and respond to the required texts as well as to feature screenplays and episodic television scripts.

Prerequisites: ENTM101, ENTM105, ENTM200, ENTM201

ENTM203 The Producer: Planning for Production

The Producer: Planning for Production provides a theoretical and practical introduction to the role of the film producer in five principle areas: 1) creative development, 2) packaging, 3) financing, 4) budgeting, scheduling and hiring, and 5) marketing and distribution.

ENTM206 Production Execution

In this class, students will work as part of a collaborative production team that will write, produce, film and edit a short-form narrative film. Students will gain an understanding and knowledge of the key personnel positions required to produce a film, and will execute those job functions by taking a project through pre-production, production and post-production.

Prerequisites: ENTM101, ENTM104

ENTM207 Film Criticism and the Art of Visual Storytelling

This class will study some of the most important films in American cinema to understand the cultural context in which they were created, the role of the director in the filmmaking process, and the lasting legacy that the various films enjoy.

ENTM208 Writing Short Form Cinema

Students will continue their study of screenwriting with a focus on writing narrative films under 40 minutes in length. They will screen and analyze multiple examples of short cinema to gain an understanding of the qualities possessed by the best examples of the form. They will write numerous short scripts with the goal of generating one or more short

scripts of high quality that can be produced either inside or outside the university setting. Students will critique one another's work with instructor supervision and guidance. Considerable time will be required for students to write. Students will read and respond to the required texts.

Prerequisites: ENTM101, ENTM105

ENTM209 Literature and Film

This course examines storytelling in literature and film. It will illuminate the ways in which the greatest stories embodied in great literature are perennially resonant and can continue to be sources of inspiration and reflection for writers and filmmakers today. The course will proceed by considering the role of myth and archetypes in some of the greatest stories ever told in literature and film. The course will also include reflection on the difference that medium makes in storytelling by comparing the media of literature and film. As a special focus dedicated to this last goal, this course will consider select film adaptations of works of literature.

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 and beyond the. They learn methodologies, which stimulate visual creativity and positioning the image as the fundamental element of cinematic expression. They engage in exercises in the analysis of script and for purpose of directing actors to obtain the best possible performance.

Prerequisites: ENTM101, ENTM104

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.

Prerequisite: ENTM 103, ENTM104

ENTM213 Music Theory

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.

ENTM330 Acting III: Character Building and Development

This course is an exploration of building and performing characters that fall outside the student's physical/ vocal type. The emphasis will be on creating characters based on the recognition of the student's internal emotional life, demonstrating characters based on the establishment of external vocal/physical adjustments, and interpreting characters based on script analysis.

Prerequisite: ENTM230

Corequisite: ENTM335

ENTM231 Voice and Speech

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

Prerequisite: ENTM131

ENTM232 High Style in Comedy

In this course students perform classical comic scenes which stress language, delivery, wit and style. The plays of Noel Coward, Oscar Wilde, William Congreve and Richard Sheridan will be utilized.

ENTM241A Dance Techniques III

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, fute turns, attitude turns and leaps, stag leaps, and other across-the-floor sequences and combinations.

Prerequisite: ENTM143, ENTM144

Corequisite: ENTM241

ENTM241B Vocal Techniques III

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.

Prerequisite: ENTM143, ENTM144

Corequisite: ENTM242

ENTM242A Dance Techniques IV

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

Prerequisite: ENTM241, ENTM242

Corequisite: ENTM243

ENTM242B Vocal Techniques IV

A continuation of the vocal skills developed in Vocal Techniques I, II, and III, this course will explore a vocal exercise regiment 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.

Prerequisite: ENTM241, ENTM242

Corequisite: ENTM244

ENTM250 TV Studio Production I

An introduction to the skills used in multi-camera television production. This course provides a comprehensive overview of the medium and provides the student with hands-on experience in television studio techniques.

Prerequisites: ENTM103, ENTM104

ENTM251 Typography

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.

ENTM303 Directing II

In this production intensive class which builds on the directing fundamentals learned in Directing I, students will work together weekly to create short film subjects, dealing with spiritual and Christian subject matter, in an attempt to connect noble themes to photographed light. Students will be assigned weekly subjects and be expected to present them in class for feedback and analysis.

Prerequisites: ENTM101, ENTM104, ENTM203, ENTM211

ENTM304 Commercials & Persuasive Programming

This course focuses on how persuasion is effectively used in the world of media to influence viewers. Focusing primarily on its use in the world of advertising, students will identify

the commercial advertising requirements of potential clients, and effectively produce television commercials to achieve identified goals. Students will also evaluate client needs, identify a target audience, craft a message promoting unique benefits and importance to customers, pitch a concept, and present the finished product to a simulated client for approval and feedback.

Prerequisites: ENTM104, ENTM211

ENTM305 Film Finance

This course explores the principles of Film Finance including using private equity, tax incentives, distribution, crowd funding and other traditional and emerging methods of funding media projects.

Prerequisites: ENTM104, ENTM203

ENTM306 Sound in Film: Production

This course will cover the fundamentals of sound and how they are applied in a media environment to help communicate a message. The class will address the importance of sound in the pre-production process and how to properly prepare a project with a sound state of mind. In the production environment, students will learn the proper sound tools and techniques and how to use them to record clean, consistent and intelligible recordings.

Prerequisites: ENTM104

ENTM307 Documentaries

In this course students will acquire the knowledge and skills necessary to effectively communicate an idea to an audience through the use of a documentary film. Students will view and analyze current and past documentaries and identify the idea, concept and structure that makes up the film. Students will create a documentary film that either records the present using behavioral or anthropological means, or recalls the past using historical or biographical elements, incorporating visuals, statements and interviews with verifiable truths.

Prerequisites: ENTM103, ENTM104

ENTM308 Sound in Film: Post-Production

This course builds upon the skills and techniques learned in Production Sound, with an emphasis on post-production. The class will review the fundamentals of sound and how they are applied in a media environment to help communicate a message. Students will learn the element of a film or video soundtrack and how to take the elements from production and combine with created sounds and effects to create a complete sound track. Students will mix, process and enhance the soundtrack in post-production using a digital audio workstation.

Prerequisites: ENTM103, ENTM104, ENTM306

ENTM309 Cinematography

This class expands on many of the skills learned in the Fundamentals of Production class. Students will learn intermediate camera and lighting techniques and how to use these specific tools to communicate a story visually. Specific emphasis will be on image composition, lens characteristics, codecs and formats, camera settings, specific lighting styles and instruments, and how the camera and lights complement and support the storytelling experience.

Prerequisites: ENTM104

ENTM310 Advanced Editing Techniques

This class will build on the skills learned in Fundamentals of Post-Production. Students will analyze different editing styles and techniques for impact and effectiveness. They will apply these different approaches in various exercises relating to pacing, rhythm, emotion, montage and style, as well as the interplay of picture and sound. The application of proper media management and workflow will also be incorporated.

Prerequisite: ENTM103

ENTM311 Adaptation

This course builds on the storytelling fundamentals learned in Story, Genre and Structure, and Fundamentals of Story Development, with a focus on the principles and

skills of adapting for the screen a story which originates in another medium, as well as adapting true stories for the screen. The student will consider the challenges inherent in adapting a story from another medium, and from true life, and will gain skills and experience by writing, developing, and/or pitching multiple stories of this type. The knowledge, skills, and experience gained in this course will serve aspiring screenwriters, as well as aspiring producers, directors, agents, managers, and executives who will involve themselves in the development of story material for the screen. Students will pitch their adaptations and will critique one another's work in large and small groups, with instructor supervision and guidance. Considerable time will be required for students to write and develop stories outside of class. Students will read and respond to the required text.

Prerequisites: ENTM101, ENTM105

ENTM312 Advanced Writing Seminar I

This course provides advanced writing experience for students who have completed multiple scripts for the screen. Assignments will be individualized based on student experience, interest, and skill, and may include development and writing of feature film scripts, television episodes or pilots, short film scripts, and scripts for web-based distribution.

Students may also rewrite existing works for which they've written earlier drafts. Students will read and lead discussions of numerous screenplays. Students will pitch their stories, and may be asked to pitch to students in other courses. Students will critique one another's work in large and small groups, with instructor supervision and guidance. They will also develop a personalized career strategy as a writer for the screen. The knowledge, skills, and experience gained in this course will serve aspiring writers, writer-directors, and writer-producers for film, television, and new media.

Considerable time will be required for students to write and develop scripts outside of class.

Prerequisites: ENTM101, ENTM105, ENTM200, ENTM201, ENTM202

ENTM315 Advanced Producing

This course will build on the principles learned in ENTM203. Advanced Producing will provide students with an in depth study of the specific tasks and responsibilities of film producers. Students will be responsible for pre-production of a script, including green light analysis and creating a preliminary budget and schedule for a feature film script. Students will gain a better understanding of various types of specialized producing positions.

Prerequisites: ENTM104, ENTM105, ENTM203, ENTM211

ENTM316 Color in Post-Production

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

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

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

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

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

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.

Prerequisite: ENTM101

ENTM330 Acting for TV Commercials

In this course, students learn, develop, and practice how to successfully audition and act in TV and New Media Commercials. Emphasis is placed on the commercial casting process, necessary tools, as well as learning specific and proven commercial acting techniques. Students will learn how to effectively market their brand, and learn vital information regarding commercial contracts, pay scales and residuals. Students will perform actual TV commercials on camera for practice, discussion and review.

Prerequisites: ENTM107, ENTM230, ENTM130, ENTM330

ENTM332 A Survey of Theater History, Dramatic Literature, and Acting

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.

Prerequisite: ENTM107

ENTM233 Scene Study

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

Prerequisite: ENTM107

Corequisite: ENTM230

ENTM234 Screen Acting

This introduction to screen acting begins by analyzing the similarities and differences between stage and screen acting. Course work continues into exercises that instruct students on basic screen techniques and will evolve into introductory scene work in front of the camera.

ENTM334 Styles in Acting

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

ENTM335 Movement for the Actor

This course is an exploration of stage movement based on work of masters such as Suzuki, Alexander, Feldenkrais, and Bogart. It may include physical character development, Kabuki theatre physical techniques, Noh theatre physical techniques and mask work.

Prerequisite: ENTM230

Corequisite: ENTM330

ENTM336 Behind the Scenes

This course will provide students access to a first hand, 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.

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 (resumes, headshots, reels, self-tapes), strategies, audition techniques, industry terminology, and extensive information about casting, representation, and union membership.

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.

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.

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, Cincinnatis, riffs, tap turns, crossing drawbacks, double pull backs, and other across-the-floor sequences and combinations.
Prerequisite: ENTM243, ENTM244
Corequisite: ENTM341

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.

Prerequisite: ENTM243, ENTM244

Corequisite: ENTM342

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.

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

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 students 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.

Prerequisite: ENTM103, ENTM212

ENTM418 Advanced Production Experience

Advanced Production Experience is an advanced production based 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.

ENTM420 Advanced Distribution and Marketing Strategies

Advanced Distribution and Marketing Strategies is a forward-looking, upper-level course that

prepares students with a knowledge of historic and existing strategies for the marketing and distribution of media products in particular as a way to understand the marketing and distribution of all products more generally. The course prepares students to appreciate the rapidly developing opportunities presented by new media, and to devise new marketing and distribution strategies which take advantage of those opportunities.

Prerequisites: ENTM101, ENTM104, ENTM203

ENTM421 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.

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.

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

ENTM433 Playing Shakespeare I

This course provides students with a fundamental approach to playing Shakespeare. Particular emphasis will be placed on a rhetorical approach to text and punctuation utilizing Shakespeare's First Folio as the key to unlocking the text in a presentational actor/audience experience.

ENTM434 Cold Reading

This class fosters the skill of creating a character with little or no preparation, as is often the case in television audition situations. Prerequisite: ENTM230

ENTM435 Playing Shakespeare II

This course provides advanced skills for playing Shakespeare. While building on the scansion skills introduced in Playing Shakespeare I, this course will develop those skills and introduce the more subjective aspects of performing Shakespeare.

Prerequisite: ENTM433

ENTM436 Survival Skills for Actors

In this course students learn how to sustain a successful, safe, and respectable career in the entertainment industry. Students are educated in affordable housing, health and safety tips, actor friendly side employment, and available performer benefits and discounts. Students in this course will also be educated on sexual harassment laws in the industry, as well as appropriate responses to possible personal or ethical challenges encountered.

ENTM437 Musical Production (6 credits)

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.

Prerequisite: 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.

Prerequisite: ENTM341, ENTM342

Corequisite: ENTM441

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.

Prerequisite: ENTM341, ENTM342

Corequisite: ENTM442

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

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

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

Prerequisite: ENTM330

ENTM487 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.

ENTM488 Internship II

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

ENTM489 Internship III

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

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

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

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

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

ENTM495 Independent Study: Media I

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

ENTM496 Independent Study: Media II

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

ENTM497 Independent Study: Media III

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

ENTM502 Principles of Storytelling for the Screen

A theoretical and practical introduction to the principles of storytelling for the screen. The course emphasizes idea generation, selection and development from the point of view of producers, artists' representatives and executives concerned with originating and developing film, television and new media productions.

Humanities

HUMA106 Logic

In this course students learn about the basic structures of sound reasoning, focusing largely on classic Aristotelian logic. The course serves to help students think and argue with clarity as well as to effectively analyze arguments of others. The course includes a careful analysis of the operations of the intellect, i.e., understanding, judgment, and reasoning, focusing on their products, i.e., term, proposition, and syllogism.

HUMA107 Rhetoric: The Art of Persuasion

This course is the second in a series of three that explore logic as art. This course focuses on rhetorical discussion and literature. This course incorporates an analysis of practical evangelization.

HUMA111 Cultural Foundations I

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

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

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

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

This course will emphasize the use of correct grammar, usage, spelling, punctuation, and mechanics. Students will be required to apply these skills to writing assignments.

HUMA123 Advanced College Writing

This course will build on the skills learned in HUMA122.

HUMA131 Ancient Greece

This course covers especially the foundational literary, political, and philosophic accomplishments of ancient Greece. It will especially study examples of epic, tragedy, and comedy, as well as the Socratic dialogue. Particular topics to be discussed are the development and significance of the Greek *polis*, the role of poetry in human life especially as relates to religion and politics, and the discovery of philosophy. The instructor may also include works of Greek history and art for consideration.

HUMA132 Ancient Greek Drama

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

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.

HUMA204 Culture Making and Aesthetics

This course stands as the culmination of the sequence of courses in the freshman year that covered grammar, logic and rhetoric. The course examines the role of the artist, the nature and purpose of art, of beauty, and of a life of art-making, and considers whether and how the quality of art can be evaluated in light of a Catholic understanding of art and artists. The course further considers the significance of these ideas to human endeavors such as work and business that are not typically viewed as artistic.

HUMA206 Literary Appreciation & The Power of Story

This course explores various types of literature and introduces students to different literary techniques, styles, and genres. Special emphasis is given to the question of what constitutes a well told story.

HUMA207 Twentieth Century Literature

In this seminar-style course, we will be closely reading, analyzing, and discussing a variety of fictional works from the early-to-mid-twentieth century. Aspects of these works that will be examined include symbolism, themes, historical context, moral implications, language choice, and characterization.

HUMA211 History of Culture Through the Arts II

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

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 Creative Writing I

This course will develop critical skills by examining writing across a range of genres including the novel, short fiction, poetry, and illustrated works. Students will study the aspects of fiction and the elements of poetry. They will also consider different writing practices. Thus, in addition to improving analytical skills, the students will explore some of the writing practices that authors have undertaken in order to create.

HUMA231 Classical Rome

This course covers the Roman contribution to Western civilization, especially using a comparison and contrast with the Greek contribution. It will cover especially the foundational literary, political, and philosophic accomplishments of classical Rome. It will give special attention to Virgil, Cicero, and the Roman historians. Particular topics to be discussed are the transition from *polis* to Empire, the role and place of poetry and philosophy in Rome, and the contribution of Roman law. The instructor may also include works of Roman art for consideration.

HUMA232 Christianity and Rome

This course covers the dialectic of classical paganism and Christianity primarily through the study of the works of St. Augustine. Topics to be covered include faith and reason, Christianity and politics, and the relationship between pagan thought and culture and Christianity. The instructor may also include works of other, Christian authors from the era as well as a consideration of classical, Christian art.

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.

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

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

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 Creative Writing II

Writing allows us to explore alternative realities and this course examines the literary devices and purposes of a range of genres including fictional travel writing, poetry, drama, speculative novels and fantasy stories. We are especially interested in the purpose behind the creation of alternative worlds – to satirize contemporary society, to imagine new possibilities, to experiment with form and so on.

HUMA321 Literature: Vision and Creativity

This course takes a two-prong approach to its study of significant works of poetry, fiction, drama, and film from the Victorian period up until the late twentieth century. It considers the impact of visual culture, and it examines the nature of creativity. The Irish poet W.B. Yeats believed that opposing states of being – what he described as antimonies – could exist in the one person. Such opposition may engender creativity. We will look at the tensions and oppositions that are revealed in different genres of literature. We will also consider the use of the visual: the incorporation of illustration in a text,

how a work might address the theme of perception, what literature reveals about the possibilities of vision.

HUMA322 Imaginative and Nonfiction Creative Writing

In this course students will read literature and nonfiction creative writing such as short stories, personal and environmental essays, travel writing, and memoir. They will pay particular attention to the representation of place and the engagement with culture. Students will examine from a writer's perspective the use of aspects of creative writing such as point of view and narrative technique, language and tone, pacing and plot, and so on.

HUMA323 Writing Poetry

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.

HUMA324 The Novel in the 20th Century

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.

HUMA331 The Middle Ages

This course covers the medieval synthesis that resulted from the encounter between classical paganism and Christianity intellectually, religiously, politically, and culturally. Topics to be covered include the relationship between faith and reason, the political arrangements of what will come to be known as Christendom, and blossoming of art and literature of a Christian inspiration. Authors especially to be read are Chaucer, St. Thomas Aquinas, and Dante. The instructor may also wish to include

other authors, as well as examples of medieval music.

HUMA332 The Origins of Modernity

This course covers the transition from the ancient to the modern age through the modern age's founding. It will consider both the intellectual underpinnings of that transition through an examination of the works of the great thinkers who effected it, but also the new modes and orders in politics and society that followed upon that transition and the literary and artistic reflections on it. Authors to be considered especially include Machiavelli, Shakespeare, Descartes, and Pascal.

HUMA342 Long Form Prose Fiction Workshop

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

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

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

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

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.

HUMA421 Writing Poetry II

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.

Prerequisite: HUMA323

HUMA430 Humanities Seminar

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.

HUMA431 The Modern Age

This course covers the development of modernity from its founding premises to its

crisis in late modernity. Both the development and crisis of modernity will be considered in its intellectual, religious, political, and cultural expressions.

HUMA432 Cultural Foundations IV

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.

HUMA441 Advanced Rhetoric

This course studies modern media as forms of rhetoric. It builds on the study of classical rhetoric found in the University Core through a thematic examination of the difference that different forms of media make in the communication of a message and in the act of persuasion and takes account of new forms of media made possible by advances in communications technology and cultural changes in the 19th, 20th, and early 21st centuries.

Prerequisite: HUMA107

HUMA490 Capstone Seminar

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.

Math

MATH115 Decisions Based on Data

This course is a review of basic mathematical skills, with a focus on those needed to review and understand business statistics and information. The course is fast-paced, and focuses on real life application of the concepts learned. Students will also be introduced to basic financial literacy concepts such as budgeting and planning for large purchases that require a loan. The course is also designed to help students learn how to interpret quantitative information and other data in order to make decisions.

MATH201 Personal Finance

This course provides students with concepts and strategies related to personal finance that focuses on practical financial decision-making. The course will help students make more informed decisions related to spending, saving, borrowing, and investing. Students receive a review of cash management, financial services, consumer credit, taxes, insurance, and educational expenses to successfully transition to college life.

Music

MUSC101 Music Appreciation

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

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

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

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

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

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

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

MUSC220 Composition and Songwriting

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 Music Composition

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

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.

Philosophy**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

After providing an overview of the basic principles of the Philosophy of Nature, this course examines the nature of the human being, beginning from the *Epic of Gilgamesh*, continuing through the Classical period by means of Aristotle, the Middle Ages in St. Thomas Aquinas, the Renaissance via Blaise Pascal, and concluding in the modern period in Nietzsche, Freud and T. S. Eliot.

Prerequisite: PHIL203

PHIL205 Ethics

This course offers a philosophical analysis of ethics. Specifically, the question this course aims to address is: what constitutes moral behavior? Is morality purely subjective or are there universal principles governing ethics? Special attention here will be paid to the Aristotelian-Thomistic tradition, beginning with the foundational work, Aristotle's *Nicomachean Ethics*, continuing in Thomas Aquinas's *Treatises on the Virtues and on Law*, going into the modern period with Kant's *Grounding for the Metaphysics of Morals*, and concluding with Nietzsche's *Genealogy of Morals*.

Prerequisite: PHIL204

PHIL206 The Republic

This is a discussion-based class focusing on Plato's *Republic*. While it is often thought of as a book describing a utopian vision, this work offers much more—a thorough analysis on everything from the nature of the human soul, the human desire for justice, and the ordering of human society. Systematic and, at points, outrageous, Plato challenges his readers to consider what it means to be just, how to best structure a society, how government ought to work, what are ideal standards for human lifestyle, how education should be carried out, and much more. What is justice? Is it good to be just? What is the best form of government? the best education? the best way of life? What are the obstacles in the way of these things? What is truth and how do we find it? This course offers a slow and close reading of the text, offering careful analysis of the challenging ideas Plato lays out in this landmark work.

PHIL210 Philosophy of Science

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 Prerequisite: PHIL203

PHIL301 Epistemology

Building upon previous philosophy courses, this class examines the causes of human knowledge. Specifically, students will be introduced to philosophical solutions to questions relating to the nature of knowledge, the object of knowledge, the role of the internal and external senses, and the concepts of truth and certainty. After thoroughly examining the sophisticated understandings of the nature of truth and certainty found in Aristotle and Thomas Aquinas, we will closely examine the skepticism of the modern period through the writings of Hume, and the systematization of the structure of the mind in Kantian idealism, concluding in the 20th Century attempt to fuse idealism and realism in Martin Heidegger.

Prerequisites: HUMA106, PHIL203, PHIL204

PHIL402 Political Philosophy

This course examines major theories concerning the organization of society and the role of government. The relationship of philosophical concepts to the governing of society are carefully explored. Key ideas discussed include justice, natural rights, the role of education, the role of religion in society, the meaning and purpose of freedom, and the responsibility of members of society to themselves and one another, beginning with ancient sources such as the *Code of Hammurabi* and Aristotle's *Politics*, continuing in Thomas Aquinas's *On Kingship*, moving into the pre-modern period with works such as Machiavelli's *The Prince* and the modern period with selections from Hobbes's *Leviathan* and other authors.

PHIL407 Metaphysics

This course offers a comprehensive study of the nature of being and its characteristics. After examining the subject and scope of this branch of philosophy, the course will cover topics such as the problem of the one and the many, the analogous nature of being, the attributes and divisions of being as well as the causes of being. The course also provides a basic introduction to natural theology, that is, what can be known about God through reason apart from divine revelation. Texts used begin with Plato's *Timaeus*, continuing through the Classical period by means of Aristotle, the Middle Ages in St. Thomas Aquinas, the end of Scholasticism in Ockham, the Renaissance via Hume and Kant, and concluding in the 20th Century in Martin Heidegger.

Prerequisites: HUMA106, PHIL203, PHIL204

PHIL408 Philosophy of God

This is a course in the various understandings of metaphysics, or the nature of being as being, beginning from Plato's *Timaeus*, continuing through the Classical period by means of Aristotle, and the Middle Ages in St. Thomas Aquinas. The course continues by covering several related questions, beginning with

Natural Theology (discussing the traditional proofs for the existence of God, the Divine Attributes that can be understood using reason alone, the analogy of being, and the act of creation), continuing with the "problem of evil" and the question of free will.

Prerequisites: HUMA106, PHIL203, PHIL204

PHIL409 Natural Theology

A course covering several related questions, beginning with Natural Theology (discussing the traditional proofs for the existence of God, the Divine Attributes that can be understood using reason alone, the analogy of being, and the act of creation), continuing with the "problem of evil" and the question of free will, and concluding by looking at some modern objections to theism and religion. Primary texts to be used vary from Augustine and Thomas Aquinas to Nietzsche and Freud.

PHIL490 Capstone Seminar

This course is a seminar integrating the major disciplines of the philosophy program (philosophy, theology and the liberal arts). Classic texts from the major disciplines are read and then discussed in class. These texts will be approached with philosophical questions in mind, as befits the capstone to the philosophy program. In order to bring about a genuine integration of the different disciplines, the seminar revolves around the theme of love and friendship, a theme common to the major disciplines. This theme is chosen not only because of its integrating character, but also because of its importance for philosophy and liberal education in general, and its peculiar relevance for seminary training in particular.

Science

SCI200 Natural Science

This course explores the scientific method and reasoning. A special emphasis is placed on the design found in nature and environmental science.

Theology

THEO100 Scripture I

In this course the student explores the Scriptures, particularly the four Gospels (Matthew, Mark, Luke and John) to understand the person of Jesus Christ. This Scripture course serves as the starting point for JPCatholic University's religion curriculum. While examining some of the basic literary and historical issues relating to Scripture study, the course also introduces students to the theological principles of Catholic biblical exegesis. The course also explores ways the study of Scripture enhances the life of prayer.

THEO101 Scripture I

This course explores the Scriptures, particularly the four Gospels (Matthew, Mark, Luke and John) to understand the person of Jesus Christ. While examining some of the basic literary and historical issues relating to Scripture study, the course also introduces students to the theological principles of Catholic biblical exegesis. The course also explores ways the study of Scripture enhances the life of prayer.

THEO110 The Intellectual Life and Virtue

This class will examine the nature of university life by means of pursuing the good life of intellectual and moral virtue. It will examine what defines a virtuous intellectual life, with the underlying core of the class being the primacy of our relationship to Christ who is the Truth. The outcome will be that each student will gain both greater comprehension and facility in university study and the life of the mind.

THEO111 Christian Experience I

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.

THEO112 Christian Experience II

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.

THEO113 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.

THEO200 Scripture II

This course is a continuation of THEO100. Whereas THEO100 focuses largely on the Gospels, this course takes a closer look at the major figures and events of the Old Testament. After a discussion of the literary and historical issues relating to biblical study, students learn the basic structure of the story of salvation history, surveying the books of the Old Testament. Special attention is given to the way the Old Testament books relate to those in the New Testament. As in THEO100 students also focus on how Scripture study relates to the life of prayer.

THEO201 Scripture II

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. Students also focus on how Scripture study relates to the life of prayer.

THEO202 Early Church Fathers

This course examines some of the key figures and councils of the early Church. In particular, students learn about the Church's response to important heresies and key Trinitarian and Christological controversies of the first-half of Christian history. Among the important writers studied here are Clement, Ignatius, Justin Martyr, Origen, Irenaeus, Augustine, Jerome, Athanasius, the Cappadocian fathers, and John Damascene. The course also looks at the significance of the seven ecumenical councils.

THEO203 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.

THEO204 Old Testament

This course is a continuation of THEO100. Whereas THEO100 focuses largely on the Gospels, this course takes a closer look at the major figures and events of the Old Testament. After a discussion of the literary and historical issues relating to biblical study, students learn the basic structure of the story of salvation history, surveying the books of the Old Testament. Special attention is given to the way the Old Testament books relate to those in the New Testament. As in THEO100 students also focus on how Scripture study relates to the life of prayer.

THEO205 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.

THEO210 Catholicism and Literature

This course examines the ways in which the Christian faith is presented and illuminated through the literary arts. Potential topics include: the relation of Christian faith to literary theory; the literary forms of the Bible; theological reflection on literature; specific theological themes in literature (e.g., sin and grace; human persons and the image of God, etc.); the ways in which literature sheds light on the challenges and prospects of Christian faith in the modern world; the historical interplay between theology and literary art; the relationship between inspired and non-inspired literature.

THEO211 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.

THEO212 Theology of Charity

This course builds on the introduction to the virtues students receive in THEO110 and THEO313, 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.

THEO213 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.

THEO214 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.

THEO215 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.

THEO216 Christian Experience IV

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 II 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.

THEO310 New Evangelization

What exactly is the “New Evangelization”? This course takes up that question. First, the course will examine the *Mission Ad Gentes*, beginning with an analysis of the ministry of Christ, his commissioning of the apostles, and the spread of the Gospel in the New Testament era. In addition, the student will study evangelization in the early Church and renewals in later periods of Christian history. From here the course will turn to investigate the origin of the new evangelization in the Second Vatican Council and in the writings of Paul VI, particularly his *Apostolic Exhortation, Evangelii Nuntiandi* (1975). Against this backdrop, the student will be introduced to the concept, methodology, and challenges of the New Evangelization as discussed in the writings of John Paul II, Pope Benedict XVI, and other Catholic writers.

THEO311 Fundamentals of Catholicism

The *Catechism of the Catholic Church* explains that there is a three-fold dimension to the mystery of the Catholic faith: the Church believes it (Creed), celebrates it (Liturgy) and lives it (Morality, Prayer) (cf. no. 2558). This course begins a sequence of three courses (THEO311, THEO312, THEO313) that cover these aspects of the Catholic faith, offering students a comprehensive study of the *Catechism of the Catholic Church*, a document Saint John Paul II described as a “sure norm for teaching the faith”. After introducing students to the structure and features of the *Catechism*, this course focuses on its commentary on the Creed. Among other core Christian beliefs, this course examines the following: divine revelation and its sources, the role of faith, the nature and purpose of the Magisterium, the development of doctrine, monotheism, Trinitarian theology, the doctrine of creation, angels and demons, Christian anthropology and the effects of the fall, the Incarnation, Christ’s work of redemption, beliefs about Mary and the communion of saints, the nature and mission of the Church, and eschatology.

THEO312 Sacraments, Liturgy & Prayer

This course builds on THEO311 and offers students an in-depth study of the second and fourth pillars of the *Catechism of the Catholic Church*, i.e., the sections dealing with the sacraments, liturgy, spirituality and prayer. The course examines the challenges of developing an interior life, focusing on the nature and difficulties of prayer. In addition, students analyze the Church's liturgical life, with special emphasis on the seven sacraments. Alongside their reading of the *Catechism*, students also read the works of spiritual masters in the Church's tradition as well as treatments on sacramental theology.

THEO313 Moral Theology & Ethics

Building on THEO311 and THEO312, this course rounds out the study of the *Catechism of the Catholic Church*, offering an in-depth analysis of the third pillar, namely, the section on Catholic morality.

THEO321 Studies in John Paul II

What is exactly is the "New Evangelization"? This course takes up that question. First, the course will examine the Mission *Ad Gentes*, beginning with an analysis of the ministry of Christ, his commissioning of the apostles, and the spread of the Gospel in the New Testament era. In addition, the student will study evangelization in the early Church and renewals in later periods of Christian history. From here the course will turn to investigate the origin of the new evangelization in the Second Vatican Council and in the writings of Paul VI, particularly his Apostolic Exhortation, *Evangelii Nuntiandi* (1975). Against this backdrop, the student will be introduced to the concept, methodology, and challenges of the New Evangelization as discussed in the writings of John Paul II, Pope Benedict XVI, and other Catholic writers.

THEO323 12th Century Theology

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.

THEO325 13th Century Theology

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: THEO112 or THEO311

THEO331 Applied New Evangelization

Many of the major models of evangelization that have been used throughout the history of Christianity will be studied and applied in this course. It will provide a perspective on the origins (biblical, historical, theological) of such models with the goal of advancing these models in creative ways that can be applied in our world today.

THEO322 Mystical Theology

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.

THEO324 Studies in Newman

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

THEO332 Spirituality and the New Evangelization

This course will analyze spiritual theology as it relates to the New Evangelization. Specifically, the spiritual challenges involved with preparation for and engagement in evangelization efforts.

THEO336 Applied New Evangelization II

See the description of THEO331.

Prerequisite: THEO331.

THEO400 Catholic Social Teaching

Building upon what had been discussed in THEO313, this course is a broad study of general Church teaching on social questions, with strong emphasis on the papal encyclicals and other Church documents. Special attention is paid to the principles of the dignity of the human person, the common good, solidarity, and subsidiarity. Major issues explored include the role of the State, poverty, war, structures of sin, the duties of employers and employees, and challenges to building a culture of life.

Prerequisites: THEO100, THEO110, THEO201, THEO311, THEO312, THEO313

THEO401 Marriage and Family

This course introduces the student to the teachings of the Catholic Church on the sacramental understanding of marriage. It examines marriage from a biblical, historical, and doctrinal viewpoint. The course provides a Catholic understanding of human sexuality and the issues that arise in premarital and marital relationships. It contrasts the current societal norms with Catholic teaching. The implications of commitment and the realities of today's external forces on marriage and the family are analyzed. Students will learn the significant implications of parenthood and the spiritual and financial duties of raising children.

Prerequisites: THEO100, THEO110, THEO201, THEO311, THEO312, THEO313

THEO402 Mariology

This course explores the biblical and theological sources of Catholic Mariology. In addition to looking at patristic and medieval sources, the course also looks at contemporary

theological work. Special attention will be placed on the role of the Second Vatican Council's teaching and its influence in recent Mariology.

THEO413 Confessions of St. Augustine

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

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

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

In addition to their in-class work, two *practica* (THEO451, THEO452) are also required in which students will learn how to communicate what they have learned effectively as teachers. The *practica* involves teaching an introductory level course on Scripture or Theology in a classroom setting outside of the university (elementary school, high school, parish-based religious education, etc.). Unless given written approval, students should begin their practicum experience in their second to last quarter as a student.

THEO452 New Evangelization Practicum II

See the description of THEO451.

Prerequisite: THEO451.

Academic Administration

Office of the Registrar

The Office of the Registrar provides academic support services to students, prospective students, faculty, staff, and alumni by maintaining the integrity of academic policies and accuracy of student records. The Registrar's Office is responsible for the registration and maintenance of student records. It provides students with authoritative interpretation of JPCatholic policies and procedures regarding registration, posting of degrees, grade reporting and other matters related to student records and registration.

The Office of the Registrar determines the transferability of courses. The Registrar's Office evaluates and records the amount of transfer credit and advanced placement test credit an undergraduate student can apply toward graduation requirements.

Academic Advising is coordinated through the Registrar's Office. The Registrar assigns each student a faculty advisor according to his or her major and year.

Office of the Dean of Students and Department of Student Life

The Department of Student Life, headed by the Dean of Students, is responsible for the student services that seek to enhance overall quality of student life at JPCatholic. The office provides coordination and direction to student services and works to ensure that programs, services, policies, and procedures foster the development of students and the achievement of their academic and career goals. Student Life staff provides help, advice, and referral for students and parents in many areas including commuter, transfer, and residential matters. The department develops and coordinates activities such as New Student Orientation and Commencement; leadership and co-curricular learning opportunities; decisions about remaining in or withdrawing from school; disciplinary matters; involvement in student government and campus ministry; community service and volunteer opportunities; the planning of social, educational, cultural, and spiritual activities; assisting students with disabilities; and assisting in grievance hearing procedures. The Department of Student Life administers details related to on-campus housing and residential life.

Student Life at JPCatholic is a critical component of the learning experience and of the human development process. JPCatholic seeks to form the student in soul, mind, and body. The spiritual, cultural and athletic programs that take place are crucial in the student's robust development as a future innovator and creator, leader and entrepreneur.

Information Technology

JPCatholic information technology services include support of instructional computing, management of the main academic computer infrastructure, and administration of site agreements for the licensing and distribution of software. JPCatholic maintains the computing

platform deployed on campus, and the students wireless network. The JPCatholic Editing Lab is available to students.

Library

Print Holdings, Checking Out Books and Course Reserves

The on-site library is accessible to all students when the Academic Building is open. The library catalog can be accessed on the JPCatholic website at <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.

On-Line Resources

The library subscribes to the ATLA Database with Serials, the premiere on-line collection of academic journals devoted to Scripture, Theology and Religious Studies. Journal articles are available in full-text through this service. This database is accessible to students either on campus or off campus. The database requires students to log-in through their eLearning account.

Library Staff

The school has a professional librarian on staff. Do not hesitate to ask questions about the library or your research needs.

Contact the Librarian

Students can visit the librarian in person or by email. Students are also encouraged to email the librarian to set up an appointment or to address particular questions. See the library's website for the librarian's hours and email address.

Library Services for eLearning Students

Online students are welcome to come to campus, use the library and check out books. Since this is often not possible for online students, the library will mail books to students studying from a distance. In order to receive books by mail the student must email the librarian the Title, Author, Call Number and Location of the book(s) requested. This information can be found in the library catalog. Books with a location of "Reserves", "Item is in storage," "Item is missing," "Item is in repair" cannot be requested. Rare books and books that will not fit in a flat rate box cannot be sent. Students are also encouraged to check the Library & Online Resources course in eLearning for more information about library services.

Career Services

Career Services facilitates opportunities for JPCatholic students to build relationships for employment, internships, mentoring, and networking experiences with the Southern California professional community.

Mission Statement

Guided by the University's commitment to the personal success of its students, Career Services assists students in discerning their future career aspirations and goals. JPCatholic encourages students to start thinking about their future career aspirations from their first quarter on campus. Student career planning is incorporated into the student's Personal Plan for Success. The student, with their academic advisor and the Career Services director, develops a plan for a progression of job experiences from entry level, to a career focused internship, to a part-time career focused job, to a full-time job following graduation. By having career aspirations and planning in mind, the student, on graduation, is better equipped to carry out the University's mission to impact culture for Christ.

Services

Explore Careers. Discover and explore the true breadth of careers available to you. Assessment tools can help identify a student's interests, skills, and work values.

Gain Experience. The benefit of finding an internship or volunteer position is to acquire professional work experience related to one's academic major or career interest and apply theories learned in the classroom to the workplace. An internship can also help the student develop a better understanding of the professional demands and requirements of a particular career field. It allows one to gain confidence in making the transition from being a student to the world of work.

Get a Job. Career Services helps students to build their network, to have their resume critiqued, to utilize online resources, and to meet employers. Career Services does not offer career placement services. Information on internships, part time jobs, and full time jobs for current students and alumni can be found on the JPCatholic Career Services Facebook page and LinkedIn.

Consider Graduate School. Explore options, find field-specific guidance, meet recruiters and view resources to effectively prepare and apply.

The Family Educational Rights and Privacy Act (FERPA)

What is FERPA?

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law that pertains to the release of and access to educational records. The law applies to all schools that receive funds under an applicable program of the US Department of Education. Students have three primary rights under FERPA. They have the right to inspect and review their education records;

the right to have some control over the disclosure of information from their education records; and the right to seek to amend their education records, under certain circumstances. Go to www.ed.gov/policy/gen/guid/fpco 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 Dean of Students, along with the Registrar, maintains health records for each student who applies for services or waivers. If a health record is used to make a decision in regard to a student's education program (e.g., whether a student should receive extended time for testing; or be exempt from an academic requirement) the health record may be construed to be an education record. In that case, the normal FERPA provisions for safeguarding the record would apply.

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

Student Services

John Paul the Great Catholic University is committed to pursuing excellence in its service to students, seeking to provide the means necessary for student success.

Students with Disabilities

JPCatholic does not discriminate against students with disabilities and happily makes accommodations for such students as mandated by federal law. Students are not required to publicly disclose their disabilities. If special accommodations or adjustments are needed regarding housing or living accommodations, the student must inform the Dean of Students and complete a confidential disability disclosure form accompanied by the signature of a credentialed medical doctor or mental health professional.

Learning Disabilities

JPCatholic supports student learning in several ways. When students with learning disabilities who require learning accommodations inform the University, the Dean of Students 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 Dean of Students can assist students in finding such classes off campus; the normal fee for that class would apply.

Academic Mentoring / Career Planning

The Registrar's office automatically assigns every student a Mentor who serves as an academic advisor and assists with networking and career planning.

Per individual preference, students have the option of requesting an alternative mentor to the one assigned. Change requests should be made with the Registrar. The University will make a concerted effort to accommodate preferences and find a suitable advisor. However, due to individual mentor responsibilities and workload, it is sometimes impractical for the student request to be granted.

Students may be required to meet with their mentor at least once per quarter and should bring their Personal Plan for Success to the meeting.

Mentor sessions are casual and are meant to assist and guide students through a variety of needs. Sessions are designed to follow the "Start, Stop, Continue" template: identifying negative behaviors that should be stopped (Stop), gaps where new activity, effort, or behavior is required (Start), and to reinforce where the student is succeeding already.

Counseling Services

Psychological and pastoral counseling options are provided proactively by the Dean of Students to meet the wide array of personal difficulties that may interfere with a student's success. Specific concerns for which students often seek assistance include the following: loneliness and isolation; homesickness; parent/family conflict; difficulty in studying, concentrating or test taking; challenges in interpersonal relations and communication; educational/career concerns; mental issues; depression; and anxiety. Students who feel these symptoms weighing on them should speak with the Dean of Students or the student life staff as soon as possible. Such matters will be kept confidential except those mandated by law such as when serious and imminent physical danger is concerned.

JPCatholic may provide on-campus psychological counseling options, and will provide help in finding and contacting off-campus counselors in the area. Students should check the Student Handbook or contact the Dean of Students for additional information.

Health Services

Students should be prepared to assume the costs of their medical care. JPCatholic Student Life can provide contact information for local practitioners, hospitals, or clinics.

Student Work Opportunities

Qualified students may apply for open work positions at the University. Ask the appropriate University staff.

Jobs and Internships

JPCatholic assists and empowers students to find jobs and internships. The University communicates open positions via Facebook, e-mail and a Jobs Board. Students are then responsible for following up with the client or potential employer. Internships for credit should be coordinated through the Career Services Center.

Student Groups and Activities

JPCatholic celebrates its Catholic identity and professes fidelity to the Magisterium of the Church, while actively incorporating diverse cultures and cultivating respect for their unique contributions to the community. The University encourages the formation of student groups that promote the common good and support the University's mission. Such groups may include support groups, student government, apostolic initiatives, sports programs, and the like. Groups seeking official recognition by the University must be approved by the Dean of Students, and coordinated with the student life staff.

Student Complaints and Concerns

From time to time, a student may feel it necessary to bring a concern or complaint to the attention of the administration. Informal complaints can be done either verbally or in writing. These concerns are for informational purposes only. Note: for informal concerns the person to whom the concern or complaint is directed is not required to respond to the student regarding action or lack of action taken. Written concerns or complaints may be submitted anonymously or signed.

For all formal complaints intending an action for response, please use the student grievance procedure, below.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, <http://www.bppe.ca.gov>, telephone: (916) 431-6924, fax: (916) 263-1897.

Student Grievance Procedures

Students are protected against any unreasonable, unlawful, false, malicious, and inappropriate behavior by faculty, staff, or any official of the University.

Formal grievances should be filed as soon as possible following the alleged violation, or from the time that the student learns of the basis of the grievance (see below for specific time

limits). Students should meet with the Dean of Students⁶ regarding the complaint/grievance prior to starting the process. Student grievances commonly fall into one of two categories: Academic and Non-Academic.

Academic Grievances

If a student believes that nonacademic criteria have been used in determining his or her grade in a course, he or she may appeal the grade through the Student Grievance Procedure within 30 days of the notification of grades for the quarter in which the grade was received. See the Grade Appeals section of the University Catalog. The 30 day limit may be waived for just cause or by mutual written agreement.

Non-Academic Grievances

Non-academic grievances must also be pursued according to procedure. Such grievances include, but are not limited to:

- Any act or threat of intimidation or harassment.
- Any act or threat of physical aggression.
- Arbitrary action, violation of student rights, or imposition of sanctions without proper regard to University policy.
- Discrimination on the basis of race, religion, age, gender, color, physical disability, mental disability or any other category of unlawful discrimination

Students must initiate the grievance process within 60 days from the time the student knew or could reasonably be expected to have known of the action being grieved. The 60 day limit may be waived for just cause or by mutual written agreement.

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.

⁶ Contact information for the Dean of Students and other administrators can be found at www.jpccatholic.edu or in person at the main office, 220 W. Grand Ave, Escondido, CA 92025.

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 Dean of Students
 - c. Student Life staff member
 - d. One member of the faculty, usually a Professor of Theology
 - e. Two administrators, usually the Director of Admissions and the VP of Finance
4. If the President, the Chief Academic Officer, or the Dean of Students is the target of the grievance, the chairman of either the Board of Trustees or the Audit Committee will convoke and chair the hearing.
 5. The grievant and the defendant shall be present to answer questions at the hearing. The grievant may have an advisor. The defendant also has the right to be accompanied by an advisor in the formal grievance hearing.
 6. The hearing shall be closed to the public. There shall be a single verbatim record, such as a tape recording, of the entire hearing. The record shall be the property of the University.
 7. Once the hearing is convened, the Chief Academic Officer will state the purpose, process, and guidelines.
 8. The grievant will then be allowed to make a statement specific to the grievance and the requested outcome.
 9. Next, the defendant is allowed to make a statement specific to the grievance, requested outcome, and any statements/evidence presented by the student.
 10. Both the grievant and the defendant have the right to present witnesses, testimony, and evidence, but only as related to the charges previously presented to the Grievance Review Committee. No new charges shall be admitted for consideration.
 11. The members of the Grievance Hearing Committee may then ask questions specific to the case. Discussion, clarification and additional comments are allowed.
 12. When the Chief Academic Officer determines that the committee has all the necessary testimony and information it needs, he calls for a recess as the members deliberate and come to a decision. The grievant and the defendant may be excused.
 13. The Grievance Hearing Committee will assess whether to reject or support the grievance using a preponderance of the evidence standard. The Grievance Hearing Committee will deliver one of the following decisions within 2 days:
 - a. To reject the grievance and deny the requested outcome.
 - b. To support grievance and approve the requested outcome.
 - c. To support the grievance and approve a revised outcome.
 14. Within 24 hours of a decision from the Grievance Hearing Committee, the Chief Academic Officer will concurrently provide written notification of the decision and the process of appeal to the grievant, the defendant, and the University President.

Appeal Process – Level I (University President)

If either party is dissatisfied with the decision of the Grievance Hearing Committee, an appeal may be submitted to the University President. Such an appeal must be submitted in writing within 14 days of the decision. The University President has 14 days to respond to the appeal. The University President will present his or her decision to the two parties concurrently and in writing.

Appeal Process – Level II (Board of Trustees)

If either party is dissatisfied with the decision of the University President, an appeal may be submitted to the Board of Trustees through the University President. Such an appeal must be submitted to the University President by certified mail within 14 days of notification of the decision regarding the first appeal. The Board of Trustees shall have two consecutive Board business meetings to review the appeal before making a final decision. The Board of Trustees may not overturn the President's decision without reviewing a transcript of the hearing. The Board will present its decision to the original grievant, defendant, and the University President concurrently and in writing.

The decision of the Board of Trustees completes the Grievance Process. Any further appeal must be filed through civil court. A record of the Board's decision shall be kept on file in the University President's office.

Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Harassment Definitions and Complaint Procedures

JPCatholic is committed to an educational environment in which all individuals are treated with respect and dignity. Each individual has the right to an educational environment that promotes equal employment opportunities and prohibits unlawful discriminatory practices, including harassment.

It is the policy of JPCatholic to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, gender, national origin, age, disability, genetic information, marital status, amnesty or status as a covered veteran. JPCatholic prohibits any such discrimination or harassment. JPCatholic does not discriminate on the basis of sex in the educational programs or activities it operates. JPCatholic does not discriminate on the basis of sex in admission to or employment in its educational programs or activities.

JPCatholic encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of JPCatholic to promptly and thoroughly investigate such reports. JPCatholic prohibits retaliation against any individual who reports discrimination or harassment or who participates in an investigation of such reports.

Definitions of Harassment

Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when such conduct has the

purpose or effect of unreasonably interfering with an individual's educational experience or creating an intimidating, hostile or offensive environment.

Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, whistling or touching; insulting or obscene comments or gestures; display of sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, citizenship, genetic information or any other characteristic protected by law or that of his/her relatives, friends or associates, and that a) has the purpose or effect of creating an intimidating, hostile or offensive environment; b) has the purpose or effect of unreasonably interfering with an individual's educational performance; or c) otherwise adversely affects an individual's educational opportunities.

Harassing conduct includes epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the employer's premises or circulated in the workplace, on University time or using University equipment via e-mail, phone (including voice messages), text messages, tweets, blogs, social networking sites or other means.

Individuals and Conduct Covered

These policies apply to all applicants, students and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to JPCatholic (e.g., an outside vendor, consultant or customer).

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

Title IX and sex discrimination

Title IX is a law, passed under the Education Amendments of 1972, which protects people from discrimination based on sex in education programs and activities that receive federal financial assistance.

It covers sex discrimination by employees, students or third parties.

Sex discrimination includes the following:

- Unfavorable or unequal treatment because of a person's sex (or related concern, such as pregnancy)
- Sexual harassment
- Sexual violence, including assault or other forms of nonconsensual sexual conduct including where a person is incapable of giving consent due to the complainant's use of drugs or alcohol or other disability (physical or intellectual)
- Relationship, dating, or domestic violence
- Stalking (if relationship-based)

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. Her office is located in 220 West Grand Ave., Escondido, CA 92025.

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 Web: <http://www.ed.gov/ocr>

What is your obligation as student/staff if you know about sex discrimination at JPCatholic?

Your obligation to report instances of sex discrimination is governed by several federal laws, including Title IX, Title VII, and the Clery Act. At JPCatholic, staff and faculty are required to report all incidents of sex discrimination, including the behaviors listed above, to the Title IX Coordinator within 24 hours of becoming aware of the incident. Counselors, health care providers and clergy are exempt from mandatory reporting. A reporter may initially be able to omit personally identifiable information (the name of the victim, the name of the accused individual, and other identifying details about witnesses, location, etc.). The Title IX Coordinator will then guide the reporter with regard to how much detail is needed. It is recommended that when someone starts to make a disclosure, staff and faculty should clarify what that he or she is required to do with the information that is shared.

No Retaliation

It is strictly against JPCatholic policy to retaliate against anyone who reports or assists in making a good faith complaint of prohibited harassment or discrimination and/or who cooperates in any harassment or discrimination investigation. Prohibited retaliation may include, but is not limited to, withholding pay increases, poor evaluations, onerous work assignments, demotion, discipline or dismissal. Irrespective of whether there is merit to the initial complaint of harassment or discrimination, retaliation is viewed as a major offense and will result in discipline up to and including dismissal from duties.

Other Inappropriate Conduct

Conduct that does not constitute prohibited discrimination or harassment under the law or under any of the University's policies still may be inappropriate for the University environment or workplace. Even if the University determines an individual's behavior does not rise to the level of prohibited discrimination or harassment under this policy, the University may impose appropriate disciplinary action, up to and including separation of service.

As a general rule, disciplinary action will be imposed under this paragraph if the University believes the behavior or conduct was inappropriate, unprofessional, objectionable, inconsistent with reasonable rules of conduct, inconsistent with the spirit of the University's harassment-free and discrimination-free philosophy or policy, or is not in the best interest of the University or its students.

Reporting a Complaint

It is an essential responsibility of every employee to bring discrimination or harassment problems to the attention of University administration in a prompt manner. Any person(s) who feels he/she has been a victim of, has witnessed, or otherwise become aware of discrimination or harassment prohibited by this policy is encouraged to report the matter immediately. A written complaint is preferred. Employee concerns should be reported to a supervisor, administrator, or Human Resource personnel.

On receipt of a complaint, an investigation will be conducted and appropriate actions and corrective measures will be taken in accordance with applicable University disciplinary options.

Complainants of sexual assault, domestic violence, dating violence, or stalking may contact the Title IX Coordinator to report a complaint. Complainants of any type of discrimination have the option to notify local law enforcement authorities or may decline to notify such authorities. Campus authorities, including the Title IX Coordinator, can assist complainants in notifying law enforcement authorities if the complainant so chooses. Even if the complainant does not want to notify law enforcement of the attack immediately or to press charges, it is important to preserve evidence such as clothing that may assist in proving the alleged criminal offense occurred or that may be helpful in obtaining a protection order.

Victims of discrimination may also 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 Web: <http://www.ed.gov/ocr>

Title IX Investigations and Disciplinary or Grievance Process

Complaints of sexual misconduct by a staff member against another staff member or by a staff member against a student or faculty member are governed by Title IX and are, therefore, investigated by the Title IX Coordinator. A full investigation including any disciplinary plan of action should be concluded in 60 days. The adjudication of sexual misconduct cases shall follow the process outlined in Disciplinary Action or Faculty Grievance procedure, unless

otherwise outlined below. The primary concern is student and employee safety. Complaints can be made in writing or verbally to the Title IX Coordinator, Anna Velasco. Her phone number is (858) 653-6740. She is located at 220 West Grand Ave., Escondido, CA 92025.

The Title IX Coordinator will investigate a complaint of sexual misconduct within 14 days of receiving the complaint. The degree to which a complainant of sexual misconduct participates in the investigation and subsequent hearing will be up to the complainant to decide; however, when a complainant does not wish to be a part of the investigation, wishes to remain anonymous, or refuses to provide information to the Title IX Coordinator, the Title IX Coordinator may be prevented from doing a full investigation. The Title IX Coordinator will compile all evidence, including the testimony of various witnesses, into a report. The report will not contain findings of fact as to whether a violation of the sexual misconduct policy actually occurred; however, the Title IX Coordinator will decide whether there is sufficient evidence of sexual misconduct such that the complaint needs to go forward for a hearing by the either University Disciplinary Board or Grievance Hearing Committee, as appropriate. The standard used is a preponderance of the evidence – is it more likely than not that sexual harassment or violence occurred. If the Title IX Coordinator does not find there is sufficient evidence to proceed with the hearing, the complainant may still request a hearing before the University Disciplinary Board or Grievance Hearing Committee. The complainant's refusal to be present or participate in the hearing will not prevent the hearing from proceeding as long as there is other evidence of the sexual misconduct.

During a hearing both sides may have character witnesses. The parties will not be allowed to personally question or cross-examine each other. Questions can be submitted by the complainant or respondent in advance to be addressed during the hearing.

The Title IX Coordinator may be called as a witness and may present evidence found during the course of the investigation, including the testimony of individuals interviewed during the investigation. Because the University Disciplinary Board is the finder of fact, the Title IX Coordinator will not be asked whether the respondent acted in violation of this policy, but the Title IX Coordinator may comment on inconsistencies found during the investigation and on the credibility of witnesses interviewed.

In cases involving sexual misconduct that are resolved through the Disciplinary Board process, within 24 hours of a decision from the Disciplinary Board, the Chairman of the Board will concurrently provide written notification of the decision and the process of appeal to the accused student, the complainant, and the Title IX Coordinator. If the case is heard on appeal, the President will provide his decision to both the accused staff member and complainant concurrently and in writing.

Once a determination that sexual harassment or sexual violence has created a hostile environment, JPCatholic will take immediate action to eliminate the hostile environment, prevent its recurrence and address its effects.

Complainant Services, Accommodations, and Case Management

For claims of discrimination, procedures for case management include keeping the complainant informed of the status of any disciplinary proceedings and any appeal and help with academic difficulties that may arise due to the discrimination. Case management will be provided by the Title IX Coordinator (or designee) in cases of sex discrimination and the Human Resources Representative (or designee) in all other cases. Accommodations or protective measures are provided if the complainant requests them and if they are reasonably available, regardless of whether the complainant chooses to report the crime to campus security or local law enforcement. Interim or protective measures may include moving office location, changing to a different supervisor, or issuing a no-contact letter. Accommodations can include a no contact rule between parties, access to counseling, escort between classes and tutoring.

All students and employees have the right to file a criminal complaint with local law enforcement in addition to notifying JPCatholic.

The Title IX Coordinator will cooperate with others to provide effective protection of health and safety for the complainant, assure strict confidentiality, initiate interim sanctions if appropriate, and maintain records.

In the case of alleged dating violence, domestic violence, sexual assault, or stalking, JPCatholic will provide written notification to complainants regarding:

- The preservation of evidence to assist in proving the alleged criminal offense or obtaining a protective order
- How and to whom an alleged offense is to be reported
- Options for the involvement of law enforcement and campus authorities
- The victim's rights or institution's responsibilities for orders of protection
- Explanation of procedures for institutional disciplinary actions
- Services available to victims (counseling, health, mental health, victim advocacy, legal assistance, visa and immigration services, etc.)
- Options for, and available assistance in, changing academic, living, transportation, and working situations, regardless of whether the victim reports the crime to campus police or law enforcement
- Explanation of rights and options

JPCatholic will provide confidential counseling to staff members who are victims of sexual assault. In addition, the Title IX Coordinator can provide information and assistance regarding other off-campus resources for sexual assault victims, such as judicial no-contact, restraining, and protective orders.

JPCatholic will maintain as confidential any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of the institution to provide the accommodations or protective measures. The Title IX coordinator

will complete publicly available record keeping, including Clery Act reporting and disclosures, without the inclusion of personally identifying information about the victim.

Resources for complainants of sexual harassment or sexual violence

Initially, make sure you get to a place where you feel safe. Call somebody you trust. There is a National Sexual Assault hotline at (800) 656-HOPE; your call is anonymous and confidential. Seek medical attention as soon as possible if you have any injuries.

Confidential Resources

To meet with a priest on campus, check online at

<http://www.jpccatholic.com/studentlife/forms/spiritual-life.php>

To meet with a professional counselor on campus, contact Stephen Cunningham, Student Success Specialist at SCunningham@jpccatholic.edu.

To meet with a local resource center, contact Women's Resource Center on their crisis number (760) 757-3500.

Nonconfidential resources

File a criminal complaint with the Escondido Police located at 1163 Centre City Parkway, Escondido, CA 92026. Crisis number is 911; non-emergency number is (760) 839-4722

File a complaint with the Title IX Coordinator, Anna Velasco at AVelasco@jpccatholic.edu, (858) 653-6740. Her office is located at 220 West Grand, Escondido, CA 92025.

Title IX Exemption

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.

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 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.

Policy on Human Sexuality

This policy is intended to cover human sexuality issues at John Paul the Great Catholic University (JPCatholic), a Catholic academic community. All University policies, procedures and practices are grounded and administered in a manner consistent with our mission and our Catholic identity. University policies seek to protect all persons right to live safely within our community and are established with charity. Students, faculty and staff come from all faiths, and the University has a mutual respect for diverse beliefs. All students, faculty and staff must adhere to all our policies or be subject to disciplinary action up to and including expulsion or termination.

The JPCatholic mission is to impact culture for Christ guided by the teachings of Jesus Christ as preserved by his Catholic Church. 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 have the opportunity to encounter Jesus Christ and learn his time-enduring spiritual, moral and social teachings – the Word of God. Catholic liturgy is at the center of life on campus, with the Mass being at the very core.

In accordance with the teachings of Jesus Christ as preserved by his Catholic Church, the JPCatholic community acknowledges God's call to love all persons in the context of God's revealed truth, and is committed to being a community that values human dignity. In agreement with the *Catechism of the Catholic Church*, we affirm that "Human life must be respected and protected absolutely from the moment of conception. From the first moment of his existence, a human being must be recognized as having the rights of a person – among which is the inviolable right of every innocent being to life" (*Catechism of the Catholic Church* 2270). Those who have had an abortion, aided in an abortion or used contraceptive devices (*Catechism of the Catholic Church* 2370), all of which are grave offenses, are encouraged to obtain forgiveness and be reconciled with God and the Catholic Church through the Sacrament of Reconciliation which is readily available on and off-campus.

In accordance with the teachings of Jesus Christ as preserved by his Catholic Church, the JPCatholic community believes that God created all humans—male and female—in his image and likeness and with equal dignity, and that due to sin and human brokenness, our experience of our sex and gender is not always as God designed. In hope, we affirm God's capacity to heal and transform our brokenness. The JPCatholic policy on gender identity affirms that one's gender identity is based upon one's biological sex as defined by natural law, a naturally knowable and universally binding law of right and wrong, and holds firmly that any tension between one's biological sex and experience of gender identity should not be resolved through medical intervention or adoption of dress or practices of the opposite biological sex. Gender confusion, although not a new experience, is a human confusion in need of God's healing. Any policy in opposition to and betraying our mission and the teachings of the Catholic Church would harm the JPCatholic community. When individuals have questions about their gender identity, they are encouraged to approach any priest on campus or in local parishes.

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. When individuals have questions about their sexual orientation, they are encouraged to approach any priest on campus or in local parishes.

All institutional decisions are made consistent with institutional policies, including this policy, and include student admissions and retention, housing, employment hiring and retention and all other matters.

At times, it may be necessary to remove a student, faculty or staff member from specific involvement in JPCatholic community temporarily or permanently. All students, faculty and staff must adhere to this policy on Human Sexuality or be subject to disciplinary action up to and including expulsion or termination.

Student Housing at JPCatholic

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

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

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

Currently JPCatholic does not offer graduate student housing.

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

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

Facilities and Equipment

John Paul the Great Catholic University is located on West Grand Avenue in downtown Escondido. The campus is made up of four separate buildings centered around the intersection of Maple Street and West Grand Avenue. The facility includes a chapel, classrooms, library, conference rooms, a media lab, sound stage, administrative offices, and reception area.

Students have full access to state-of-the-art media equipment and facilities. These include:

- Cameras: JPCatholic has a large selection of high-def, digital cinema cameras.

- **Lighting & Sound:** Lighting and sound equipment are available for student productions. The lighting kits include hard and soft lights, floodlights, spotlights, and small lights. Microphone sets include boom, wireless, microphones, and mixers.
- **Post-Production:** The post-production lab is equipped with 20 Macintosh editing systems. The editing stations come with an assortment of software for sound and picture editing, including the Avid 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

Sheryl Anderson

Adjunct Professor of Screenwriting

Madlain Arabo

Adjunct Professor of Science

Bradley Bartlett

Adjunct Professor of Law

Angie Bitsko

Professor of Acting

Colin Brady

Adjunct Professor of Animation

Marc Burch

Adjunct Professor of Business and Launchpad Mentor

George Castro

Adjunct Professor of Animation

Derry 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

John Duffy

Adjunct Professor of the Business of Film

Tom Dunn

Professor of Film Production & Chair of Communications Media

Lee Eskey

Adjunct Professor & Chair of Acting

Shun Lee Fong

Adjunct Professor of Media Law

Gina Fricchione

Adjunct Professor of Acting

Monique Gaffney

Adjunct Professor of Acting

Bob Gaglione

Adjunct Professor of Humanities

Robert Giracello

Adjunct Professor of Music

Rebecca Huber

Adjunct Professor of Acting

Max Hulburt

Professor of Animation & Chair of Animation and Gaming

Jerry Jackson

Professor of Business & Chair of Business

Sam Keyes

Professor of Theology

Brian Knighten

Adjunct Professor of Business

Joe Koller

Professor of Business

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

Larry Patin

Adjunct Professor of Media

Angela Paura

Adjunct Professor of Business

Catherine Paura

Adjunct Professor of Business

John Polhamus

Adjunct Professor of Music

Christopher Riley

Professor of Film

Paul Rugg

Adjunct Professor of Media

Nate Sartain

Adjunct Professor of Game Art and Design

Nathan Scoggins

Professor of Film

George Simon

Professor of Film Production

Father Ankido Sipo

Adjunct Professor of Theology

Nate Sjogren

Adjunct Professor of Cinematic Visual Effects

Joe Shoopack

Adjunct Professor of Game Design

Julie Anne Stevens

Professor of Creative Writing

Shalina Stilley

Adjunct Professor of Humanities

Jean Streicher

Professor of Business

Joe Szalkiewicz

Adjunct Professor of Business

Jordon Trebas

Adjunct Professor of Game Design

Jessica Urven

Adjunct Professor of Accounting

Sr. Nancy Usselman

Adjunct Professor of Theology

Eric vanHamersveld

Adjunct Professor of 2D Animation

Father Andrew Younan

Professor of Philosophy

University Administration

Board of Trustees

Officers

Don Rez JD; Chair & Secretary

Derry Connolly; President

Members

Laura Badillo

Luis Calingo

Derry Connolly

Nick DiNapoli

Martin Harold

Kevin Meziere

Paul Polito

Deacon Frank Reilly

Don Rez JD

Tom Tomkins

Deacon Mark Wieczorek JP, PhD

Administration

Derry Connolly PhD; President & Chief Academic Officer

Martin Harold MBA; Vice President of Admissions

Kevin Meziere BS; CFO/COO

Anna Velasco JD; Assistant Vice President for Human Resources & Title IX Coordinator

Lisa Williams BS; Director of Financial Aid

Chris Riley; Chair, Academic Senate

Lidy Connolly; Vice President of Administration

Nicholas Heye BS; Registrar

Jonathan Sperling BS; Dean of Students