

Faculty Handbook

2024–2025

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**JOHN PAUL
THE GREAT**
CATHOLIC UNIVERSITY

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Introduction

The purpose of this handbook is to describe current personnel policies, procedures and expectations of all faculty at John Paul the Great Catholic University (JPCatholic); 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. 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.

Copies of this handbook are available from Human Resources and from the JPCatholic website. Employees are responsible to periodically review the JPCatholic website for updates and changes.

Nothing contained in this or other handbook 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 that constitutes "full-time" or "part-time" faculty, see "Faculty Workload Policy" below.

The University's Academic Freedom Statement

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, JPCatholic offers a genuinely true academic freedom.

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

The following statements articulate JPCatholic'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.

Individual and Institutional Academic Freedom

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

Individual Academic Freedom

At JPCatholic, 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

JPCatholic defines itself as a distinctively Catholic university with an adherence to the magisterial teachings of the Catholic Church. JPCatholic 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. JPCatholic, while established with the consent of the diocesan Bishop, is owned and operated by an independent Board of Trustees. JPCatholic 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 JPCatholic, 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.

Abuses of Institutional Freedom

Institutional academic freedom is critical for JPCatholic 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.

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 or she is aware that the expression violates the standard. Examples would include articulating positions with students or in public that:

- Dispute or oppose fundamental Catholic teachings;
- Intentionally attack or mock the Catholic Church or its hierarchy and clergy; or
- Breach JPCatholic's Honor Code.

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.

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 JPCatholic'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. JPCatholic expects Catholic faculty to be faithful to Church teachings, and other faculty to be respectful of the Church and the university's mission.

Conclusion

JPCatholic 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, JPCatholic offers a genuinely true academic freedom.

Honor Code

Faculty shall enforce the student honor code and shall commit to the same standards.

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

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

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

Academic Appointments

Terms of Appointments

All full-time, adjunct, and visiting faculty appointments are without term.

Procedure for Appointment and Termination

Faculty appointments are made according to the following procedures:

1. The department chair, the Chief Academic Officer and the CFO assess the need for a new faculty member in a department.
2. The Chief Academic Officer notifies the President of the faculty vacancy.
3. With the President's approval, a search committee is formed.
4. The Chief Academic Officer 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 Chief Academic Officer
 - c. The department chair
 - d. Other selected faculty
 - e. Selected students
 - f. The President
7. The Search Committee recommends to the Chief Academic Officer 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 JPCatholic academic freedom policy
 - b. A willingness to sign the faculty agreement of the university
10. New faculty orientation will be conducted by the appropriate department chair or his or her designee. The new faculty member will be given a tour of the campus and his or her office space. He or she will also be given a copy of the faculty handbook, and the person giving the orientation should explain important policies and procedures such as how to turn in grades and assessment data, who to contact for help with common issues, and the faculty evaluation process. The new faculty member should also be introduced to key administrative staff such as the Chief Academic Officer, the Registrar, and the Director of Institutional Research.
11. All full-time faculty appointments are reviewed quarterly and renewed unless cause for termination is given. In the case of termination, the relevant department chair will give reasons for the notice of termination to the faculty member.
12. Part-time faculty appointments are dependent on course schedule and university needs.

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.

Benefits and Services

Salary

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

Faculty Professional Development

As part of the evaluation and development process, each full-time faculty member conducts an annual self-assessment of performance in the areas of teaching, professional activity and service. The faculty member meets annually with his or her department chair (or in the case of the department chair, with the Chief Academic Officer). The faculty member and department chair or Chief Academic Officer discuss how the faculty member is planning to continue their contributions to the areas of teaching, professional activity, and service, and how the department can best support their efforts. In addition, all faculty have a regularly scheduled development meeting where members share best practices for teaching and learning.

The university budgets funds for faculty development. Division of the funds is regulated by the Faculty Senate. Specifically, department chairs propose how money should be spent. A subcommittee 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 training and assistance through the school's Information Technology department.

Catholic Faculty

In accordance with *Ex Corde Ecclesiae*, JPCatholic 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).

Expectations and Policies for Faculty Members (General)

The major components of faculty work at JPCatholic are: teaching, research, and service to the students and the community. The Faculty Senate prescribed that a full-time faculty teaching workload constitutes approximately 80% of a faculty total workload, with 20% attributed to scholarship, research, and service. For further information on workload expectations see the "Faculty Workload Policy" section.

Teaching and Administration

1. Faculty will ensure that their programs offer a curriculum of instruction that is both broad and deep enough to equip students with the knowledge and skills needed for careers in their chosen fields. Faculty will take an active role in developing and assessing the curriculum with their departmental peers.
2. Full-time faculty will ensure, by tracking comparative data over time, that all aspects of their programs conform to the highest academic standards and provide mechanisms of correction 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 JPCatholic that can be used in assessing and developing JPCatholic's programs.
3. Faculty will create an ethos of collegiality so that learning takes place within a community of scholars.
4. Faculty will frequently offer interpretations and positions contrary to their own, exposing students to a wide variety of perspectives.
5. 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.
6. Faculty should take great care in discerning which materials to present in the classroom and incorporate into syllabi, especially when content could reasonably be interpreted as blasphemous or encouraging of sin. While depictions (both literary and visual) of immoral activities or concepts are at times necessary for instruction, faculty will at all times guide students to develop and maintain a personal code of ethics that reflects the teachings of Jesus Christ and the Catholic Church to encourage moral and righteous behavior in their personal and professional lives.

Please see [Appendix 1: "Faculty statement on media content"](#) for more guidelines on this topic.

7. Faculty will avoid all situations that could put them or their students in positions of any conflicts of interest.
8. 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 the academy.
9. Faculty will be fair, impartial, and professional in all dealings with students in accordance with university policies governing nondiscrimination, harassment of all sorts, and normative standards of confidentiality.
10. 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.

Scholarship and Research

1. Full-time faculty must commit to having a membership in at least one professional or academic society (e.g., Catholic Theological Society of America).
2. Full-time faculty must commit to attending a scholarly conference or professional meeting within one's discipline once a year.
3. Full-time faculty members are expected to engage in research or other significant professional activity with the goal of making a scholarly or creative contribution to their field. Faculty members are expected to commit themselves to completing at least one significant contribution every other year. Examples may include:
 - a. Presenting at one academic event or conference
 - b. Publishing one academic work (article, monograph)
 - c. Writing one script for a feature film or TV pilot

Service

1. Faculty will encourage student participation in scholarly, creative, and entrepreneurial activities, including conference presentations, publications, professional networking, media projects and productions, business ventures, and project funding.
2. Faculty will assist students, where appropriate, in joining collaborative projects in accordance with the accepted norms of the discipline.
3. Faculty will encourage students to participate in public service and civic engagement programs to enrich communities extending from campus to locations across Southern California and beyond.
4. Faculty will incorporate service learning into their courses and program where appropriate.
5. Each faculty member will engage in service to his or her profession.

Faculty Commitments

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

1. Regular participation in the Faculty Senate. Part-time faculty members are encouraged to participate in meetings of the Faculty Senate, but are not required to do so.
2. Serve on faculty committees (e.g., formed to assess learning outcomes). Part-time faculty members are not required to serve on faculty committees but are welcome to do so as they are able.
3. Attend the university's annual graduation exercises.

4. Work with student organizations (i.e., clubs), particularly those related to the faculty member's academic discipline and/or professional interest.
5. Work with the Dean of Students on creating co-curricular events or organizations related to one's discipline when appropriate.
6. Be on campus to meet with their classes. In case of illness or other emergency, they should notify the relevant department chair and the Registrar in a timely manner of their absence and the reason for the absence. It is the responsibility of the faculty member to reschedule missed classes or to provide equivalent instruction or assignments. A faculty member who misses a class should work with the Registrar to reschedule the missed class at a time that works for most of the students. In cases of extended illness and in consultation with the Chief Academic Officer, a substitute may be found to teach classes.
7. Post and keep regular office hours on campus when students may meet with the faculty member.
8. Be on campus to meet their obligations when courses are in session. Faculty must meet classes according to the academic calendar. Administrative staff, however, will observe stated holidays.
9. Serve as academic advisors to students majoring in their discipline and also help to mentor students, both professionally and personally. 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. Part-time faculty are not required to serve as academic advisors. In a case where financial reimbursement of adjunct faculty involved in such efforts is to be considered, it is the responsibility of the chair of the relevant department to make that case following the usual budgetary procedures of the university.
10. Communicate in a timely manner with the Registrar according to stated deadlines regarding student attendance. Every effort should be made to alert the Registrar and the Dean of Students of a student that might need special attention due to excessive absence or poor performance.
11. Administer final examinations in their courses that have examinations or coordinate with the Registrar to find a suitable proctor.
12. Report grades to the Registrar on the proper form by 8:00AM on the tenth day following the last scheduled class day of the quarter (normally the second Monday after the last day of the quarter).
13. Report learning outcomes assessment data to the Institutional Research office by 8:00AM on the tenth day following the last scheduled class day of the quarter (normally the second Monday after the last day of the quarter).

Independent Study and Internship Responsibilities

Independent study and internship supervision fall to full-time faculty. Adjunct faculty can provide supervision as requested by the chair of the department. Adjunct faculty involvement in such activities is optional and there shall be no expectation that they take on such responsibilities. In a case where financial reimbursement of adjunct faculty involved in such efforts is to be considered, it is the responsibility of the chair of the relevant department to make that case following the usual budgetary procedures of the university.

Conflict of Commitment

By accepting appointment for full-time service, faculty members agree that their primary professional responsibility is to the university and that they shall devote their time and energy primarily to the performance of their university duties. At the same time, the university recognizes that participation of faculty members in outside professional activities may often serve the mission of the university. Professional consulting, leadership in professional societies, and various forms of public service not only promote the professional development of faculty, but also expose to others the work of the university. Outside professional activity is beneficial for maintaining currency and competence.

Accordingly, a member of the faculty may engage in non-university employment, consulting, or professional practice insofar as such activity does not impede, diminish, or conflict with the faculty member's responsibilities to the university or to its students, or conflict with the university's mission. Other outside activities, whether compensated or not, may interfere with faculty responsibilities through disproportionate commitment of professional effort devoted to such activities. Full-time employment elsewhere is not permitted under any circumstances for full time faculty members.

Faculty Evaluation and Assessment

Full-time faculty will be evaluated in their first year and subsequently at least once every 3 years. In consultation with the department chair, a faculty member may elect to be evaluated more frequently to assist with continued professional development. The first quarter that a part-time faculty member teaches a class, he or she will be formally evaluated. Subsequent to the initial evaluation, part-time faculty will be evaluated at least once per year.

Data Gathered for Review

Faculty evaluations should be viewed as a useful mutual tool to assess performance and as such, can be relevant for decisions regarding continued employment and/or promotional qualifications. The evaluation process includes:

1. A self-evaluation form involving three areas (teaching, professional activity, and service)
2. A classroom visitation by the department chair (or in the case of the department chair, by another department chair or the Chief Academic Officer)
3. Student course evaluations
4. Sample student work
5. Syllabi for all courses taught during the evaluation period

Peer Review

Annually, the Faculty Senate will elect at least three and no more than five members to serve on a Faculty Evaluation Committee.

A faculty member's evaluation package will be evaluated by the department chair and by the Faculty Evaluation Committee. Both the department chair and the Faculty Evaluation Committee will make a recommendation concerning the performance of the faculty member to the Chief Academic Officer, who will review the recommendations. If the recommendation of the Faculty Evaluation Committee conflicts with the recommendation by the department chair, the Chief

Academic Officer will determine the outcome of the evaluation. Outcomes would be: continuation of employment, a period of probation (no less than one quarter and no more than three quarters), or termination of employment. In the case of probation, the senate will make a recommendation concerning corrective steps needed and the timeline for completion of those measures.

Ongoing Faculty Development

To assist with ongoing development, full-time faculty will annually submit a self-evaluation form to their department chair (or in the case of the department chair, to the Chief Academic Officer). The faculty member and the department chair (or in the case of the department chair, the Chief Academic Officer) will then mutually discuss any areas of concern and opportunities for assisting with improvement.

Faculty Workload Policy

The JPCatholic 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. JPCatholic 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.

Workload Fundamentals

The major components of faculty work are: teaching, research and service. The Faculty Senate decided to assume 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 4/4/4/4 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 Faculty 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. A faculty member with a significant administrative (for example: department chair) or academic responsibility (creating a feature film) may receive release time for administrative duties (e.g., teach 3 rather than 4 three credit unit courses in a quarter).

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.

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-credit hours per quarter, which equates to four 3-unit face-to-face classes per quarter. 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, and discipline.

Adjunct faculty

In general, no Adjunct Faculty may teach more than 9-quarter hours per quarter, which equates to three 3-unit face-to-face classes per quarter.

Faculty Organization and Governing Bodies

Faculty Senate

The JPCatholic 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 JPCatholic, 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.

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 Chief Academic Officer 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.

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 he or she 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.

Subcommittees

Subcommittees will be formed by the Faculty Senate to serve various needs of the university. Currently formed subcommittees include the Assessment Committee and the Faculty Evaluation Committee. The Faculty Senate will form an Institutional Review Board to review research proposals for research to be conducted on campus. The Assessment Committee meets on a monthly basis. Other subcommittees meet on an as needed basis. Members of the Faculty Senate will form other subcommittees as various needs arise.

Members of the Faculty Senate will also participate in the Academic Appeals Committee and the Disciplinary Board. These committees include members from other departments of the university and are not directed by the Faculty Senate.

Organization of Faculty

JPCatholic's faculty members are organized by the programs in which they teach. Theology, Philosophy and Humanities faculty report to the chair of Humanities; Business faculty report to the chair of Business; Communications Media faculty report to the chair of Communications Media; Visual Arts faculty report to the chair of Visual Arts.

Faculty Grievance Procedure

If a faculty member has a complaint against a member of the university community or involving one or more of the policies of the university (including situations related to academic freedom), they may file a grievance in accordance with the following procedures.

The grievance procedure described in this section applies to any 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 faculty handbook, or any other written or unwritten procedure, or precedent concerning employment related matters. Any allegations involving discrimination or harassment should be handled under the appropriate policy given in the JPCatholic Employee Handbook.

The faculty member should initially attempt to solve the grievance informally, promptly and satisfactorily to the parties involved. The faculty member should discuss his or her grievance with his or her department chair (or in the case of a department chair, with the Chief Academic Officer) within ten (10) workdays of the alleged violation or after knowledge of the alleged violation reasonably should have been acquired. The department chair or Chief Academic Officer is expected to give a verbal response within five (5) workdays.

If the grievance is not resolved informally to the satisfaction of the faculty member, he or she may file a formal written grievance with the Chief Academic Officer within ten (10) workdays after the verbal response received from the department chair. If the grievance is with the Chief Academic Officer, the President shall serve in place of the Chief Academic Officer during the grievance process. The written grievance should include a summary of the parties to the grievance, the nature of the grievance, any other pertinent information, and the resolution desired by the faculty member. The Chief Academic Officer, or his or her designee, will work with both parties to reach a resolution agreeable to all. The Chief Academic Officer will provide this resolution in writing to both parties and the President within fifteen (15) workdays after the faculty member filed the formal written grievance.

If either party is not satisfied with the resolution reached by the Chief Academic Officer, they may request a hearing by the Faculty Grievance Committee within five (5) workdays after receiving the written response from the Chief Academic Officer. The Chief Academic Officer will work with the chair of the Faculty Senate to convene the Faculty Grievance Committee. The Faculty Grievance Committee will include two members of the faculty in departments other than the department of the party or parties involved and the Chief Academic Officer. The Faculty Grievance Committee will review all written documentation of the grievance proceedings thus far and allow time for both parties to present their case before the committee. The committee will meet as soon as feasible, but within twenty (20) workdays of the request for the hearing. The committee will reach a decision and provide a written response to both parties and the President within five (5) workdays of the hearing.

If either party is not satisfied with the decision of the Faculty Grievance Committee, they may appeal the decision to the President within five (5) workdays after receiving the written response from the committee. The President will review all the documentation of the grievance proceedings thus far and provide a written decision within ten (10) workdays of the request for appeal.

Procedures for Teaching and Grading

This section of the handbook aims to help new faculty members get started and serve as a reference for returning faculty members.

Student Learning Outcomes

All courses at JPCatholic should be guided by the Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs) that have been established. These are listed here and are also available in the University Catalog.

Institutional Learning Outcomes

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

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

General Education Program Learning Outcomes

IMPACT

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

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

CULTURE

In order to impact culture, students must be able to

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

CHRIST

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

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

Humanities Program Learning Outcomes

- Demonstrate understanding of and critical engagement with the western philosophical tradition
- Employ language and conceptual frameworks proper to theology to communicate the doctrine and tradition of the Catholic Church

- Analyze artistic masterworks and cultural monuments of western civilization
- Skillfully articulate precise and complex thought in the service of persuasive argument
- Contribute original and technically accomplished work to the Catholic artistic tradition

Business Program Learning Outcomes

Spiritual and Ethical Development

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

Business Knowledge and Understanding

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

Business Leadership and Execution

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

Communications Media Program Learning Outcomes

Ethical and spiritual development

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

Media knowledge and understanding

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

Entrepreneurial orientation & professional focus and development

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

Visual Arts Program Learning Outcomes

Spiritual and ethical development

- Students analyze the way the Catholic Church has relied on visual artists to delight, teach, and inspire; and articulate how their work fits into that larger narrative.

Visual Arts knowledge and understanding

- Students apply the concepts of storytelling, as practiced by the commercial entertainment industry, to create forward-thinking projects that communicate meaning and benefit their audience.
- Students demonstrate advanced abilities in specific aspects of the visual arts that are relevant to their area of study.
- Students relate critically and creatively to one or more other artistic disciplines, as well as to the history of the visual arts and their cultural contexts.

Professional focus and development

- Students show evidence of understanding how to operate effectively as professional artists in a variety of work settings, along with the ability to view how their skills are marketable across a range of creative areas.

Faculty Resource Website

A website with links to information on teaching and learning, as well as other important information for professors at JPCatholic is available at www.jp catholic.com/jplibrary/faculty_resources.php. Included on this website is information about assessment of student learning outcomes and the use of rubrics for these assessments. Rubrics are available for use or modification for the Institutional Learning Outcomes, and there are links to other websites explaining the use of rubrics. The website also includes contact information for key staff members. Finally, there are many links with ideas for classroom activities as well as various forms of assessment. All faculty are encouraged to take advantage of this reference website.

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 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 catalog. The course catalog can be found online here: <http://www.jp catholic.com/catalog>
3. Faculty should ask the relevant program chair and/or the Registrar 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.

Preparing the Syllabus

Faculty should begin to design a syllabus well before the course is scheduled to be taught. New faculty ought to also consider having the relevant program chair review the syllabus. A syllabus template and a sample syllabus are found at the end of this handbook. For information

regarding the work expected for non-standard courses, e.g., practicum courses, see the Credit Hour Policy in the University Catalog.

Each syllabus should include the following:

1. The course's title and catalog number
2. The name of the professor
3. The number of units a course involves
4. JPCatholic'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 and resources for technical support)

Submitting the Syllabus and Required Texts to the Registrar

Textbook information for each course must be sent to the Registrar prior to publication of the internet course schedule. This enables the Registrar time to post the assigned texts and students sufficient opportunity to purchase them before the course begins. The full syllabus must be provided to the Registrar before the first class meeting. 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.

Prior to the first day of class, faculty should check the website which notifies students about the class schedule and assigned texts/materials for the quarter in which they are teaching to ensure the accuracy of the information listed. The link appears at www.jpatholic.com under "Academics" at the top of the page.

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 the Information Technology department.

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, he or she should contact the Registrar.

Reviewing the Syllabus

Faculty members need not read every aspect of the syllabus. However, on the first day of class 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 JPCatholic policy regarding final exams: "JPCatholic 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 a 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

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).

Addressing Student Issues During the Quarter

JPCatholic 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. Faculty members also discuss how to solve problems with particular 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.

Adding or Dropping a Class

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

See the sections of the University Catalog on Adding or Dropping a Class and Withdrawing from the University for further information.

Auditing a Class

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

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 envelope and returned to the Institutional Research 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 Institutional Research office.

Suspicion or Evidence of Academic Dishonesty

JPCatholic takes academic integrity extremely seriously. When a faculty member suspects that an incident of academic dishonesty has occurred, the faculty member may: (a) communicate in writing and promptly arrange a conference with the student to discuss the matter, or (b) refer the case directly to the disciplinary board process. Further details regarding resolving academic honesty incidents are available in the University Catalog section "Academic Ethics and Honesty Policy."

Calculating and Submitting Grades

When submitting grades, faculty members are expected to submit a letter grade (e.g., "B+") rather than the numeral percentage (e.g., 90%). Grades must be reported to the Registrar on the proper form by 8:00AM on the tenth day following the last scheduled class day of the quarter (normally the second Monday after that last day of the quarter). Other information regarding grading and academic policies can be found in the University Catalog or by consulting the Registrar.

Gathering Evidence for Learning Outcomes Assessment

All faculty members are expected to submit assessment data on one assignment per class each quarter. Data should be submitted to the Institutional Research office. Further information regarding the type of data needed is available by contacting the Institutional Research office or the department chair.

Reviewing the Course

After grades have been submitted, faculty members ought to do a brief review of the course, analyzing how effectively the course outcomes were achieved.

School Policy on Classrooms and Other Facilities

Scheduling the Use of a Room

To request the use of a room/soundstage outside of the scheduled class time, fill out the [Room and Event Request Form](#).

Audio Visual Equipment

JPCatholic 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 Technology department.

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.

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.

Library Services

Print Holdings, Checking Out Books and Course Reserves

The on-site library is accessible to all students and faculty when the Academic Building is open. The library catalog can be accessed on the JPCatholic website at <http://www.jp catholic.com/jplibrary/index.php>.

Books may be checked out for 2 weeks. The library uses a self-checkout process. Students are responsible for listing the books they have checked out in the "checkout binder".

The course reserve section includes books that are being used in classes during the current quarter. These books must be used in the library and may not be checked out. This allows more students to access these high demand books.

On-Line Resources

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

Library Staff

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

Contact the Librarian

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

Library Services for eLearning Students

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

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. Full information regarding the range of student services offered is available in the Student Handbook, the University Catalog, or by contacting the Student Life Office.

Students with Disabilities

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

Syllabus Template

[Course number and title]

[Professor's name]

John Paul the Great Catholic University

[Quarter, 0.0 units]

[Scheduled class times, Classroom]

Learning Outcomes

Institutional Learning Outcomes

[insert appropriate ILOs]

Program Learning Outcomes

[insert appropriate PLOs]

Course Learning Outcomes

[insert professor's course learning outcomes]

Contact Information

[include email, office space (if applicable), and office hours]

Textbooks

[include any required or recommended textbooks]

Course Outline

[modify table as appropriate for course]

Session 1: [Date]	[Topic] [Assignments to be completed for this session, e.g., reading]
Session 2: [Date]	[Topic] [Assignments to be completed for this session, e.g., reading]
Session 3: [Date]	[Topic] [Assignments to be completed for this session, e.g., reading]
Session 4: [Date]	[Topic] [Assignments to be completed for this session, e.g., reading]
Session 5: [Date]	[Topic] [Assignments to be completed for this session, e.g., reading]
Session 6: [Date]	[Topic] [Assignments to be completed for this session, e.g., reading]
Session 7: [Date]	[Topic] [Assignments to be completed for this session, e.g., reading]
Session 8: [Date]	[Topic]

[Assignments to be completed for this session, e.g., reading]

Session 9: [Date]

[Topic]

[Assignments to be completed for this session, e.g., reading]

Session 10: [Date]

[Topic]

[Assignments to be completed for this session, e.g., reading]

Major Assignments/Course Requirements

[list all major assignments along with due dates, include policies about other assignments/homework]

Attendance Policy

Students will be held to the University Attendance Policy found in the Catalog and are expected to attend and participate in all class sessions. Students should notify the professor before any planned absence, and as soon as possible after any unplanned absence. Missing more than two class sessions will result in an automatic course failure.

[include any course specific attendance policies]

Grading

Letter grades will be assigned according to the following scale:

A+	100	97	B+	89.99	87	C+	79.99	77	D+	69.99	67
A	96.99	94	B	86.99	84	C	76.99	74	D	66.99	64
A-	93.99	90	B-	83.99	80	C-	73.99	70	F	63.99	0

[include any other grading policies, weighting for different types of assignments, etc.]

Attendance Policy

Students will be held to the University Attendance Policy found in the Catalog and are expected to attend and participate in all class sessions. Students should notify the professor before any planned absence, and as soon as possible after any unplanned absence. Missing more than two class sessions will result in an automatic course failure.

Final Exam Policy

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

Academic Ethics and Honesty Policy

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

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

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

Please refer to the University Catalog for consequences of violation of the Academic Ethics and Honesty Policy.

Use of Artificial Intelligence (AI) Engines

All AI Engine use is subject to the discretion of each individual faculty member for each individual class. [*Please spell out whether or not students may use AI when completing your assignments.*]

If permitted to use an AI engine to generate or assist in generating academic work, students must provide proper citation to acknowledge the use of such tools. This includes citing the specific AI engine used, its version, and any relevant information that allows others to verify the tool's usage.

AI use policy is fully defined and articulated in the Student Handbook.

Library and Online Resources

JPCatholic maintains an on-site library that is accessible to all students when the Academic Building is open. The library catalog can be accessed on the JPCatholic website at <https://jpcatholic.edu/jplibrary/index.php>. The course reserve section includes books that are being used in classes during the current quarter. These books must be used in the library and may not be checked out. This allows more students to access these high demand books. Students are also encouraged to check the Library & Online Resources course in eLearning for more information about library services.

Progress Toward Degrees

In order to apply the credit units of a course toward the unit requirements for a degree, a student must receive an A, B, C, D, or P grade in the course. (Plus or minus suffixes (+/-) may be affixed to A, B, C, and D.) Further, a student must have a cumulative 2.4 or higher GPA and his or her record must not bear more than two entries with a grade of a D to receive a bachelor's degree.

Academic Support Services

JPCatholic does not discriminate against students with disabilities and happily makes accommodations for such students, as mandated by federal law. Learning accommodations should be requested by students in need. Contact the Dean of Students to inquire about accommodations.

Students can also utilize the Peer-Mentor program for assistance in a particular class or with time-management and study habits. To utilize this resource, either attend their Office Hours (hours vary by quarter) or schedule a one-on-one session. Contact the Student Life Team to inquire about the Peer-Mentor Program.

[A select bibliography of sources relating to the study of the material covered in the course may be included.]

Record of Updates

May 2024

1. "Academic Dean" updated to "Chief Academic Officer", reflecting change in title.
2. Expectations and Policies for Faculty Members (General) > Teaching and Administration > #6 inserted. Voted on in Faculty Senate May 15th, 2024.
3. Syllabus Template updated to include updated policies, including Learning Outcomes, Artificial Intelligence Engines, etc.
4. Added 'Appendix 1: John Paul the Great Catholic University Faculty Statement on Media Content'

Appendix 1: John Paul the Great Catholic University Faculty Statement on Media Content

Some thoughts from the communications media faculty of JPCatholic about the screen content we show our students.

We find a good deal of complexity in the question of what screen content – films, television episodes, video games – to use in our classes at John Paul the Great Catholic University. We see in the Bible a clear call for disciples of Jesus to be holy just as Jesus is holy. We also see in the Jesus of the Bible an unexpected picture of what it means to be holy: Jesus eats and drinks with those the God-fearing people of his day understood to be the most wicked; Jesus lets the prostitute wet his feet with her tears; Jesus declares that a pagan military officer has displayed greater faith than any of the people of God; Jesus makes the apostate Samaritan the hero of his story instead of the priest.

In his first letter to the Corinthians, Saint Paul echoes the call of Jesus to live holy lives when he explains, “I wrote to you in my letter not to associate with sexually immoral people,” but then he offers an unexpected clarification as he continues, “not at all meaning the people of this world who are immoral, or the greedy and swindlers, or idolaters. In that case you would have to leave this world.” Paul clearly means to tell us that we ought to be actively and fearlessly present in this world, associating with its people – the immoral, the greedy, the swindlers, the idolaters. Why? Because the followers of Jesus are meant to be the salt of the earth and the light of the word. They are meant to be witnesses to what they have seen and heard of Jesus. To do this, they must be present in the world. And to be present with people is, among other things, to listen to their stories, insofar as storytelling is one of the most human of activities, present as far as we can tell in all cultures at all times. This is precisely where Jesus sends his followers, “to the uttermost parts of the earth.”

We find that in order to prepare to enter the world of professional media production, JPCatholic students must obtain not only world-class production skills but world-class literacy in the films, television shows and games the professional media community esteems most highly. For the faculty of this university to offer students any less would be to send our graduates on their journey into the world unprepared and easy prey, something that would represent a terrible failure of the trust our students and their families put in us as educators.

We understand that some of the films and other screen content we show as part of the curriculum are troubling. We do not believe this in itself is a reason not to show them. Countless stories in the Bible are troubling (e.g. the destruction of nearly the entire human race in a flood; the drunken incest of Lot with his daughters; the story of David’s adultery with Bathsheba and his craven scheme to murder her husband Uriah; the brutal murder of God’s son). Though troubling, we believe these stories have great value for us. We believe the same can be true of films and other screen content.

We are convinced that the *depiction* of sin, including the depiction of violence and blasphemy, is not in itself sinful. As noted above, the Bible tells many stories of shocking sins. Even Jesus, in his parables, includes depictions of sin (for example his tale of the rich man who let Lazarus die on his doorstep). To speak of human life with an honesty informed by biblical insight, one must speak of sin. To speak of biblical redemption with any meaning, one must speak of the fall from

grace. In his "Letter to Artists," our university's namesake, Pope Saint John Paul the Great, wrote of the redemptive value of artists speaking with this sort of unflinching honesty about the human propensity to sin: "Even when they explore the darkest depths of the soul or the most unsettling aspects of evil, artists give voice in a way to the universal desire for redemption."

We also contend that art depicting the unclothed human body is not always out of bounds for the Christian. The ceiling of the Sistine Chapel, and indeed much of the art displayed throughout the Vatican, depicts innumerable nudes. How can this be? For a rich discussion of this question, one can read John Paul the Great's *Theology of the Body* in which he distinguishes between portrayals of nudity that convey the dignity of humans as God's creation and portrayals intended to arouse lust in the viewer, thereby robbing humans of their dignity. This is a question in our hypersexualized society that requires careful discernment and an acknowledgement that many of the images produced on film today, *with and without nudity*, intend to arouse lust in the viewer.

More broadly, we recognize that film possesses a unique power to captivate the imagination, infect attitudes, present heroes, introduce ideas, provide vicarious experiences, and foster desires, in some cases experiences or desires the Bible would certainly call sinful to embrace. We take seriously this power of film and we bear it in mind when we select films to include in our curriculum, carefully weighing the value of any content against its potential costs to students. We encourage members of the faculty to seek the wisdom of their colleagues in difficult cases.

We recognize that not every film is beneficial and that some images sink to the level of evil, either because of their likely damaging effect on the viewer or because of their damaging effect on those who make them.

We recognize that material that may benefit one viewer may not benefit another. We respect the autonomy of each student to choose to step out of any screening.

We believe that we need not agree with a film in order to study it. Consider the biblical record in Acts chapter 17 of Paul in Athens. Speaking at the Areopagus, he tells the Athenians that he has spent time in their city making a careful study of their many objects of worship. He uses this knowledge to find common ground with his audience which he uses as a springboard to tell them about the God he worships. Along the way, he quotes not Old Testament scriptures but Greek poetry, pagan art which he has studied so thoroughly that he has committed it to memory. In this way, he manages to tell them the story of Jesus' crucifixion and resurrection in a way that makes sense to at least some of them and intrigues the rest sufficiently that they invite him to return and tell them more. This is precisely what we intend for our students when we educate them about the films and games of their time and place in the world.

Because we believe that stories in their many forms convey meaning, we endeavor to teach our students how to reflect deeply on the stories with which they are presented so that they can discern what those stories mean. We urge students to look past the surface to the less obvious, underlying meaning of stories, and to measure that meaning against a biblical understanding of what is good, true, and beautiful.

Some thoughts about the screen content we encourage our students to make:

Bearing in mind everything we have said above, we lead students in creating a personal code of ethics explicitly informed by the teachings of Jesus that anticipates the ethical challenges they are likely to face in the area of content creation, as well as in the areas of business dealings, relationships with colleagues, and daily on-the-job behavior.

We encourage students to create content that benefits the viewer or game player, that tends to leave viewers and players wiser, kinder, more hopeful, more courageous, more compassionate, more faithful, or more generous, and that refuses to debase or misuse the audience or player in pursuit of profit or self-promotion.

We urge students to exercise great discretion wielding the immense power of storytelling and of screen imagery, understanding that if such content can do good, it can also do harm. We encourage students to seek the wisdom of their peers, their professors, and others with wisdom to help them discern what is best, and to exercise restraint in this respect as students, recognizing that they do well to master the fundamentals of their craft before approaching storytelling elements that require the greatest skill and discretion.

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We insist that students respect the autonomy of all participants in the creation of content, including that of actors, thinking carefully about what they ask actors to perform and experience physically, emotionally, and spiritually.