

FACULTY HANDBOOK 2012/13

JOHN PAUL THE GREAT CATHOLIC UNIVERSITY

SAN DIEGO, CA

Updated: 8/11/12

Preface

This handbook is specifically applicable to employees of the university working as faculty. As such, this chapter contains a variety of policy statements, descriptions of benefits and services available to faculty members, and a basic outline of faculty responsibilities and obligations.

In addition to this document, faculty members are responsible to be familiar with the contents of the John Paul the Great Catholic University employee handbook.

This handbook may be amended from time to time at the discretion of the Faculty Senate, with the goal of assisting the faculty in their service to the University. The Faculty Senate is accountable to the University's Board of Trustees.

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1. Introduction

The purpose of this handbook is to describe current personnel policies, procedures and expectations of all faculty at JP Catholic University; the handbook is intended to provide general guidance only.

The Board of Trustees maintains the discretion to interpret and apply the policies set forth in this and other handbooks and the decisions of the Board shall be final and binding on the faculty and administration. Further, the Board of Trustees and the University reserves the right to change these and other policies and procedures at any time, and without notice.

Copies of this handbook are available from the University Business Office and from the JP Catholic web-site. Employees are responsible to periodically review the JP Catholic web-site for updates and changes.

Nothing contained in this or other handbooks is intended, nor should it be construed, to confer any right on an employee, or to impose any contractual or other obligation on the University. This handbook shall not be modified by any statements contained in other handbooks, employment applications, University recruiting materials, University memorandums, or other materials provided to any employee in connection with their employment. Specifically, this handbook or other documents, in part or total, should not be construed in any fashion or manner to imply, directly or indirectly, an employment contract on the part of the employee and/or the University; nor does this handbook guarantee any fixed terms and conditions of one's employment with the University.

In this handbook the term "faculty" is used to describe any employee responsible for instructing students in a course that serves as part of the university's curriculum. Faculty are further distinguished by the terms "full-time" or "part-time". For further information on the workload which constitutes "full-time" or "part-time" faculty, see "Teaching Load Policy" below. In general, no adjunct faculty may teach more than 50% of the full-teaching load.

2. Faculty Organization and Governing Bodies

2.1. Faculty Senate in General

The JP Catholic Faculty Senate is the all-school, policy-forming, representative body of the University's faculty. Its mission is to help ensure that faculty have final oversight over and remain the driving force of the school's academic curriculum as well as its faculty development and assessment. In addition, in offering proposals ordered towards the overall improvement of the students' learning experience at JP Catholic, the Faculty Senate works to enable the University to fulfill its institutional goal: Impact Culture for Christ! It does this by remaining faithful and compliant with the directives for Catholic higher education laid out by *Ex Corde Ecclesiae* and other documents of the Catholic Church. The Senate thus assumes an active role in the University governance system through its responses to other school committees and its policy resolutions.

2.2. Faculty Senate Responsibilities

The Faculty Senate shall participate in University governance in five ways:

- 1. Regulative:** The Faculty Senate has the responsibility of determining policies and procedures regulating the school's faculty, curriculum, and academic affairs. In this the Faculty Senate remains accountable to the Board of Trustees. The Faculty Senate also takes an active role in evaluating faculty hiring decisions.
- 2. Consultative:** The Faculty Senate may discuss with or provide information to any administrator with authority and responsibility for a decision. Such decisions will in part be informed by the Faculty Senate's regular assessment of on-going student performance.
- 3. Advisory:** The Faculty Senate may recommend policies to any administrator who is authorized to make a decision.
- 4. Shared Responsibility:** The Faculty Senate's policy resolutions will be presented to the President or Provost or other authorities responsible for university policies. If the Faculty Senate and the administrator disagree then they or their representatives must confer in an attempt to resolve the differences.
- 5. Delegated Authority:** The University President or an authorized designee may delegate authority to the Faculty Senate on specified matters.

2.3. Governance of the Faculty Senate.

Leadership: The Faculty Senate is presided over by an elected "Chair". The Faculty Senate Chair sits in on the school's Cabinet meetings where s/he will be responsible for representing the Faculty Senate and communicating the proposals and concerns it has made decisions about. The "Chair" is to be elected at the first meeting of the Faculty Senate of the academic year (i.e., Fall Quarter). If the elected Chair is unable or unwilling to fulfill his duties, the Faculty Senate may vote in a replacement for the Chair.

Membership: Voting members of the Faculty Senate include the chairs of each of the school's programs, all full-time faculty, and any adjunct faculty member who has taught at least eight courses. All faculty members are welcome to attend the meetings of Faculty Senate and participate in its discussions. The voting membership of the Senate may be expanded by vote.

Decision-Making: All decisions require a two-thirds vote of approval among those present for ratification.

Meeting Schedule: The Faculty Senate meets at least once a month, though meetings can be waived or added to the schedule by a vote.

Records of Meetings: The Chair has the responsibility of seeing to it that the minutes of the Faculty Senate meetings are recorded. Minutes of meetings will be available to all faculty members upon request.

2.4. Subcommittees

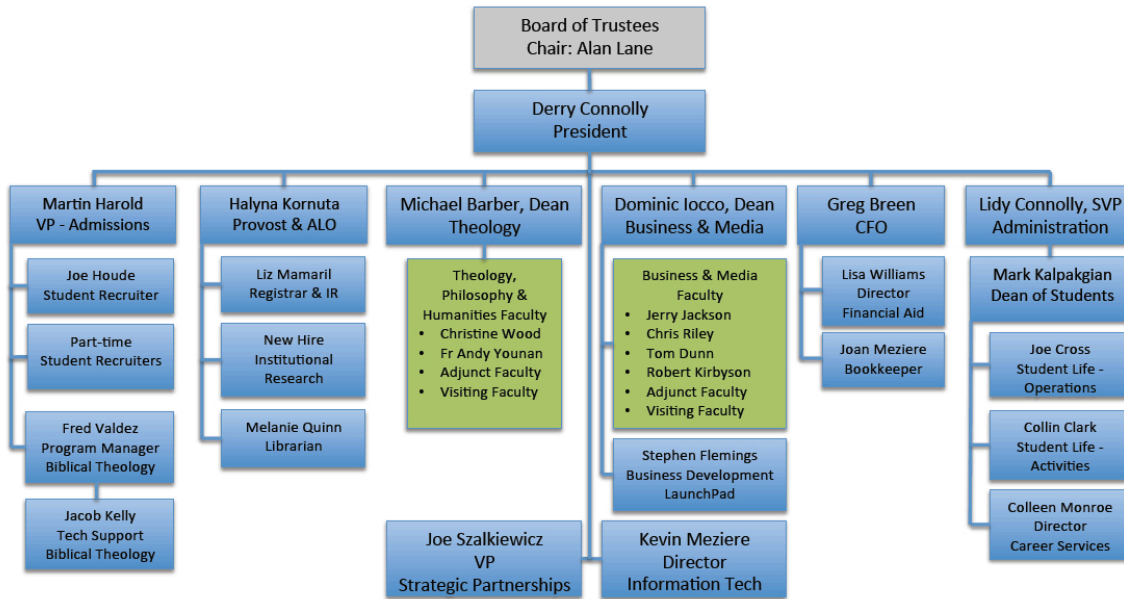
Subcommittees will be formed by the Faculty Senate to serve university by reviewing and proposing changes to curriculum (Curriculum Committees). In addition, a subcommittee will be formed to assist with the development of the library (Library Committee). Furthermore, the Faculty Senate will form an Institutional Review Board to review research proposals for research to be conducted on campus.

Members of the Faculty Senate will also participate in the Academic Appeals Committee, the WASC Steering Committee and the Admissions Committee. The Faculty Senate in consultation with the appropriate Deans will also select future department chairs.

2.5. Organization of Faculty

JP Catholic's faculty members are organized by the programs in which they teach. Theology, Philosophy and Humanities faculty ultimately report to the Dean of Theology; Business and Media faculty report to the Dean of Business and Media. Each program also has its own chair. Some program emphases (e.g., General Ed, New Evangelization) may also have their own chairs. For further details, see the chart on the following page.

John Paul the Great Catholic University Organizational Structure



President's Cabinet: D Connolly, Barber, Iocco, Breen, L Connolly, Szalkiewicz, K Meziere, Kornuta, Harold, Kalpakgian, Dunn

Academic Affairs Shared Governance Council: D Connolly, Barber, Iocco, Kornuta

Updated July 1, 2012

3. Faculty Workload Policy

3.1. Introduction

JPCU Faculty Senate sets forth general faculty workload policies that facilitate accountability in the use of University resources, while avoiding excessive or inequitably distributed workloads. The policies recognize that special circumstances may exist from time to time. The Faculty Senate will periodically review these policies.

Three critical principles underpin these policies:

- **Commitment to mission** demands faculty who have strong work ethic to deliver on the University's mission to train and form students to impact culture for Christ. Faculty members are men and women prepared to work above and beyond the academic norm because the mission is so important.
- **Excellence in teaching** is an expectation of all faculty members. JPCU is a community of learners where student-faculty interaction produces impactful cross-disciplinary learning. Faculty teaching and mentoring are primary activities.
- **Engagement in research, application and service** is an expectation of all faculty members that is shared and/or published for the benefit of the University and the broader scholarly community.

3.2. Workload Fundamentals

The major components of faculty work are: teaching, research and service. The Faculty Senate began its deliberation by assuming that a full-time faculty total workload equals 100%, and that as a general principle teaching a single, face-to-face three-credit course equates to 20% of the total workload. The faculty member usually spends far less time in the classroom than in preparation, grading, and mentoring. The teaching load for faculty, in general, is 12-credit hours per quarter (a 4/4/4 class load for the academic year). A 12-credit hour per quarter teaching load would, therefore, constitute approximately 80% of a faculty total workload, with 20% attributed to scholarship, research and/or service. The Academic Senate recognizes that for faculty to create a robust culture of research, they themselves will have to possess a passion and vigor, and give generously of their own time for scholarship and research. For example, a faculty member with a significant administrative (for example: Accreditation Liaison Officer or Dean) or academic responsibility (creating a feature film) might teach 6-credit hours per quarter (40% of their total workload) and allocate 60% of his/her workload to other role.

For faculty involved with Distance Learning, the critical role is creating an environment for the online students, which elicits, engages and stimulates discussions matching the face-to-face classroom experience. Classes delivered online are video presentations of an actual face-to-face class taught on-campus. The online students see and hear exactly the same material as the on-campus student. A typical online class consists of 5-10 students. The Faculty Senate estimates this effort represents a 4% faculty load, since the online class requires NO extra preparation or grading on the part of the faculty. The faculty member is assigned a teaching assistant to grade

homework assignments of the online students. Thus a faculty member can support up to 5 online classes for each on-campus class taught. The Faculty Senate will review this workload calculation annually.

The Faculty Senate seeks to maintain the model described above. It is recognized however that some faculty members may have workloads that diverge from these norms in a given quarter. If a faculty member’s workload consistently goes beyond what is envisioned here that faculty member should address concerns to the Faculty Senate.

3.3. Teaching Load Policy

The teaching load policy recognizes differences between full-time faculty and adjunct faculty.

Full-time Faculty

The standard instructional load maximum for full-time faculty is 12-quarter hours per quarter, which equates to four 3-unit face-to-face classes per quarter, with no more than four all-new course preparations during the academic year. Instructional load may vary based upon a number of factors including, but not limited to, administrative responsibilities, class size, development of new courses, modality of instruction, special assignments, level of instruction, discipline, and accreditation requirements.

For full-time faculty involved with a mix of undergraduate, graduate on-campus and online classes, their maximum instructional load is summarized in the following table.

Quarterly Class Workload Maximum (Assuming all 3-unit classes)			
On-campus		Online	
U-Grad	Grad	U-Grad	Grad
4	0	0	0
3	1	0	0
3	0	5	0
3	0	0	2
2	2	0	0
2	1	5	0
2	0	10	0
2	0	0	4
1	2	5	0
1	2	0	2
1	1	10	0
1	1	0	4
0	2	10	0
0	2	0	4

Adjunct Faculty

In general, no Adjunct Faculty may teach more than 50% of the full-time teaching load.

3.4. Faculty Senate Approval and Reappraisal

The faculty, through the Faculty Senate, should participate fully in the determination of a specific workload policy, both initially and in all subsequent regularly scheduled reappraisals. The Deans must approve the policy.

4. Expectations and Policies for Faculty Members (General)

4.1. Faculty Syllabi Expectations

Faculty members will prepare an initial syllabus for each course to be taught during the academic year. All syllabi are collected by the registrar's office at the beginning of each term. Each syllabus is to follow the prescribed format and is to include the following:

1. The course's title and catalogue number
2. The name of the professor
3. The number of units a course involves
4. JP Catholic's Mission Statement
5. Learning outcomes for the program the course is a part of, indicating which ones are introduced, developed or mastered in the course.
6. Learning outcomes for the course
7. Contact information for the professor (e.g., email)
8. Description of assignments, course requirements, required texts
9. Attendance policy
10. Grading Policies
11. Avenues for academic advising and assistance (including ways to contact the professor outside of the classroom for further help, e.g., office hours)
12. Information about other student resources (e.g., library resources, the writing center and resources for technical support)

Course syllabi should be sent to the registrar a minimum of 30 days before the start of the course. This will allow time to post schedules, assigned readings and required texts.

4.2. Faculty commitments

Faculty members will be involved in the life of the university and commit themselves to professional development, including the following:

1. Faculty members are highly encouraged to participate in meetings of the Faculty Senate. Regular participation in the Faculty Senate is required of full-time faculty members.
2. Faculty members will serve on faculty committees (e.g., formed to assess learning outcomes).
3. Faculty members will attend the university's annual graduation exercises.
4. Faculty members will attend professional meetings within one's discipline.
5. Faculty members will serve as academic advisors to students majoring in their discipline and also help to mentor students, both professionally and personally.
6. Faculty members are encouraged to host students in their home. Expenses may be reimbursed according to budget restraints.
7. Faculty members will work with student organizations (i.e., clubs), particularly those related to the faculty member's academic discipline and/or professional interest.
8. Faculty members will work with the Dean of Student Life on creating co-curricular events or organizations related to one's discipline when appropriate.

9. Faculty members must be on campus to meet with their classes. In case of illness or other emergency, they should timely notify the relevant Dean of their absence and the reason for the absence. It is the responsibility of the faculty member to reschedule missed classes at a time that works for the students. In cases of extended illness and in consultation with the Provost, a substitute may be found to teach classes.
10. Faculty members must post and keep regular office hours on campus as to when students may meet with the faculty member.
11. Faculty members are expected to be on campus to meet their obligations when courses are in session.
12. Administrative staff will observe stated holidays. Faculty, however, must meet classes according to the academic calendar.
13. A faculty member will be assigned as a student's advisor in a student's major or field. Faculty members will advise students about their class schedule, career goals, and other concerns. Students who are admitted provisionally or who are on academic probation will require special attention in consultation with the Registrar and the Admissions Department.
14. Faculty members are expected to communicate in a timely manner with the Registrar according to stated deadlines regarding student attendance. Every effort should be made to alert the Registrar of a student that might need special attention due to excessive absence or poor performance.
15. Grades must be reported to the Registrar on the proper form within 10 days of the conclusion of the last quarter exam.
16. Faculty members will administer final examinations in their courses that have examinations or coordinate with the Registrar to find a suitable proctor.

5. Expectations and Policies for Faculty Members in Graduate Programs

In addition to the general expectations and policies for faculty members at JP Catholic mentioned in the previous section, further expectations are placed on professors in the graduate programs. The following policies are meant to supplement those listed in the section above.

5.1. The Graduate Culture

The primary mission of graduate education at JPCU is to prepare the next generation of professional, scholarly, and educational leaders to impact culture for Christ. In order to fulfill this mission, we seek to provide each student the opportunity to encounter Jesus Christ, and to instill in each one an understanding of and capacity for scholarship, independent critical judgment, academic rigor, and intellectual honesty. It is the shared responsibility of faculty and graduate students to work together to foster these ends through reflections on the teachings of Jesus Christ and relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect. High quality Catholic graduate education depends upon contemplating the truth that is Jesus Christ, and the professional and ethical conduct of both faculty and students. The graduate education to which we are committed, moreover, encompasses at least four separate components: (1) preparation for the student's future role in society, (2) development of an individual's intellectual and academic agenda, (3) opportunities for professional career development, and (4) active participation in the professional community with a mission to evangelize. The faculty, the graduate students, and the university community have particular responsibilities in ensuring the achievement of these four primary goals.

5.2. Expectations of Graduate Faculty

The major components of faculty work at JPCU are: teaching, research, and service to the students and the community. The Faculty Senate proscribed a full-time faculty teaching workload constitutes approximately 80% of a faculty total workload, with 20% attributed to scholarship, research and service.¹

1. Teaching and Administration.

- a. For faculty workload see §3.3. above.
- b. Faculty will ensure that graduate programs offer a curriculum of instruction that is both broad and deep enough to equip students with the knowledge and skills needed for the broad array of postgraduate careers. Collaborating with the Chair of their Department, full-time faculty will take ownership of the curriculum and participate in the Faculty Senate. Part-time faculty will collaborate when possible with other Faculty in assessing and developing the curriculum.

¹ For further information on work-load expectations (e.g., expectations regarding on-line courses, etc.) see the Faculty Workload Policy.

- c. Full-time faculty will ensure, by tracking comparative data over time, that all aspects of the graduate programs conform to the highest academic standards and to provide mechanisms of correct when they fall below those standards. In a more limited but still important way, Part-time faculty will commit to providing data and input from their teaching experience at JP Catholic that can be used in assessing and developing JP Catholic's programs.
- d. Faculty will provide students with knowledge of the current frontiers of scholarship and opportunities in multi-disciplinary research.
- e. Faculty will create an ethos of collegiality so that learning takes place within a community of scholars.
- f. Faculty will frequently offer interpretations and positions contrary to their own, exposing students to a wide variety of perspectives.
- g. Faculty will promote a culture of inquiry and dialogue, respecting academic freedom. Faculty will ensure that students engage in discussion of issues, evaluating various positions staked out by influential figures and scholars. Students are not required to agree with their professors. No faculty will ever penalize a student on the grounds that the students disagreed or challenged him or her, so long as the student offers cogent, coherent, arguments that can be supported by a study of the evidence. All dialogue must be characterized by charity befitting a commitment to Christian principles.
- h. Faculty will avoid all situations that could put them or their students in positions of any conflicts of interest.
- i. Faculty will prepare students to enter the job market with requisite professional skills, with an appropriate range of professional contacts, and with a realistic view of the current state of that market, both within and outside of academy.
- j. Faculty will be fair, impartial, and professional in all dealings with graduate students in accordance with university policies governing nondiscrimination, harassment of all sorts, and normative standards of confidentiality.
- k. All faculty, but particularly full-time faculty, will commit in some way to provide intellectual guidance, rigor, progress guidelines and constructive evaluation on students' educational programs, their research interests/goals and specific research projects including expected timetables for the completion of research projects and assisting students in pursuing/achieving them.
- l. Any full-time faculty member will agree to serve, when requested, as an academic advisor and a nurturing professional mentor to graduate students. Graduate faculty will serve as advisors to no more than twenty students in their graduate program.
- m. All faculty will seek to improve their teaching ability, attending events focused on faculty development, participating in dialogue regarding pedagogical tools and approaches, and remaining open to input from others.

2. Scholarship and Research. The faculty will:

- a. Full-time faculty must commit to having a membership in at least one professional society (e.g., Society of Biblical Literature, Catholic Biblical Association, Catholic Theological Society of America).
- b. Full-time faculty must commit to attending a scholarly conference once a year.

- c. Faculty members are expected to engage in research with the goal of making a scholarly contribution to their field. Faculty members are expected to commit themselves to completing at least one of the following every other year:
 - o Present at one academic event a year.
 - o Publish one academic work per year (article, monograph).

3. Service. The faculty will:

- a. Encourage student participation in scholarly activities, including conference presentations, publications, professional networking, and project funding.
- b. Assist students, where appropriate, in joining collaborative projects in accordance with the accepted norms of the discipline.
- c. Encourage students to participate in public service and civic engagement programs to enrich communities extending from campus to locations across Southern California and beyond.
- d. Incorporate service learning into their courses and program where appropriate.
- e. Engage in service to his or her profession.

6. Academic Appointments

6.1. Terms of Appointments

All Full-time, adjunct and visiting faculty appointments are without term. Appointments are reviewed and renewed quarterly unless cause for termination is given.

6.2. Procedure for Appointment and Termination

Faculty appointments are made according to the following procedures:

1. The department chair, the Dean and the CFO assess the need for a new faculty member in his or her department.
2. The appropriate Dean notifies the President of the faculty vacancy.
3. With the Presidents approval, a search committee is formed.
4. The Dean advertises for the vacant position including a position description and a start date.
5. The Search Committee will review all applications, and will interview applicants, whose credentials meet the requirements, via conference call, to assess their competency and fit with the University and its mission.
6. The Search Committee will invite selected applicants to interview on campus. The interview will include the candidate teaching a demonstration lesson for the Search Committee, other faculty and selected students. The applicant is interviewed by the following:
 - a. The Search Committee
 - b. The relevant Dean
 - c. The department chair
 - d. Other selected faculty
 - e. Selected students.
 - f. The President
7. The Search Committee recommends to the Dean and the President the successful applicant for hire.
8. A letter of hire spelling out the terms and conditions of employment is given to the successful applicant in writing by the CFO.
9. The new faculty member must agree to abide by the expectations of the University laid out in this Faculty Handbook. Most importantly, faculty are asked to affirm positively in writing:
 - a. An acceptance of the JP Catholic academic freedom policy
 - b. A willingness to sign the faculty agreement of the university
10. All faculty members shall ordinarily be notified of termination at least one month before the beginning of a new quarter. The relevant Dean or Department chair shall give reasons for the notice of termination to the faculty member. Otherwise the appointment is automatically renewed each quarter.

6.4. Faculty Positions

Professor of Practice. Ordinarily to be appointed as an instructor, a faculty member must hold a recognized industry certification with at least 5 years of experience in the field in which he or she is teaching. No previous university teaching experience is necessary nor is a terminal degree required. A Professor of Practice will be hired at the appropriate category of the salary schedule.

Professor. Ordinarily to be appointed Professor a faculty member must have one of the following: an earned academic doctorate, or a Master's Degree with exceptional industry qualifications or its equivalent, the highest professional degree in one's field (J.D., M.D.) and at least three years industry experience or its equivalent, In addition faculty members must show promise as a teacher and a scholar. A Professor will be hired at the appropriate category of the salary schedule.

Visiting Professor. Ordinarily a visiting professor is a teacher of high academic and professional achievement, who teaches at John Paul the Great Catholic University for a specified period of time, but whose usual employment is at another institution. Salary is determined by the professor's experience and assignment.

Adjunct Professor. An adjunct professor designates a part-time teacher of high academic and professional achievement who teaches in a field of special expertise.

6.5. Benefits and Services

Salary. Salary reflects level of education, years of service and professional experience. The Provost in consideration of internal and external economic realities, including cost of living and budget constraints, will adjust salaries.

Faculty travel and professional development. The school budgets funds for faculty development. Division of the funds is regulated by the Faculty Senate. Specifically, Program Chairs propose how money should be spent. A sub-committee of the Faculty Senate approves allocation of resources.

Office space and resources. Full-time faculty will be assigned on campus office space and provided with equipment necessary for their work.

Technical assistance. All faculty are given access to the training and assistance through the school's Information Technology department.

6.6. Catholic Faculty

In accordance with *Ex Corde Ecclesiae*, JP Catholic is committed to maintaining its Catholic identity. At least 51% of the full-time faculty are to be practicing Catholics (cf. *Ex Corde Ecclesiae* II, art. 4 § 4).

7. Faculty Evaluation and Assessment

7.1. Review of All Faculty

The full scope of activities of all full-time faculty is reviewed once every 1-5 years depending upon service to the university and previous evaluations. Adjunct faculty reviewed at the discretion of the Dean / Chair of the Department or by the time they have taught their fifth course. Reviews are typically performed in the Spring Quarter.

7.2. Gathering Information

The purpose of faculty evaluations is to promote the faculty member's professional development and teaching effectiveness at John Paul the Great Catholic University. Faculty evaluations should be viewed as a useful mutual tool to assess performance and as such, can be relevant for decisions regarding continual employment and/or promotional qualifications. The evaluation process includes:

1. A self-evaluation form, involving four areas (academic competencies, professional and institutional responsibilities, collegiality and commitment to mission).
2. At least one classroom observation (reviewer to be appointed by the relevant Dean/Chair or, in the case of a Dean / Chair, by the President).
3. A discussion of the evaluation between the evaluator and the faculty member. Recommendations for improvement are given including specific actions for the faculty member to take and a timeline to follow to improve his/her teaching.
4. A written evaluation by the evaluator.
5. Student course evaluations.

7.3. Peer Review

All of the above information will be reviewed by a sub-committee of faculty members appointed by vote by the Faculty Senate. This committee will forward their recommendations to the Dean / Chair of the program the faculty member is a part of. Deans and Chairs will have their reviews analyzed by the President of the University.

7.4. Evaluating goals

The relevant Department Chair and/or Dean (or in their case the President) shall meet with each teaching faculty member within his/her first year of employment and review professional goals and a plan for professional development, teaching activities, publication, and contributions to John Paul the Great Catholic University and its students. A written statement of professional goals and objectives resulting from this meeting will be produced by the faculty member and given to the Provost and/or Department Chair.

The teaching faculty member along with the Dean/Chair/President will review the achievement of stated objectives annually and revise the written statement of goals and objectives as necessary. Assessment will include various measures of student achievement of institution-wide goals. After the first annual review, evaluations maybe scheduled between every 1-5 years depending on experience, length of service and performance.

8. Faculty Grievance Procedure

8.1. General Guidelines for Dealing with a Complaint

If a complaint is brought against a member of the faculty by a member of the university community, effort should be made to resolve that complaint informally, promptly and satisfactorily to the parties involved.

The person bringing the complaint should discuss the complaint directly with the party or parties involved. If the complaint is not resolved satisfactorily, either party may take the issue to the department chair or Provost for resolution.

If the complaint is not resolved informally and a grievance develops, the faculty member shall use the following grievance procedure to process and resolve matters, including situations related to academic freedom. Faculty members, however, should make every effort to attempt to resolve issues informally before appealing to the formal process.

A grievance is a dispute involving one or more employees of the university involving a law, the John Paul the Great Catholic University Articles of Incorporation, the Bylaws, the employee handbook, or any other written or unwritten procedure, or precedent concerning employment related matters.

At each step of the grievance procedure the employee shall have the right to appear either individually, or with a representative of his/her choice, and will be allowed to present the grievance either verbally, in writing, or both.

8.2. Formal Grievance Procedure

1. The employee must initially discuss his/her grievance with his/her immediate supervisor promptly within ten (10) workdays of the alleged violation or after knowledge of the alleged violation reasonably should have been acquired. The employee's supervisor is expected to give a verbal response within five (5) working days. This paragraph does not apply if the grievance is alleged discrimination or harassment by your immediate supervisor.

2. If the grievance is not resolved informally to the satisfaction of the employee and his/her immediate supervisor, the employee must discuss the grievance with his/her department head within ten (10) work days after the discussion of the grievance with his/her immediate supervisor. The department head is expected to give a verbal response within five (5) work days. If the employee is grieving alleged discrimination or harassment by his/her department head, the step described in this paragraph does not apply.

3. At the request of the party or parties involved within five (5) work days after the department head has given his/her verbal response, the appropriate Dean may convene a faculty review committee to review the grievance and the process by which a resolution of the grievance has been attempted. The faculty review committee will include two members of the faculty in

departments other than the department of the party or parties involved, and the appropriate Dean. The committee will hear the party or parties involved and give their response to the party or parties involved.

8.3. Level one appeal in the formal grievance process

1. If the grievance is not informally resolved to the satisfaction of the party or parties involved, a formal written grievance may be filed with the President of John Paul the Great Catholic University no later than five (5) working days after the department head has given his/her response to the parties involved.

2. The President of the university, or his/her designee, will investigate the grievance and provide a written response to the party or parties involved no later than ten (10) work days from the date on which the President received the formal written grievance. If the employee is alleging discrimination or harassment by the President, the employee may, if he/she chooses, go directly to the level two appeal.

8.4. Level two appeal in the formal grievance process

a. If the Level one response is not satisfactory to the party or parties involved, the grievance may be appealed to the Chairman of the Board of Trustees. You must file your grievance to level two no later than fifteen (15) work days after the Level one response has been provided.

b. The Chairman of the Board of Trustees will then refer the Level Two Appeal to an ad hoc Board Grievance Committee. The Grievance Committee will consist of three members of the university's Board of Trustees. The Board of Trustees of, pursuant to the Bylaws of the university, appoints the Appeal and Grievance Committee.

c. The Grievance Committee will meet together to hear the grievance either in person or via telephone conference.

d. The Grievance Committee may or may not choose to tape record the proceedings. If the proceeding is tape recorded, the employee will be given the opportunity to tape record the proceedings independently as well.

e. As a grievant, the employee will have opportunity to state his/her position verbally and produce documents to the Grievance Committee. The grievant does not have the right to produce witnesses or to cross examine witnesses at this conference.

f. The Grievance Committee will render a written response to the parties involved in the grievance within fifteen (15) workdays after the grievance conference. The President of the university will also be provided a copy of the written response.

9. Honor Code

[Faculty shall enforce the student honor code. Faculty should commit to the same standards. See below.]

Students at JP Catholic University will follow a code of honor that governs all aspects of their life. The honor code "***Love in Action and Truth***", comes from 1 John 3:18, which states, "Let us love not in word or speech, but *in deed and truth*." Students will not be content with merely talking about their commitment to Christ; they will seek to live their faith in every action and with integrity. With this in mind, the following should be kept in mind.

1. 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 which may lead to academic dismissal.
2. It is clear to any student 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 dismissal.
3. 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 quotation marks and a source citation).
4. Consequences for violation of the honor code can include zero credit for the assignment or test and a failing grade in the course. It can also include expulsion from the University. In determining whether or not expulsion is appropriate in particular instances, the disciplinary board will consult with the faculty member(s) involved.

10. Library Services

10.1. Print Holdings, Checking Out Books and Course Reserves

JP Catholic maintains an on-site library that is accessible to all faculty and students and which is open 9am–5pm each weekday. The catalog can be accessed from on campus or from off campus at <http://library.jp catholic.com/>.

Books may be checked out for 2 weeks. The library uses a self check out program. 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 this semester. These books must be used in the library and may not be checked out. This allows more students to access these high demand books.

10.2. 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. For log-in information and assistance please contact the library staff (see 5.3. below).

10.3. Library Staff

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

Contact the Librarian

Faculty and students can visit the librarian in person (hours are posted above the librarian’s desk) or by email (mquinn@jpcatholic.com). Faculty and students are also encouraged to email the librarian to set up an appointment or to address particular questions.

10.4. 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 (see also 6.3). Students are responsible for the expense of mailing the books back to the library. In order to receive books by mail the student must email the librarian the Title, Author and Call Number of the book requested. All of this information can be found in the library catalog. Books on Course Reserve cannot be sent by mail.

11. Information Regarding Student Services and Resources

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

11.1. Students with Disabilities

JP Catholic does not discriminate against students with disabilities and happily makes accommodations for struggling students. Students are not required to publicly disclose their disabilities. However, if special accommodations or adjustments are needed, the student must inform the Dean of Students of his/her needs, and complete a confidential disability disclosure form accompanied by the signature of a credentialed medical doctor or mental health professional. The President, Dean of Students and the student's professor(s) will then decide what reasonable accommodations may be made.

11.2. Career Services Center

Mission Statement

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

Services

1. *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. Assessments available annually to interested students include:
 - 1.1. Myers-Briggs Type Indicator - can help with career planning at every stage: from choices of subjects and majors in school to choosing a first career, to advancing in an organization or changing careers later in life.
 - 1.2. Strong Interest Inventory - based on the idea that people with similar interests are attracted to similar careers. A personalized report identifies one's optimum career choices based on one's interests.
2. *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; apply theories learned in the classroom to the workplace, and 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.

3. *Get a Job*: The CSC helps students to build their network, to have their resume critiqued, to utilize online resources, and to meet employers.
4. *Consider Graduate School*: Explore options, find field-specific guidance, meet recruiters and view resources to effectively prepare and apply.

11.3. The Biblical Theology Program Manager

The Program Manager serves as a liaison between faculty and students as well as other university departments (e.g., library services, I.T.). Briefly put, the Program Manager is responsible for making sure students' needs are met. Among other things, the Program Manager monitors on-line courses to ensure that student are addressed. In addition, the Program Manager introduces each student to the eLearning tools they will be using in their courses and offers any further assistance they might require in this area. The Program Manager also performs the role of teaching assistant to professors, organizing course materials, assisting with grading, delivering materials to students, etc. Finally, for those taking courses exclusively on-line, the Program Manager makes sure resources in the school's library are accessible, seeing to it that books and photocopies of resources are put in the mail. In short, if a student is unsure how to address an issue he or she is encouraged to first go to the Program Manager.

11.4. Student Groups and Activities

JP Catholic 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 thus encourages the formation of any student group that promotes the common good and supports the University's mission.

In addition, JP Catholic University seeks to develop a culture of research and inquiry among its students. To this end, graduate students in particular are encouraged participate in study groups dedicated to particular subjects related to their field of study (e.g., the Hebrew language study group) and to attend activities aimed at enhancing academic dialogue (e.g., visiting lectures).

11.5. Student Counseling Services

Psychological and Counseling referrals will be provided proactively by the Dean of Students to meet the wide array of personal difficulties that may interfere with the student's academic success. Privacy will be strictly respected and students should not feel embarrassed in approaching Student Life staff or the Dean of Students. Students are encouraged to seek help quickly, minimizing the harmful symptoms, which, if untreated, would grow in severity with time.

11.6. Health Services

General student health services to address minor ailments, as well as health education programs, will be provided on campus at no charge to all registration-paying students during the academic quarters.

11.7. Student Work Opportunities

Students may apply for work positions. Information and application forms may be found online or with University administrators.

11.8. Student Housing

JP Catholic does not offer student housing for graduate students. The University is situated near many apartments and living complexes. Graduate students often choose to lease an apartment or house together. For assistance connecting with other students looking for potential roommates talk to the school's Admissions Office.

12. Information Regarding Student Disciplinary Procedures

Students are expected to take responsibility for their words and actions, and for any negligence in their behavior. John Paul the Great Catholic University has a system by which it resolves grievances and addresses the violation of rules and policies.

12.1. The University's Disciplinary Authority

If a student's behavior, on campus or off, is believed to have a detrimental effect on the University, on the surrounding community, or on the student himself/herself, the Dean of Students has the authority to call a hearing of the Disciplinary Board. University disciplinary proceedings may be instituted against a student charged with conduct that violates both the criminal law and University regulations. University proceedings may be carried out prior to, simultaneously with, or following civil or criminal proceedings.

12.2. Allegations of Misconduct

An allegation that a student has violated University rules, policies, or the rights of another student, may come to light in a number of ways. Any member of the University community may send a complaint in writing, alleging misconduct by a student or student organization, to the Dean of Students. After a complaint is received, the Dean of Students may conduct an investigation to determine if the charges may have merit and/or if they can be disposed of by mutual consent. Such dispositions shall be final, and there shall be no subsequent proceedings. The Dean of Students and/or the student life staff may also discover alleged misconduct through verbal reports, or through personal investigation. All allegations shall be taken seriously and investigated. Any charge should be submitted as soon as possible after the event takes place.

If the Dean of Students finds the accusation credible, the Dean of Students shall verbally inform the accused of the charges. He will inform the student of the seriousness of the allegations, explain the procedures of the Disciplinary Board, and counsel him/her on how to prepare a defense.

The Dean of Students shall inform the President of the need for a disciplinary hearing. The Dean shall further investigate the alleged incident, document the facts, and collect testimony from witnesses as appropriate. A time shall be set for a hearing no more than fifteen calendar days after the student has been notified. Maximum time limits for scheduling of hearings may be extended at the discretion of the President, in consultation with the Dean of Students.

12.3. The Disciplinary Board

When a disciplinary hearing becomes necessary, the President of the University, or a senior administrator acting on his behalf, shall appoint at least three members of the faculty or administration to the Disciplinary Board. When deemed appropriate, the Dean of Students may request that additional members be appointed to hear the case. If the impartiality of a particular board member is called into question, the Dean of Students may request that the member be

replaced or excluded from the hearing. The President shall decide whether to grant or deny such requests.

The Disciplinary Board shall determine whether there is sufficient proof for the alleged misconduct, and whether the University should sanction the behavior. The Disciplinary Board has the authority to interpret all rules and policies contained in the Student Handbook. The Disciplinary Board's judiciary hearings shall proceed according to the following guidelines:

1. Hearings normally shall be conducted in private. Exceptions to this rule shall be made only with the permission of the Dean of Students and the President.
2. Admission of any person to the hearing shall be at the discretion of the chairperson of the Disciplinary Board.
3. In hearings involving more than one accused student, the chairperson of the Disciplinary Board may permit the hearings concerning each student to be conducted separately or together.
4. In the case of one student accusing another, both have the right to be assisted by an advocate. Students, whether complaining or accused, have the responsibility for presenting their own information to the Disciplinary Board and, therefore, advisors are permitted to speak or intervene only at the discretion of the chairperson.
5. All parties involved, including the Disciplinary Board itself, shall each have the privilege of presenting witnesses, or suggesting questions to be asked. At least 24 hours prior to the hearing, students must submit to the Dean of Students in writing the names of any witnesses they intend to present.
6. Pertinent records, exhibits, and written statements may be accepted as information for consideration at the discretion of the chairperson of the Disciplinary Board.
7. All procedural questions are subject to the final decision of the chairperson of the Disciplinary Board. Rules of evidence and procedure, such as those that apply in civil or criminal courts, do not apply to University disciplinary hearings.
8. After the hearing, the Disciplinary Board shall determine by majority vote whether the student has violated each section of the student code that the student is charged with violating.
9. The Disciplinary Board's determination, like all discipline decisions, shall be made on the basis of whether it is more likely than not that the accused student violated the student code. The Board is not bound to determine guilt "beyond a reasonable doubt," as in criminal court. The President of the University may override the decisions of the Disciplinary Board.
10. There shall be a single verbatim record, such as a tape recording, of all hearings before a Disciplinary Board. The record shall be the property of the University.

12.4. Appeals Process

Decisions made by a Disciplinary Board shall be final, subject to a limited appeal process. An appeal may only be made if the student believes that the Board did not follow its own commitment to a fair proceeding. If this is the case, the student may compose a written plea to

the President within two school days of the verdict. It is up to the President to review the hearing and decide whether a new Disciplinary Board should be constructed to investigate the case for a second time.

The President shall determine whether the original hearing was conducted fairly in light of the charges and the information presented, and in conformity with procedures prescribed by the University giving the complaining party a reasonable opportunity to prepare and present information that JP Catholic regulations were violated, and giving the accused student a reasonable opportunity to prepare and present a rebuttal of those allegations.

12.5. Disciplinary Sanctions

The Disciplinary Board shall determine what sanctions, if any, shall be imposed upon a student who fails to abide by University regulations. Sanctions may include, but are not limited to: warnings, fines (up to \$500), community service, restitution, loss of privileges, academic probation, disciplinary probation, suspension, temporary expulsion, permanent expulsion. Sanctions for students found guilty of academic dishonesty may include but not be limited to zero credit for the assignment or test, a failing grade in the course, or expulsion from the University.

13. Credit Hour Policy

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

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.

13.1 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.

13.2. 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 hours of total work per week, and 90 hours per quarter on the part of the student.

13.3. Other Academic Activities

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

13.4. Studio Work

One unit credit hour is assigned for 2 hours and fifty minutes or more of studio work per week throughout one quarter.

13.5. Internship Courses

One unit of credit hour is assigned to at least 30 hours of internship work throughout the course of one quarter. (For example: LaunchPad is a 3-unit course - fulfilled by 9 hours per week for 10 weeks).

13.6. Independent Study Courses

One unit of credit hour is assigned to the equivalent amount of work to 55 minutes of classroom time per week with a minimum of two hours of out-of-classroom time studying and doing homework or research per week throughout one quarter. The faculty supervisor, the Registrar and the appropriate Dean must approve independent study courses.

13.7. Practica

One unit of credit hour is assigned to at least 30 hours of Practicum work throughout the course of one quarter. (For example: Practicum I and II - 3 units requires 1.5 hours per week of teaching, 6 hours of preparation, and 1.5 hours of learning assessment for approximately 10 weeks).

13.8. Online and Hybrid Courses

One unit of credit hour is assigned at least 9 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.

14. Policies Regarding Adding/Dropping Courses, Incompletes, etc.

14.1. Adding/Dropping Courses and the Add/Drop Form

- In order to add or drop a class, the student must obtain an add/drop form from the Registrar's Office.
- The student must receive approval from the appropriate Dean.
- Instructor approval is required to add or drop a class. An instructor's approval is communicated by his/her signature on the add/drop form.
- The add/drop form will only be processed if all signatures are obtained.
- If the student does not turn in an add/drop form he/she will **not** receive credit for the class. Therefore, if the student has attended the class and turned in the work but did not submit the form requesting to add the class, he/she will receive a 'F' in the class. The student will also receive an 'F' in the class if he/she did not properly drop the class.

14.2. Dropping Courses and the W Grade

A student may drop a course before the end of the second week of instruction by filing the appropriate form with the Registrar, after first notifying the Provost, instructor and/or department chair. A student who wishes to drop all courses will be required to file a Request for Withdrawal form.

A course dropped before the end of the second week of instruction will not appear on the student's transcript. If a student drops a course after the end of the second week of instruction 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.

The last day to add or drop a class is approximately two weeks after the start of the quarter. A student may withdraw from the university before the end of the 7th week of a quarter. If a student withdraws before the end of the second week of instruction, no course entries will appear on the student's transcript for that quarter. If a student withdraws after the end of the second week of instruction 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. Please consult the Academic Calendar for the exact date.

14.3. 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 any rules the faculty member may establish, and those auditing ordinarily do not participate in discussions, exams, or written papers.

14.4. Completing an Incomplete (I)

Students must complete all remaining work no later than the end of the first week of classes of the following quarter (the first Friday on which classes are held). The instructor must submit the

grade no later than one week following the completion of the work (the end of the second week of the quarter).

Students must submit a written petition if an extension of the deadline is sought.

14.5. Minimum GPA Requirement, Probation and Dismissal

A student is subject to academic probation if at the end of any term his or her GPA for that term is less than a 3.0. A student is subject to academic disqualification from further registration if at the end of any quarter his or her GPA for that quarter is less than 2.5 or if he or she has completed two successive quarters on academic probation without achieving a cumulative GPA of 3.0.

15. The University's Academic Freedom Statement

15.1. Preamble

At John Paul the Great Catholic University, faculty and students are called to come to know, love and serve Jesus Christ. As a Catholic University, 'it is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth. This relationship elicits a desire to grow in the knowledge and understanding of Christ and his teaching. In this way those who meet him are drawn by the very power of the Gospel to lead a new life characterized by all that is beautiful, good, and true; a life of Christian witness nurtured and strengthened within the community of our Lord's disciples, the Church'. (Pope Benedict XVI to Catholic Educators; 4/17/2008) For those who seek the truth Christ reveals, JP Catholic University offers a genuinely true academic freedom.

JP Catholic University embraces the traditional freedoms of scholarship, inquiry, and dialog, together with the responsibilities implicit in its Catholic mission.

The following statements articulate JP Catholic's principles of individual and institutional academic freedom. They are strongly informed by *Ex Corde Ecclesiae*, the apostolic constitution of Pope John Paul II on Catholic Universities.

15.2. Individual and Institutional Academic Freedom

JP Catholic balances and distinguishes between individual and institutional academic freedom - both are necessary to maintain our unique intellectual climate.

Individual Academic Freedom. At JP Catholic, individual academic freedom celebrates the value of free inquiry and the freedom of conscience of each person is fully respected. The Catholic Church "affirms the great value of academic freedom. In virtue of this freedom faculty are called to search for the truth wherever careful analysis of evidence leads them. Yet it is also the case that any appeal to the principle of academic freedom in order to justify positions that contradict the faith and the teaching of the Church would obstruct or even betray the university's identity and mission; a mission at the heart of the Church's *munus docendi* and not somehow autonomous or independent of it" (Pope Benedict XVI to Catholic Educators; 4/17/2008).

Institutional Academic Freedom. JP Catholic University defines itself as a distinctively Catholic university with an adherence to the magisterial teachings of the Catholic Church. JP Catholic claims the right to maintain this identity by the appropriate exercise of its institutional academic freedom, expressing the privilege universities have to pursue their distinctive missions. This time-honored concept of academic freedom guarantees institutional autonomy. The concept of institutional academic freedom is tacitly sanctioned by WASC. JP Catholic, while established with the consent of the diocesan Bishop, is owned and operated by an independent Board of Trustees. JP Catholic provides a university education in an atmosphere consistent with the ideals and principles of the magisterial teachings of the Catholic Church. Catholic faculty must live

lives reflecting faithfulness to the Word of God and sign a statement reflecting that fidelity. In addition, theology faculty must interview with the diocesan Bishop and must obtain his mandate as a condition of employment. Faculty of other faiths must agree to respect the Catholic nature of the university and its mission, while the university in turn respects their religious convictions. Thus JP Catholic University, as a Catholic institution, informs and carries out its teaching, and all other activities with Catholic ideals, principles and attitudes. This differs clearly and deliberately from the public university that is legally bound to a separation of church and state. It is not expected that the faculty will agree on every point of Catholic doctrine, much less on the issues in the academic disciplines that commonly divide faculties everywhere. It is expected, however, that a spirit of Christian charity will unite even those with wide differences and that questions will be raised in ways that seek to strengthen rather than undermine faith.

15.3. Abuses of Institutional Freedom

Institutional academic freedom is critical for JP Catholic University with its distinct Catholic mission. Academic freedom must include an individual's freedom to ask tough questions as well as the institution's freedom to claim a religious identity. There is no way to completely eliminate the friction between individual and institutional academic freedom, without suppressing the claims of one freedom or the other. Thus, the University establishes principles and procedures to reduce conflict and that help the Board of Trustees, faculty, and administration navigate through differences as they arise.

15.4. Limitations on Individual and Institutional Academic Freedom

Individual and institutional academic freedom are subject to reasonable limitations based on careful consideration of what lies at the core of the mission of the university. In general, a limitation is reasonable when the faculty behavior obstructs or even betrays the university's identity and mission or the Catholic Church. A faculty member is considered innocent of the academic freedom violation until it be can fairly established that he/she is aware that the expression violates the standard. Examples would include articulating with students or in public that:

- Disputes or opposes fundamental Catholic teachings rather than probing or deliberating;
- Intentionally attacks or mocks the Catholic Church or its hierarchy and clergy; or
- Breaches of JP Catholic's Honor Code that is unethical, illegal, immoral, or disrespectful of the worth and dignity of others.

These principles shall be interpreted and applied with humility and love in the spirit of Jesus Christ and through established University procedures. The ultimate responsibility to determine harm to the university mission or the Church, however, remains vested in the university's governing bodies - including the university president, the senior administration and, finally, the Board of Trustees.

15.5. Summary

Individual Academic Freedom is almost always unrestrained, while Institutional intervention is rare. Individual faculty freedom is essentially unrestrained except for matters that obstruct or even betray the university's identity and mission or the Catholic Church. Faculty members

approach their commitment to the University with a sense of fidelity to the mission. Institutional intervention is rare and limited to cases the university's Trustees or administration determines a compelling threat to JP Catholic's mission or to the Catholic Church. The faculty, administration, and the board should work together in a spirit of Christian love, trust, and charity. The faculty has an obligation of dealing with sensitive issues sensitively. JP Catholic University expects Catholic faculty to be faithful to Church teachings, and other faculty to be respectful of, the Church and University's mission.

15.6. Conclusion

JP Catholic is a Catholic university. Its mission is to provide students an opportunity to encounter Jesus Christ and to grow in a deep personal relationship with Him. For those who embrace the truth Christ reveals, JP Catholic offers a genuinely true academic freedom.

16. School Policy on Classrooms and Other Facilities

16.1. Scheduling the use of a room outside of scheduled class time

Faculty should consult the availability of rooms at the University at www.rooms.jpatholic.com. To request the use of a room / soundstage outside of that scheduled for a class, contact the Registrar.

16.2. Audio Visual Equipment

JP Catholic classrooms are equipped with audio and visual equipment aimed at enhancing the learning experience, including, a projector, Blu-ray / DVD / CD player, and surround sound stereo equipment. Professors needing help using these resources should contact the school's Information and Technology department.

16.3. Eating and Drinking in Class

While students may drink water in class, *drinking other beverages and eating food is not allowed*. Food and drinks are strictly forbidden in the media lab.

16.4. Turning out lights

Professors should see to it—particularly, if they are teaching the last class of the day—that the lights are turned out in classrooms.

16.5. Photocopier, Printer and Scanner

Professors have access to a photocopier and printer on campus. Professors should avoid making excessive copies whenever possible (e.g., use the option which allows you to print on both the front and back of paper if possible to minimize paper use). The photocopier has the collating and stapling capabilities. Faculty may also scan materials using the photocopier, sending digital copies of materials to themselves via email.

17. Faculty Classroom Checklist and FAQ

The following section aims to help new faculty get started. It refers to other sections of this handbook. For easy reference, it refers to section numbers.

17.1. Understanding the course

To best understand the course to be taught, faculty members teaching a course for the first time ought to do the following.

1. Speak with the relevant dean and/or program chair about the course to understand its purpose and relationship to the broader curriculum (e.g., which program learning outcomes it is aimed at introducing, developing, mastering).
2. Faculty should also obtain a class description from the course catalogue. The course catalogue can be found online here:
http://www.jp catholic.com/NCUpdf/Catalog_2011.pdf
3. Faculty should ask the relevant dean and/or program chair for past syllabi used for the course. While faculty members are not usually constrained by them, consulting them will often be helpful in designing the course.

17.2. Preparing the syllabus

Faculty should begin to design a syllabus well before it is scheduled to be taught. New faculty ought to also consider having the relevant program chair review it. Sample syllabi are found at the end of this handbook. For information on how the Credit Policy regarding the work expected for non-standard courses, e.g., practicum courses, see §13 above.

17.3. Submitting the syllabus and required texts to the registrar

Faculty should submit the syllabus to the registrar a minimum of 30 days before the start of the course. This enables the registrar time to post the assigned texts and students sufficient opportunity to purchase them before the course is to be taught. The professor ought to also email the registrar to highlight any assignments for the first day of the course that may appear on the syllabus.

17.4. Double-checking the information provided to students

Prior to the first day of class, faculty should be sure to check the website which notifies students about the class schedule and assigned texts / materials for the quarter in which they are teaching. The link appears at www.jp catholic.com under “quick links” on the right side of the page (e.g., “Fall Schedule”).

17.5. Preparing for the first day

Faculty members are more than welcome to arrive early at the school—even on a day prior to the beginning of the quarter—to print off materials needed for their course, to find the location of their class and to familiarize themselves with the audio/visual equipment in the classroom. If the faculty member needs any help with audio / visual equipment, they should contact Information and Technology Services.

17.6. Taking attendance

Faculty members *must* take attendance. For financial aid purposes, it is *essential* that attendance be taken on the first day of the course. Rosters are provided prior to the first day of class by the registrar's office via email. If a faculty member does not receive a class roster prior to the first class of the quarter, s/he should contact the registrar.

17.7. Reviewing the Syllabus

Faculty members need not read every aspect of the syllabus. However, on the first day faculty members must mention:

1. The name of the course
2. The learning outcomes of the program in which they are teaching, identifying which are introduced, developed or mastered by the course.
3. The learning outcomes of the class
4. The date significantly weighted assignments are due and/or the date of major exams (midterm, final)
5. The JP Catholic policy regarding final exams: "JP Catholic School Policy requires all students to take the final exam on the date published in the course syllabus. Unless permission is obtained from the Faculty Senate, Faculty members are not allowed to administer a Final Exam to student outside that scheduled for the entire class. Students requesting an alternate testing time must make their request to the Faculty Senate through a faculty member."
6. How students will be graded, i.e., how various assignments are to be weighted (to be determined by the professor)
7. Attendance policy (to be determined by the professor, however, attendance is usually mandatory and late students are usually marked absent)
8. How students may get assistance from the faculty member outside of class time

17.8. Dress code

Besides the dress code provided by the student handbook, faculty members may further institute other requirements for student attire in their class. Faculty are encouraged to have their students dress according to the professional expectations relating to their class (e.g., those in business classes should dress according to standards their future employers might expect; those taking courses requiring physical exertion, e.g., lighting a set, should dress in a less formal way).

17.9. Addressing student issues during the quarter

JP Catholic is committed to assisting struggling students. If a faculty member has a student who is particularly disruptive or who is especially struggling, the Dean of Students should be consulted. During the sixth week of the quarter, the faculty member should send the Chair of the Faculty Senate and/or the Dean of Students the names of students who are in danger of failing the course.

Faculty members also discuss dealing with problem students and how to improve the student learning experience in meetings of the Faculty Senate. *All* faculty members are highly encouraged to participate in these meetings.

17.10. Assigning incompletes and when students can drop from a class

See §14.1 and §14.2.

17.11. Student course evaluations

Faculty members must have all of the students in each course they teach complete course evaluations. These should be administered at the last class session and prior to the final exam. These should be sealed in an envelop and returned to the registrar's office by a student volunteer. Faculty members are only allowed to view the contents of these evaluations *after* grades have been submitted. To receive the results, contact the registrar.

17.12. Suspicion or evidence of plagiarism

JP Catholic takes academic integrity extremely seriously. The school's honor code clearly states:
"Consequences for violation of the honor code can include zero credit for the assignment or test and a failing grade in the course. It can also include expulsion from the University. In determining whether or not expulsion is appropriate in particular instances, the disciplinary board will consult with the faculty member(s) involved."

If a faculty member has a strong suspicion that an assignment bears evidence of plagiarism, he ought to notify the Dean of Students as well as the Chair of the Faculty Senate and/or the relevant program chair.

17.13. Calculating and submitting grades

When submitting grades, faculty members are expected to submit the numeral percentage (e.g., 90%), rather than the letter grade ("A-").

17.14. Gathering evidence for assessment purposes

Prior to returning student papers, exams, etc., faculty members should consult the relevant Dean to see which if any materials may be needed for assessing learning outcomes, program review, etc.

17.14. Reviewing your course

After grades have been submitted, faculty members ought to do a brief review of the course, analyzing how effectively the course outcomes were assessed. A sample rubric is available for such an analysis.

Sample Syllabi

Course Name (Catalogue #)

Faculty Member's Name / John Paul the Great Catholic University / Amount of Units² / faculty email
Term: e.g., Fall 2012 / Day of the Week and Time of Class / Availability outside of class for questions/assistance

Course Schedule / Reading Assignments³

Session 1:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 2:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 3:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 4:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 5:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 6:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 7:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 8:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 9:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:
Session 10:	<i>Topic</i>
Date	Assignments to be completed for this session, e.g., reading:

Dates for significantly weighted course requirements, e.g., the midterm exam, the final should also be indicated above, research projects, etc.

School's Mission Statement: "Impact Culture For Christ!"

² Credit hour policy for a standard course: A 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. Thus, a three-unit class requires nine hours of total work per week, and 90 hours per quarter on the part of the student.

³ Include any general information if necessary about reading / special notes on meeting schedule, etc.

Program Name & Learning Outcomes

(Faculty members must obtain the relevant program-level Learning Outcomes and Curriculum Map from the relevant dean. In addition, the syllabus should indicate which Learning Outcomes are introduced, developed or mastered in the course being taught. While the Learning Outcomes should be included, the Curriculum Map itself should not.)

Course Learning Outcomes

Required Texts

- Entry #1
- Entry #2
- Entry #4
- [If readings will be provided by the professor, please indicate and explain how these are to be obtained.]

Explanation of Course Requirements, Assignments and other Elements

Indicate JP Catholic's Final Exam Policy: "JP Catholic School Policy requires all students to take the final exam on the date published in the course syllabus. Unless permission is obtained from the Faculty Senate, Faculty members are not allowed to administer a Final Exam to student outside that scheduled for the entire class. Students requesting an alternate testing time must make their request to the Faculty Senate through a faculty member."

Weight of Assignments / Method of Grade Calculation

Include: JP Catholic's Academic Integrity Statement (see below)

Students at JP Catholic University will follow a code of honor that governs all aspects of their life. The honor code "*Love in Action and Truth*", comes from 1 John 3:18, which states, "Let us love not in word or speech, but *in deed and truth*." Students will not be content with merely talking about their commitment to Christ; they will seek to live their faith in every action and with integrity. With this in mind, the following should be kept in mind.

1. 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 which may lead to academic dismissal.
2. It is clear to any student 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 dismissal.
3. 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 quotation marks and a source citation).
4. Consequences for violation of the honor code may include zero credit for the assignment or test and a failing grade in the course. It can include expulsion from the University. In determining whether or not expulsion is appropriate in particular instances, the disciplinary board will consult with the faculty member(s) involved.

Academic Mentoring / Availability Outside of the Classroom, Office Hours, etc.

Other Expectations: e.g., Attendance Policy, Dress Code, etc.

- Sample Policy: *JP Catholic policy regarding food and drinks in classrooms.* “While students may drink water in classrooms, *drinking other beverages and eating food is not allowed.* No food or drinks are allowed in the media lab.”

Include the following below

Library and On-Line Resources

JP Catholic maintains an on-site library that is accessible to all faculty and students and which is open 9am–5pm each weekday. The catalog can be accessed from on campus or from off campus at <http://library.jpatholic.com/>. Books may be checked out for 2 weeks. The library uses a self check out program. 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 this semester. These books must be used in the library and may not be checked out. This allows more students to access these high demand books.

Faculty and students can visit the librarian in person (hours are posted above the librarian’s desk) or by email (mquinn@jpatholic.com). Faculty and students are also encouraged to email the librarian to set up an appointment or to address particular questions.

Academic Support Services

JP Catholic does not discriminate against students with disabilities and happily makes accommodations for struggling students. Students are not required to publicly disclose their disabilities. However, if special accommodations or adjustments are needed, the student must inform the Dean of Students of his/her needs, and complete a confidential disability disclosure form accompanied by the signature of a credentialed medical doctor or mental health professional. The President, Dean of Students and the student’s professor(s) will then decide what reasonable accommodations may be made.

Academic Mentoring and Career Planning

JP Catholic wants every student to achieve academic success. To this end, all graduate students receive academic mentoring from the school’s graduate faculty. In addition, faculty members are eager to help students make plans for their future, identifying career paths appropriate to their degree program. On campus students should schedule a visit at their convenience. Off campus students should schedule a time speak to professors over the phone.

(A Select Bibliography of sources relating to the study of the material covered in the course may be included)

Introduction to Scripture I (THEO 100)

Michael Barber, Ph.D. / John Paul the Great Catholic University © 2012 / 3 units⁴

www.JPCatholic.com / www.TheSacredPage.com / email: mpsbarber@yahoo.com

July 2–September 7, 2012 / Select Mondays and Fridays, 8am-11am / Office Hours: Tues., 5–6pm (or by appointment)

Reading Schedule⁵

Session 1: Mon., 7.2.12	<i>Who was Jesus? / What the Church teaches about on Scripture / Background to Synoptic Gospels</i>
Session 2: Mon., 7.9.12	<i>Rosary / Three Criteria & Four Senses / Infancy narratives / Mary as Virgin and Ark</i> For this class read: <i>Ignatius Catholic Study Bible</i> , xv–xxiii, 3–5; 61–63; 99–100; Matt 1–2; Luke 1–2; Benedict XVI, <i>Jesus of Nazareth</i> , 1–8; 46–63; “Jesus Christ” in the <i>Catholic Bible Dictionary</i> (=CBD)(433–447)
Session 3: Mon., 7.16.12	<i>Jesus’ Baptism & Temptation / Background to Gospel of John & the New Creation in John 1–3</i> For this class read: Genesis 1–3; Matt 4; Luke 4; John 1–2; CCC 535–569 ⁶ ; Benedict XVI, <i>Jesus of Nazareth</i> , 9–45; <i>Ignatius Catholic Study Bible</i> , 157–58
Session 4: Mon., 7.23.12	<i>The Sermon on the Mount: The New Law of Christ</i> For this class read: Matthew 5–7; Mark 7; Luke 6; “Sermon on the Mount” in <i>CBD</i> (827–828); CCC 577–582; Benedict XVI, <i>Jesus of Nazareth</i> , 64–98
Session 5: Mon., 7.30.12	<i>The Coming of the Kingdom / Jesus’ Sacramental Miracles / Opposition to Jesus</i> For this class read: Matt 8-12; 22:15–46; John 4-5, 8; Benedict XVI, <i>Jesus of Nazareth</i> , 99–126; 169–182; “Miracles” in <i>CBD</i> (619–622)
Session 6: Mon., 8.6.12	<i>The Parables of the Kingdom, the Prodigal Son, and the Suffering Son of Man</i> For this class read: Matt 13:1–16:12; Luke 15–16; Matt 22:1–14; John Paul II, <i>The Church</i> , 62–70; Benedict XVI, <i>Jesus of Nazareth</i> , 183–217
Session 7: Mon., 8.13.12	<i>The Multiplication of the Loaves and Fishes and Jesus’ Eucharistic Sermon</i> For this class read: Matt 14–15; John 6:1–71; 1 Cor 10:1–22; 11:23–32 Scott Hahn, <i>A Father Who Keeps His Promises</i> , 225–243
Session 8: Mon., 8.20.12	<i>“Upon this rock. . .”: Jesus Establishes His Church & The Transfiguration</i> For this class read: Matt 16–18; John 20–21; Acts 1–2; 15 Benedict XVI, <i>Jesus of Nazareth</i> , 287–318 —Paper Due—
Session 9: Mon., 8.27.12	<i>Jesus’ Triumphal Entry, the Cleansing of the Temple and His Condemnation of Jerusalem</i> For this class read: Matt 21–25; Mark 13; John 7–8; CCC paragraphs 583–586 Benedict XVI, <i>Jesus</i> , 238–286; Barber, <i>Coming Soon</i> , 11–22

⁴ Credit hour policy: A 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. Thus, a three-unit class requires nine hours of total work per week, and 90 hours per quarter on the part of the student. For off-campus students taking the course exclusively on-line “classroom time” is measured as follows: Online students are required to watch the videos for each class meeting (=30 hours overall), leaving comments on the class sessions. Online students must also turn in a course journal, demonstrating participation attendance (see below). The same reading assignments apply to both on-campus and off-campus students. Thus, the same expectation of 90 hours of work applies to both on campus and off campus students.

⁵ All readings from the Gospels should be done in the *Ignatius Catholic Study Bible: New Testament*. Readings include the footnotes.

⁶ All numbers in assignments from the *Catechism of the Catholic Church* refer to paragraph numbers, not page numbers.

Session 10:
Mon., 9.3.12

Jesus' Passion, Death and Resurrection

For this class read: Matthew 26–28; John 13-20; Mark 16; Luke 24
Benedict XVI, *Jesus of Nazareth*, 319–356; CCC 595–667

—Final Exam—

JP Catholic General Education Program Learning Outcomes

School's Mission: "Impact Culture for Christ!"

Impact: *In order to have an impact, students must be able to:*

1. Describe strategies and demonstrate a desire to learn independently.
2. Can use critical thinking and logical reasoning to sift truth from falsehood.
3. Communicate and evangelize using empathetic listening and applying reason in a logical form.

Culture: *In order to impact culture, students must be able to:*

4. 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:*

5. **Demonstrate a friendship with Jesus Christ through an understanding of prayer and virtue. [I]**
6. **Demonstrate intimacy with the Sacred Page through academic work. [I]**
7. **Demonstrate an understanding of the teaching of the Catholic Church. [I]**
8. Articulate an individual code of ethics and apply it to predict and assess probable life situations.

Course Learning Outcomes

Students will be able to . . .

- Describe and explain the Catholic understanding of the doctrine of the inspiration of Scripture
- List the fundamental principles guiding Catholic biblical study
- Discuss the major events of the life of Christ and explain their significance
- Describe historical issues relating to the study of the Gospels
- Explain how Jesus' teaching and ministry fulfills God's plan as it was set in motion in the Old Testament
- Describe how understanding the first-century Jewish and Greco-Roman context of Jesus' day sheds light on the meaning of his teaching
- Discuss the meaning of Jesus' teachings, particularly those laid out in the Sermon on the Mount
- Articulate ways the study of Scripture relates to and deepens one's personal prayer, especially in the Rosary

Required Texts

- The Holy Bible. Revised Standard Version Catholic Edition (=RSVCE)
- Scott Hahn and Curtis Mitch, eds., *Ignatius Catholic Study Bible: New Testament*. San Francisco: Ignatius Press, 2010. ISBN-10: 1586174843; ISBN-13: 978-1586174842.
- *The Catechism of the Catholic Church*. Second Edition. ISBN-10: 0385508190; ISBN-13: 978-0385508193
- Joseph Cardinal Ratzinger (Pope Benedict XVI). *Jesus of Nazareth*. New York: Doubleday, 2007. ISBN-10: 0140448950; ISBN-13: 9780140448955
- Scott Hahn, ed., *Catholic Bible Dictionary*. New York: Doubleday, 2009. ISBN-10: 0385512295; ISBN-13: 978-0385512299.
- Supplemental readings supplied by professor (see course website).

Assignments and Other Course Requirements and Resources

Reading Exams: A number of reading exams will be administered during the quarter. These exams *will not* be announced, though students should expect to take one each week. The lowest grade (or a missed exam) will be dropped from a student's final score. Exams cannot be made up or rescheduled. If you are commuting to class and have a long drive, come early—no exams will be made-up due to traffic. The professor will exclude the lowest score reading exam score when he tabulates the students' overall reading exam grade. If a student misses a reading exam due to tardiness or absence, that will be the reading exam dropped from the overall course grade.

Final Exam: All class participants must take a final exam in which they will demonstrate that they have learned the material covered throughout the class. Due to school policy, the final exam may not be taken at any other time than the one scheduled on the syllabus. Failing to take the final exam will result in failing the course.

Course Website: All students will be given access to the online Moodle platform designed specifically for this course. Here students will find videos of each class lecture (approximately 1 week after they have been delivered), course documents, readings and scores. Students are highly encouraged to participate in the online forums, engaging in discussion of the course topics with one another, asking questions and commenting on the course. *For on campus students, thoughtful interaction may result in added points to the student's final grade, assuming the student attended and participated in that class session.* Students will take exams on-line and upload papers to this website. Because of this students in the classroom will be required to bring their laptop computer to each class session in the event of an exam. During class sessions, students are not to use their laptops for any other purpose other than exam testing. Violation of this policy will result in dismissal from class.

Online Students' Course Journal: All on-line students must keep a course journal, which is to be written out in a Word Processor. This journal is the primary way online students demonstrate attendance and participation in the course. Participation is also measured through activity on the online website—though students may also reuse some of the material taken from their journal in this forum (indeed, they are encouraged to do so!). In this course journal students must outline the contents of each video watched (e.g., Session 1 – Part 1). There should be an entry for each video watched. Each entry must discuss the material covered in a brief outline. This outline must not look identical to the course handout; i.e., it should briefly summarize material covered but also include tangents, anecdotes or interesting student questions and the professor's answer as proof the whole session was watched carefully. Each entry must end by offering at least one paragraph (3 or 4 sentences) of thoughtful reflection. These thoughts should *also* be posted to the message boards.

Paper: Students will be required to submit a paper on the rosary. The paper must take what is learned throughout the class and apply it to the Joyful, Luminous, Sorrowful, and Glorious mysteries of the Rosary. By the end of the quarter the log must have 20 entries—*one for each mystery*. The student must explain each mystery, discussing:

1. The biblical backdrop of each mystery, i.e., where this mystery is described in Scripture (e.g., the Annunciation is found in Luke 1:26–38). Students should give precise chapter and verse citations and a brief description of the mystery itself (e.g., what happened at the annunciation).

2. How each mystery involves Christ bringing to fulfillment some dimension of Old Testament hopes (e.g., the Annunciation fulfills the prophecy in Isaiah 7:14 that the virgin would conceive and bear a child and that he would be called “Immanuel”).
3. A reflection on how each mystery relates to the life of the Christian (e.g., Mary faithfully answered God’s call for her life—how does meditating on this mystery relate to *your* life?)

The paper should make use of the required textbooks. In addition, students are strongly encouraged to use other sources. No internet sources are allowed, with the exception of those listed on the eLearning course website. Plagiarism of any kind will result in the loss of the 30% of the grade attached to the paper—at the very least. Further penalties may be incurred. For further instructions see “Guidelines for Submitting Papers at JP Catholic.” The paper must be posted to the eLearning website (see “Paper Dropbox”) by 11:59pm on 12/7/11.

Study guides: The questions for each week’s reading exam are based on study guides posted on the course website. Students should consult these reading guides as they prepare to be tested on what they have learned.

Computer technology and proficiency requirements. All students are required to have access to a personal computer with internet capabilities and with the ability to play sound. In addition, students must have a basic proficiency in internet browser technology, including the ability to use a program such as Windows Explorer, Mozilla, Safari, etc., to navigate the world wide web. In addition, all students must be able to run videos from iTunes on their computer. If a student has any questions about the computer technology or proficiency requirements needed to take this course, s/he must contact the Program Manager immediately.

Basis for grades

30%: final exam / 30%: paper / 30%: reading exams / 10%: attendance and participation (online students: course journal and participation on course website message boards)

JP Catholic’s Academic Integrity Statement

Students at JP Catholic University will follow a code of honor that governs all aspects of their life. The honor code “*Love in Action and Truth*”, comes from 1 John 3:18, which states, “Let us love not in word or speech, but *in deed and truth*.” Students will not be content with merely talking about their commitment to Christ; they will seek to live their faith in every action and with integrity. With this in mind, the following should be kept in mind.

1. 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 which may lead to academic dismissal.
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3. 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 quotation marks and a source citation).
4. Consequences for violation of the honor code may include zero credit for the assignment or test and a failing grade in the course. It can include expulsion from the University. In determining whether or not expulsion is

appropriate in particular instances, the disciplinary board will consult with the faculty member(s) involved.]

Office Hours and Help from the Professor

Office hours: Thursdays 4pm–6pm, Fridays 1pm–2pm. The professor of this course is deeply committed to providing students with the best learning experience possible. To facilitate that goal, the professor is available to talk with students throughout the week in his office. Sending an email in advance asking for time to meet is the best way to schedule an appointment, however, in general the professor is available in his office during scheduled office hours (Mondays 3pm–5pm, Fridays 9am–9:45am). Students are encouraged in the strongest possible terms to come and speak with the professor about difficulties, questions, etc., pertaining to this course.

Online office hours (by appointment, schedule with the professor via email): Tuesdays from 5pm–6pm, PST. In addition, on-campus students are also permitted to call in to participate in the on-line office hours. To ensure the professor’s availability please send him a note that you are interested in taking advantage of this opportunity to talk. If necessary, students will be set up on conference call where multiple students can participate at once. If students are unable to speak with the professor at this time, an appointment may be scheduled.

Other Expectations

- *Tardiness.* Students are expected to be in class at the start of each session. *Late students will be marked absent.*
- *JP Catholic policy regarding food and drinks in classrooms.* “While students may drink water in classrooms, *drinking other beverages and eating food is not allowed.* No food or drinks are allowed in the media lab.”
- *Dress code.* Students must come dressed nice for class. T-shirts are NOT permitted. Those wearing them will be asked to leave and be marked absent for class that day.
- *Accountability.* If the professor says it in class, students are accountable for it. Inattention or absence is never an acceptable excuse.

Library and On-Line Resources

While preparing one’s research paper, students must consult with the professor and contact the librarian to ensure that the school’s available resources can support their research into their chosen topic. For contact information see the Moodle website.

JP Catholic maintains an on-site library that is accessible to all faculty and students and which is open 9am–5pm each weekday. The catalog can be accessed from on campus or from off campus at <http://library.jp catholic.com/>. Books may be checked out for 2 weeks. The library uses a self check out program. Students are responsible for listing the books they have checked out in the “checkout binder”.

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Select Bibliography for Rosary Paper Research: Sources on the Life of Christ, the Gospels and the Mysteries of the Rosary

- Aquinas, Thomas. *Catena Aurea*. 4 vols. London: Baronius Press, 2009 [available for free on-line; link on course website].
_____. *Summa Theologiae*. 5 vols. New York: Benzinger Bros., 1947. (See especially the Third Part on the Life of Christ).
[available for free on-line; link on course website].
- Casciaro, José María, ed. *The Navarre Bible: The Gospel and Acts of the Apostles*. Dublin/Princeton: Four Courts Press/Scepter Publishers, 2002.
- Elowsky, Joel C., ed. *John 1–10*. Ancient Christian Commentary on Scripture, New Testament IVa. Downers Grove: InterVarsity Press, 2007.
_____, ed. *John 11–21*. Ancient Christian Commentary on Scripture, New Testament IVb. Downers Grove: InterVarsity Press, 2007.
- Gray, Timothy. *Mission of the Messiah: On the Gospel of Luke*. Steubenville: Emmaus Road Publishing, 1998.
- Hahn, Scott and Curtis Mitch, eds. *Ignatius Catholic Study Bible: New Testament*. San Francisco: Ignatius Press, 2010.
- Hahn, Scott, ed., *Catholic Bible Dictionary*. New York: Doubleday, 2009.
- Healy, Mary. *Mark*. Catholic Commentary on Scripture. Grand Rapids: Baker Academic, 2008.
- Lapide, Cornelius. *Commentary on the Four Gospels*. Fitzwilliam, NH: Loreto, 2008. [available for free on-line: link on course website].
- Ratzinger, Joseph Cardinal (Pope Benedict XVI). *Jesus of Nazareth*. New York: Doubleday, 2007.
_____. *Jesus of Nazareth*, vol. 2. New York: Doubleday, 2011.
- Prat, Ferdinand. *Jesus Christ: His Life, His Teaching, and His Work*. Milwaukee: Bruce, 1950.
- Sheen, Fulton J. *The Life of Christ*. New York: Image Books, 1958.
- Sri, Edward P. and Curtis Mitch. *Matthew*. Catholic Commentary on Scripture. Grand Rapids: Baker Academic, 2010.
- Sri, Edward P. *The New Rosary in Scripture: Biblical Insights for Praying the 20 Mysteries*. Cincinnati: Servant, 2003.
_____. *Mystery of the Kingdom: On the Gospel of Matthew*. Steubenville: Emmaus Road Publishing, 2000.
- Just, Arthur A., Jr., ed. *Luke*. Ancient Christian Commentary on Scripture, New Testament III.

- Downers Grove: InterVarsity Press, 2003.
- Oden, Thomas C. and Christopher A. Hall, ed. *Mark*. Ancient Christian Commentary on Scripture, New Testament II. Downers Grove: InterVarsity Press, 1998.
- Orchard, Bernard et al. (eds.). *A Catholic Commentary on Holy Scripture*. NY: Thomas Nelson and Sons, 1951.
- Ricciotti, Giuseppe. *The Life of Christ*. English trans. of the unabridged edition: Milwaukee: Bruce, 1949.
- Simonetti, Manlio, ed. *Matthew 1–13*, ed. Ancient Christian Commentary on Scripture, New Testament Ia. Downers Grove: InterVarsity Press, 2001.
- _____, ed. *Matthew 14–28*, ed. Ancient Christian Commentary on Scripture, New Testament Ib. Downers Grove: InterVarsity Press, 2002.

Other Works Cited on Course Handouts

Select Bibliography of Important Reference Works for Biblical Study⁷

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Sample rubric for grading papers

Tatter's Analytic Rubric for Grading Papers⁸

	Below Expectation	Satisfactory Work	Very Good Work	Score
Logic, Critical Thinking and Complexity of Ideas (30%)	Gaps in logic; inaccurate or incomplete information; unexamined bias; simplistic perspective. (0-18)	Sound logic; awareness of the complexity of the issues; a good sense of "the big picture." (19-24)	Sophisticated handling of complex ideas and clearly demonstrated critical thinking. (25-30)	
Thesis and Organization (20%)	Unclear thesis or introduction; unclear essay and paragraph organization; lack of coherence. (0-12)	Clear thesis; unified and coherent paragraphs; clear beginning, middle, and end to the essay. (13-16)	Strong thesis; strong topic sentences; clear and appropriate transitions; smooth flow from beginning to end. (17-20)	
Paragraph Development and Significant Detail (20%)	Paragraphs insufficiently developed or poor choice of detail. (0-12)	Paragraphs developed with some detail; occasional vagueness. (13-16)	Paragraphs developed with significant, well-chosen facts and examples. (17-20)	
Use of Sources and Documentation Form (15%)	Source material not integrated; documentation absent, unclear, incomplete, or incorrect. (0-9)	Source material integrated; only minor errors in documentation. (10-12)	Fully integrated quotations, paraphrases, and summaries: few to no errors in documentation. (13-15)	
Punctuation, Grammar, and Manuscript Form (15%)	Numerous serious errors. (0-9)	Some errors, mostly minor. (10-12)	Few to no errors. (13-15)	
Total Score and Paper Grade				

⁸ Adapted from John Tatter. <http://faculty.bsc.edu/jtatter/Paper%20Grading%20Rubric.html>

