



**JOHN PAUL  
THE GREAT**  
CATHOLIC UNIVERSITY

# University Catalog

## 2014 - 2015



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## Changes in Policies

The information provided in this catalog reflects an accurate picture of John Paul the Great Catholic University at the time of publication. The information contained herein applies to the time period from July 1, 2014 - September 14, 2015. The University reserves the right to make necessary changes in procedures, policies, calendar, curriculum, fees, expenses, and other matters. For more information, write to the above address or phone 858-653-6740.

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This catalog covers the degree program curriculum that will be offered by John Paul the Great Catholic University (JPCatholic) for the academic year 2014 - 2015.

## University Overview

John Paul the Great Catholic University was founded to integrate the moral and ethical principles espoused by Jesus Christ with both the business and creative principles to form marketplace ready graduates. These graduates will bring to their communities, workplaces, and marketplaces the ability to apply the integrated learning.

## Vision, Mission, and Values

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

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

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

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

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

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

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

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

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

## Honor Code

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

## Core Commitments

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

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

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

**A commitment to the intellectual development of all students, faculty and staff:** We will be innovative in our program development, leaders in our educational niche, and entrepreneurial in defining our future. JPCatholic recognizes that the student’s vocation is intellectual development, with the ultimate purpose of becoming a mature, productive, creative, and responsible citizen. JPCatholic provides an education that emphasizes the integration of theory with practice, enhances the professional competence and ethical judgment of the



student, and has a particular focus on creativity and innovation, leadership and entrepreneurship. JPCatholic recognizes the need to maintain leadership in its academic niche and to be boldly entrepreneurial in maintaining its position as a leading teaching university.

## **Commitments to Students, Faculty and Staff**

Students can expect

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

Faculty can expect

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

Staff can expect

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

## **Academic Focus and Broad Educational Expectations**

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

- Business
- Communications Media
- Theology

The degree programs seek to integrate the fundamental learned knowledge in these three academic disciplines with the moral and ethical principles proposed by Jesus Christ to prepare students to become innovators and creators, leaders and entrepreneurs, capable of building sustainable businesses that benefit local and global communities. JPCatholic's broad educational expectations are that students are provided with an in-depth learning opportunity in the classroom, through homework, course-based project assignments, and in a major team business or media project, in

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

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

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

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

### **Institutional Learning Outcomes**

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

- Values and knowledge based on the teachings of Jesus Christ as articulated by the Catholic Church
- Communication Fluency – Written, Oral, and Audio Visual

- Quantitative and Qualitative Assessment
- Leadership and Decision-making
- Information Literacy
- Critical and Creative Thinking

## Program Learning Outcomes

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

## General Education

### General Education Program Learning Outcomes

#### IMPACT

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

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

#### CULTURE

In order to impact culture, students must be able to

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

#### CHRIST

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

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

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

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

**Theology (8 Courses)**

THEO 100 Introduction to Scripture I  
 THEO 110 The Intellectual Life & Virtue  
 THEO 200 Introduction to Scripture II  
 THEO 311 Fundamentals of Catholicism  
 THEO 312 Sacraments, Liturgy, and Prayer  
 THEO 313 Moral Theology and Ethics  
 THEO 400 Catholic Social Teaching  
 THEO 401 Marriage and Family

**Philosophy (3 Courses)**

PHIL 203 Philosophy of Nature  
 PHIL 204 Philosophy of Man  
 PHIL 408 Philosophy of God

**Humanities (10 Courses)**

HUMA 104 Grammar  
 HUMA 106 Logic  
 HUMA 107 Rhetoric: The Art of Persuasion  
 HUMA 120 Culture Making  
 HUMA 121 Written and Oral  
 Communication

HUMA 200 Masterpieces of Literature, Art  
 and Music

HUMA 204 Poetics and Aesthetics  
 HUMA 301 Global Cultures: History and  
 Politics  
 HUMA 402 American Politics  
 DIGM 100 Fundamentals of Art & Design

**Math & Science (2 Courses)**

MATH 115 Decisions Based on Data  
 SCI 200 Natural Science

**Business (7 Courses)**

BUSI 191 Entrepreneurial Thinking  
 BUSI 193 Introduction to Marketing  
 BUSI 291 Business Planning  
 BUSI 293 Consumer Behavior  
 BUSI 391 Career Strategies  
 BUSI 393 Leadership and Management  
 BUSI 493 Overview of Deal Making

## Admissions and Enrollment

### Undergraduate Admission

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

- Explore the applicant's academic interests as they relate to the degree programs offered;
- Help the applicant identify the appropriate area of study consistent with his/her background and interest; and

- Provide information concerning degree offerings and support services available.

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

A complete application includes:

- A completed application form;
- Two letters of reference;
- Results of the SAT I or ACT tests. SAT critical reading score should range from 540 to 800 and math score from 510 to 800. ACT composite score should range from 22-36. Applicants with lower scores will still be considered for admissions, since decisions are made after weighing all admissions factors (i.e. GPA, extracurricular activities, essay, and reference letters). The standardized test requirement may be waived if a student has over 25 credits of college or has over a 3.5 GPA.
- All transcripts indicating date of high school graduation and/or obtainment of GED certificate with scores. An applicant who has not yet graduated from high school at the time of application must provide the most recent partial transcript in order to be evaluated for early acceptance.
- An essay of approximately 500 words describing why an education at JPCatholic will help them attain their personal and professional goals. The application form has the flexibility to allow students to express their academic aspirations and strengths. It is critical that the applicant state why JPCatholic is the appropriate school for them, and to include all information that the Admissions Committee will need to evaluate an applicant's potential for success. Personal or conference telephone interviews may also be required by the Admissions Committee or requested by an applicant.
- \$20 Application Fee

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

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

### **Campus Tour**

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

**Orientation of New Students**

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

**English Proficiency**

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

**Language Requirements**

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

- TOEFL paper: 550
- TOEFL computer based: 213
- TOEIC: 760
- IELTS: 6.5
- Cambridge (Advanced and Proficiency Exams): Pass

Language of Instruction: Instruction is in English.

**Student Health Requirement**

New students are required to complete a Medical History Form and to send it to the Admissions Office. Forms and instructions will be sent to entering students well in advance of registration. In addition, they are available from the Admissions Office. Information submitted to the Admissions Office is kept confidential and is carefully reviewed to help provide individualized health care.

**Mandatory Health Insurance**

Health insurance is required as a non-academic condition of enrollment.

**Vaccination Policy**

The State of California mandates that first-time enrollees, 18 years old or younger, must provide proof of immunization against Hepatitis B.

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

JPCatholic does not require other vaccinations.

### **Notification of Admission**

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

### **The Enrollment Process**

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

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

### **Graduate Admission**

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

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

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

A complete application includes:

- A completed application form
- Three letters of reference
- All transcripts indicating date of college graduation. An applicant who has not yet graduated from college at the time of application must provide the most recent partial transcript in order to be evaluated for early acceptance.
- A personal statement of approximately 500 words describing why an education at JPCatholic will help them attain their personal and professional goals. The application form has the flexibility to allow students to express their academic aspirations and strengths. It is critical that the applicant state why JPCatholic is the appropriate school for them, and to include all information that the Admissions Committee will need to evaluate an applicant's potential for success.
- A resume
- \$20 application Fee

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

### **Campus Tour**

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

### **Orientation of New Students**

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

### **Notification of Admission**

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



### The Enrollment Process

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

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

## Tuition and Other Expenses

### Undergraduate Tuition and Fees

Undergraduate Tuition & Fees				
Incoming: July 1, 2014 – June 30, 2015				
Tuition Guarantee: Your tuition will NOT increase for 12 consecutive quarters				
Minimum Payment Frequency is Quarterly				
	Each Quarter	Academic Year 3 Quarters	Annual 4 Quarters	Refundable
Undergraduate Tuition	\$8,000	\$24,000	\$32,000	Yes
Triple Room	\$2,100	\$6,300	\$8,400	No
Double Room	\$2,400	\$7,200	\$9,600	No
Single Room	\$3,700	\$11,100	\$14,800	No
Parking	\$200	\$600	\$800	No

## MBA Tuition and Fees

<b>MBA Film Producing Tuition &amp; Fees</b> <b>Students entering Fall 2014</b> <b>Minimum Payment Frequency is Quarterly</b>			
	<b>Each Quarter</b>	<b>Total</b>	<b>Refundable</b>
MBA Tuition	\$8,600	\$34,400	Yes
Triple Room	\$2,100	\$8,400	No
Double Room	\$2,400	\$9,600	No
Single Room	\$3,700	\$14,800	No
Parking	\$200	\$800	No
On-campus housing is optional for MBA students.			

## MA Tuition and Fees

<b>MA in Biblical Theology Tuition &amp; Fees</b> <b>Tuition for classes from: July 1, 2014 – June 30, 2015</b> <b>Minimum Payment Frequency is Quarterly</b>				
	<b>Number of Courses</b>	<b>Cost Per Course</b>	<b>Total</b>	<b>Refundable</b>
Foundational Courses (4 credits)	3	\$1,726	\$5,178	Yes
Core Courses (3 credits)	14	\$1,295	\$18,130	Yes
Comprehensive Exam or Thesis (3 credits)	1	\$1,295	\$1,295	No
<b>Total</b>	<b>18</b>		<b>\$24,603</b>	

## Other Fees and Expenses

<b>One Time Fees</b>	
Enrollment	\$100
Room Deposit (Non-Refundable)	\$500
Graduation	\$300
Logos (Biblical Reference Software) for MA students	\$220

<b>Additional Estimated Expenses</b> <b>Required but NOT paid to JPCatholic</b>		
Annual Food	\$4,200	
Annual Books	\$600	Course Dependent
Supplies	\$200	Course Dependent
Laptop	\$600 - \$2,600	One-time. Must be purchased directly from vendor. Student owns.
Software for Business degree students	\$500	One-time. Must be purchased directly from vendor. Student owns.
Software for Communications Media degree students	\$1,000	One-time. Must be purchased directly from vendor. Student owns.

## Tuition Summary

### Bachelor of Science

The total amount for tuition in Academic Year 2014/2015 is \$24,000 (from the tuition table above). The estimated tuition for four academic years is \$96,000.

### Master of Arts in Biblical Theology

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

### Theology Certificate Program

The estimated tuition for the following certificate programs is \$2,500.

- Certificate of Philosophy
- Certificate in Catholic Theology

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

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

### Master of Business Administration

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

## Tuition Disclosures

1. Undergraduate tuition fees cover 12 or 15 units per quarter. 15 units per quarter are required to graduate in **3 calendar years (= 4 academic years = 12 academic quarters)**.
2. For students taking less than 12 units or more than 15 units of credit per quarter, the cost of tuition per 3 units of credit (typically 3 units=1 class) is \$2,000. Tuition includes costs associated with the course, but excludes textbooks.
3. In addition to tuition and fees, students are required to pay a one-time, non-refundable \$100 enrollment fee. This fee is to be paid before the student is enrolled in class.
4. Students taking less than 12 units or more than 15 units of credit per quarter will receive a pro-rated amount of their originally granted financial aid amount. The student will receive the proportional amount of scholarship per class they received when taking a 'full' (12-15 unit) class load.
5. MBA tuition fees cover 15 or 18 units per quarter. For students taking less than 15 units or more than 18 units of credit per quarter, the cost of tuition per 3 units of credit (typically 3 units=1 class) is \$1,720. Tuition includes all costs associated with the course, but excludes textbooks.
6. **Room and Security Deposit Fee:** A \$500 non-refundable deposit is required of residential students. This fee must be paid prior to moving into the student apartments. This fee is collected in order to secure an apartment for the student in the upcoming

quarter as well as pay for damages and cleaning needed. The fee will not be applied towards the room expense.

7. Minimum Payment Frequency is Quarterly.
8. **Late Payment Penalty:** Tuition and fee payments are due by 5:00 PM on the Friday before the first day of class. Failure to pay by the required deadline will result in late payment charge of 4%. These penalties will be assessed on unpaid balances each quarter one week after the first day of classes. The 4% penalty assessment on delinquent account balances takes place quarterly, on an ongoing basis until the entire outstanding balance is paid in full. If current or past account balances are delinquent, the University reserves the right to un-enroll current students from their classes. Please be aware that students with past-due account balances are not entitled to receive final grades, transcripts, a diploma or certificate, and/or other possible University-provided verifications until the balance is paid in full.
9. A parking permit is required for student owned cars parked within the student apartment complex. The Student Life Office issues this parking permit. Limited garage parking is available. No student parking is available at the classroom facility at 155 W. Grand Avenue.
10. Single undergraduate students, who are under 25 years of age, are required to live on campus. Graduate students are not required to live on campus. Married students and single students 26 years of age and older must live off-campus. Students whose parents live in San Diego County may live at home. Some on-campus housing may be available for single graduate students.
11. **For MA in Biblical Theology Students** Once the student commences the required practicums the tuition is non-refundable. Once the student has committed to the Comprehensive Exam or to the Thesis and enrolled, the tuition is non-refundable.

## Financial Aid

### Costs and Financial Aid

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

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

Note: Certificate students are not eligible for financial aid.

## **Code of Conduct**

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

The Financial Aid Professional shall:

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

## **Financial Aid Undergraduate & Graduate Students**

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

### **Gift Aid**

1. Pell Grants (Federal aid)
2. Institutional Scholarships

3. State Grants
4. Private Scholarships and Grants

**Self-Help Aid**

1. Part-time Employment
2. Stafford (Federal) Loans
3. Private Loans

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

**Federal Student Aid****JPCatholic's Federal School Code is 041937**

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

**Pell Grant**

Undergraduate students who have an EFC of 5157 or less (as determined by the FAFSA) are eligible for this need-based grant. Applicants must be U.S. citizens and fulfill all eligibility requirements for Federal aid. In order to receive this grant, students must complete the FAFSA, a Virtual Financial Aid Office interview ([jpcatholic.vfao.com](http://jpcatholic.vfao.com)), and provide any additional documentation requested by the school. Financial eligibility is determined on an annual basis, and satisfactory academic progress is determined each academic year (every three quarters). Annual amounts vary from \$587 to \$5730. Your grant funds will come directly to JPCatholic on a quarterly basis, where they will be disbursed by crediting them to your school account.

**Subsidized Stafford Loan**

Undergraduate students with financial need\* are eligible for this need-based loan. This loan does not accrue interest while the student is enrolled in school at least half time. Applicants must be U.S. citizens and fulfill all eligibility requirements for Federal aid. In order to receive this loan, students must complete the FAFSA, a Virtual Financial Aid Office interview ([jpcatholic.vfao.com](http://jpcatholic.vfao.com)), and provide any additional documentation requested by the school.

Financial eligibility is determined on an annual basis, and satisfactory academic progress is determined each academic year (every three quarters). Amounts are determined by the student's need and academic level.

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

### **Unsubsidized Stafford Loan**

Unsubsidized loans are available to students without concern for need. These loans accrue interest for the entire period after disbursement. Deferment is automatic while the student is enrolled in school at least half time. Applicants must be U.S. citizens and fulfill all eligibility requirements for Federal aid. In order to receive this loan, students must complete the FAFSA, a Virtual Financial Aid Office interview ([jpcatholic.vfao.com](http://jpcatholic.vfao.com)), and provide any additional documentation requested by the school. Eligibility is determined on an annual basis, and satisfactory academic progress is determined each academic year (every three quarters). Amounts are determined by the student's academic level.

### **Parent & Grad PLUS Loans**

PLUS loans are available to parents of dependent college students and graduate students without concern for need. These loans accrue interest for the entire period after disbursement. Applicants must be U.S. citizens and students fulfill all eligibility requirements for Federal aid. In order to receive this loan, parents or graduate students must complete a PLUS application and pass the credit check in addition to the completion of the FAFSA, Virtual Financial Aid Office interview, and any additional documentation requested by the school. Eligibility is determined on an annual basis, and satisfactory academic progress is determined each academic year (every three quarters). Amounts are determined by the Cost of Attendance minus other aid received.

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

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

### **Additional Information for Direct Loans**

1. Interest rates and origination fees
  - a. Stafford Loans – for current rates, please see <https://studentaid.ed.gov/types/loans/subsidized-unsubsidized>
  - b. PLUS Loans – for current rates, please see <https://studentaid.ed.gov/types/loans/plus>

2. Origination fees are deducted before you receive any loan funds. The loan amount received will be less than the amount you were awarded. For example, if you borrow a \$5500 Stafford loan, you will receive \$5442 credited to your account.
3. Stafford loans have a six-month grace period that starts the day after you graduate, leave school or drop below half-time enrollment. Payments will begin at the end of the grace period.
4. In order to be eligible for Direct Loans, you will need to take at least six credits per quarter and maintain "satisfactory academic progress" (SAP).
5. Direct loans (both Stafford and PLUS) require the completion of a MPN – Master Promissory Note. This document explains the terms and conditions of the loan and is your legally binding agreement to repay the amount you borrow.
6. Entrance counseling is required for any student loan and is completed when you complete the VFAO. Exit Counseling is also required and will be completed on [studentloans.gov](http://studentloans.gov); information will be provided when you leave JPCatholic or cease to attend at least half time.
7. Please refer to [studentaid.ed.gov](http://studentaid.ed.gov) and/or [studentloans.gov](http://studentloans.gov) for additional information on the Direct Loan programs.

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

### **State Aid**

Students attending John Paul the Great Catholic University are not currently eligible for California State Aid (CalGrants). However, students from other states may be eligible for aid from their state.

### **Undergraduate Institutional Aid**

Institutional aid at JPCatholic is awarded to students on the combined basis of merit and financial need. Students will not be granted institutional aid until they have been accepted for admission by JPCatholic; however, they are encouraged to apply by March or as soon as they have been accepted.

In order to apply, students must send their essay to the Financial Aid Office and complete the Free Application for Federal Student Aid (FAFSA). Student's financial aid award must be considered tentative until we receive any requested verification information.

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

The information detailed on the completed FAFSA is used to determine the amount a student's family can provide toward the cost of their education. It allows for necessary family



expenditures such as taxes, reasonable living costs, sibling's educational costs, and medical expenses. It calculates the Estimated Family Contribution, or EFC, which is what the student and their family are expected to contribute before receiving any need-based aid.

### Eligibility and Rules

1. Student must be accepted to the undergraduate program at JPCatholic before they may apply for a scholarship.
2. Student's application for Institutional Aid must include
  - a. FAFSA
  - b. Essay for desired scholarship
3. All aid is renewable on a quarterly basis after the freshman year. Renewal is dependent on the student's cumulative GPA (minimum of 3.0) after their first two quarters. Full details on renewal can be found below.
4. For the full award, recipient must be a full-time student, enrolled for 15 units per quarter. Part time enrollment will have their award prorated based on course load.
5. Awards apply toward the expense of tuition only and may not be applied against room or other fees.
6. To provide institutional aid to as many students as possible, no student will receive more than an average of \$9,000 per academic year in awards (of scholarships and/or grants). This may be waived in exceptional cases.

Scholarship / Grant	Essay Topic / Comments
John Paul II / Leadership Scholarship	<p>Essay will articulately convey a student's significant contributions (as defined by the applicant) or leadership accomplishments to society during the past 4-years.</p> <p>Students may also include a statement detailing exceptional financial circumstances that may not be reflected in their FAFSA.</p>
Creativity Scholars	<p>Essay will demonstrate student's significant creativity accomplishments.</p> <p>Students may also include a statement detailing exceptional financial circumstances that may not be reflected in their FAFSA.</p>
Entrepreneurship Scholars	<p>Essay will discuss student's significant entrepreneurial accomplishments.</p> <p>Students may also include a statement detailing exceptional financial circumstances that may not be reflected in their FAFSA.</p>

### What to Expect

1. Completed applications are typically reviewed by the Financial Aid Committee. In addition to the FAFSA and essay, the Committee will review the student's GPA, SAT or ACT scores, and commitment to mission (determined by the phone interview with Admissions personnel) in determining the amount of the award.

2. Award letters are mailed on the Monday following the meeting. Most students will be given an option between two awards. One averages a lower amount but is the same for all four academic years; the other averages a higher amount but increases with each academic year. The average is what is used to determine a maximum award (\$9000/academic year).
3. Students are asked to sign and return the award letter to accept the award of their choice. With this acceptance is the assumption that the student has reviewed and accepted the terms of renewal.

### **Graduate Institutional Aid**

Institutional aid at JPCatholic is awarded to students on the basis of merit and financial need. Students will not be granted institutional aid until they have been accepted for admission by JPCatholic; however, they are encouraged to apply by March or as soon as they have been accepted.

#### **MBA Eligibility and Rules**

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

1. Student must be accepted to the MBA program at JPCatholic before they may apply for a scholarship.
2. Student's application for Institutional Aid must include
  - a. FAFSA
  - b. Essay articulating the student's need and conveying any leadership or creative accomplishments.
3. All aid is a one-time award. Quarterly renewal is dependent on the student's cumulative GPA (minimum of 3.0) and on-going commitment to the school's mission. Please read the renewal requirements.
4. For the full award, recipient must be a full-time student. Part time enrollment will have their award prorated based on course load.
5. Awards apply toward the expense of tuition only and may not be applied against room or other fees.
6. Students are only granted one award, regardless of how many essays they send in.
7. To provide institutional aid to as many students as possible, no student will receive more than \$10,000. This may be waived in very exceptional cases.

#### **MA Eligibility and Rules**

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

<b>Scholarship</b>	<b>Percentage</b>
Accelerated Plan (12 month) – On Campus	Up to 50%

Standard Plan (18 month) – On Campus	Up to 40%
Standard Plan (18 month) – Online	Up to 30%
Part Time Plan (3 years) – On Campus or Online	Up to 25%

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

### What to Expect

1. Completed applications are typically reviewed by the Financial Aid Committee during Friday meetings.
2. Award letters are mailed on the Monday following the meeting.
3. Students are asked to sign and return the award letter to accept the award. With this acceptance is the assumption that the student has reviewed and accepted the terms of renewal.

## Institutional Aid Renewal

### Financial Aid Renewal and Criteria

Students who maintain a 3.0 or above will be in good standing and have their financial aid automatically renewed. Students who do not fulfill the criteria below risk losing all or some of their financial aid. Similarly, if a student consistently displays a negative attitude and is a source of division in the community, their financial aid may be revoked.

Since grades provide the most objective metric of student commitment, the effect of the student's GPA on the renewal of financial aid is non-negotiable. Students who fail to maintain a 3.0 average will forfeit a percentage of financial aid according to the table below.

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

### Renewal Criteria Exceptions

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

### GPA-Based Scholarship Reinstatement

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

Scholarship funds will be reinstated according to the table below:

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

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

### Financial Aid Award Amounts

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

### Private Scholarships

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

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

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

### Private Loans

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

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

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

### What to Expect

1. Student is not required to make payments until six months after leaving school or falling below half time.
2. Most students will need to apply with a cosigner in order to meet credit history, income, and employment requirements.
3. Students applying for a student loan must do so through the lender's websites.
  - a. Charter One [www.charterone.com/student-borrowing](http://www.charterone.com/student-borrowing)
  - b. Sallie Mae [www.salliemae.com](http://www.salliemae.com)
  - c. Wells Fargo [www.wellsfargo.com/student](http://www.wellsfargo.com/student)
4. It is the student's responsibility to ensure that the application is completed in time for disbursement prior to the quarterly billing due date, or they may be subject to a late fee. Disbursements cannot be made until nine business days after all loan paperwork has been completed and signed.
5. After a student has been approved and completed all loan documents with the lender, they will be contacted by the Financial Aid Office to determine how they would like their loan disbursed (covering University charges only, or include a living stipend). The Financial Aid Office will schedule the disbursements for shortly before the quarterly bills are due.

6. On the date of disbursement, the funds will be transferred via EFT to the University and will be applied to the student's account. The University will also provide a disbursement notice to the student via their student mailbox.

Please note: If a student obtains a loan to pay for an educational program, the student will have the responsibility of repaying the full amount of the loan plus interest, less the amount of any refund; and if the student has received federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal student financial aid program funds.

## **Student Employment**

A part time job, where even if the student works at minimum wage (\$8/hour) for 15 hours a week for 40 weeks (the time that school is in session), they will gross \$4,800 per year. There are many retail businesses within walking distance of the apartments, and more opportunities nearby for those students who are motivated. Occasionally, internships that qualify for class credit are paid positions as well.

Job searching requires the initiative of the student and can be a challenge; it is recommended that students apply as soon as they arrive in San Diego, as there are typically fewer jobs later in the year.

A limited number of part-time positions are available on campus. These payroll positions provide limited additional financial assistance to students in extreme need. These positions are advertised as needed. Note that earnings are taxable and taxes will be withheld.

## **Refund Policy**

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

### **Refund Provisions**

Enrollment Fee and Housing Costs are non-refundable.

### **STUDENT'S RIGHT TO CANCEL**

*You, the student, have the right to cancel and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.* This Enrollment Agreement includes fees for instruction only. Equipment such as laptops, software, books, or any other goods related to the instruction offered in this Agreement are purchased separately by the student from vendors and are NOT covered by this Enrollment Agreement.

Cancellation shall occur when written notice is delivered to the address of JPCatholic University shown on Page 1 of the Enrollment Agreement. This delivery can be by mail or hand delivery. If the notice is sent by mail, it is effective when postmarked. If a student cancels this Agreement, JPCatholic will refund any money that the student has paid for tuition within thirty days after their Notice of Cancellation is received.

The Institutional refund policy for students who have completed 60% or less of the course of instruction shall be a pro rata refund.

#### **WITHDRAWAL FROM A PROGRAM**

Any student will have the right to withdraw from their program of instruction at any time. The refund policy for students who have completed 60% or less of the course shall be based on a pro rata formula. If a student withdraws from their course after the close of business (5:00PM) of the business day prior to the first class they attend, JPCatholic will remit a refund, within thirty days following their withdrawal. Students are obliged to pay only for educational services rendered. The refund shall be the amount paid for instruction multiplied by a fraction, the numerator of which is the number of hours of instruction which the student has not received but for which they have paid, and the denominator of which is the total number of hours of instruction for which they have paid.

If the amount student has paid is more than the amount they owe for the time they have attended, then a refund will be made within thirty days of withdrawal. If the amount that the student owes is more than the amount already paid, then the student must make arrangements to pay for it. Students with past-due accounts are not entitled to receive final grades, transcripts, a diploma or certificate, and/or other possible University-provided verifications until the balance is paid in full.

Students whose entire tuition and fees are paid by a third party organization are not eligible for a refund.

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

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

The return of the funds is based upon the percentage of time the student was attending the University. The withdrawal date used to determine the refund is the date the student began the college's withdrawal process. When the student withdraws during his payment period, the amount of Title IV funds he has earned up to that point is determined by the Federal Return of Title IV funds formula: Percentage of payment period (quarter) completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period of

term. Any break of five days or more is not counted as part of the days in the term. This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid. This is determined by multiplying the percentage of Title IV aid earned by the total of Title program aid that has been or could have been disbursed to the student. If the student received less than the amount earned, the school must offer a disbursement of the earned aid that was not received (called a post-withdrawal disbursement). If the student earned less aid than was disbursed, the institution, student, or both must return the funds in a specified order. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution.

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

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

Refunds are allocated in the following order

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

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



## Schools and Degree Programs

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

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

### Accreditation Status

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

## School of Business

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

## Bachelor of Science in Business (BS)

Emphasis in:

- Sales and Marketing
- Leadership and Management
- Entrepreneurship

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

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

### Occupations for Which Students Will be Prepared

The BS degree in Business prepares students for careers in organizations and companies that create and commercialize general products and services in the global marketplace, in the areas of leadership and management; business development; and marketing and sales.

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

### Program Learning Outcomes

Spiritual and Ethical Development

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

Business Knowledge and Understanding

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

### Business Leadership and Execution

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

### Required Courses Bachelor of Science in Business

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

Students must complete a minimum of 90 units of business related courses.

#### Required Major Core Courses (12 Courses)

BUSI 100 Introduction to Products and Markets

BUSI 104 Accounting I

BUSI 105 Statistics

BUSI 200 Project Management

BUSI 202 Decisions Based on Data II (Access)

BUSI 203 Finance I

BUSI 208 Macroeconomics

BUSI 300 Negotiation Skills

BUSI 303 Finance II

BUSI 305 Accounting II

BUSI 308 Microeconomics

BUSI 403 Legal Considerations for Small Business

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

BUSI 230 Public & Media Relations

BUSI 232 Applied Market Research

BUSI 234 E-commerce: Principles & Platforms

BUSI 330 Business Development & Sales Strategy

BUSI 333 Human Centered Design

BUSI 430 Global Markets

BUSI 435 Strategic Marketing

#### Emphasis in Leadership and Management (7 Courses)

BUSI 221 Small Business Principles and Practices

BUSI 321 Competitive Strategies

BUSI 322 HR and Organizational Management

BUSI 323 Supply Chain Management

BUSI 421 Project Execution I

BUSI 422 Project Execution II

BUSI 424 Strategic Management

#### Emphasis in Entrepreneurship (4 Courses)

BUSI 110 Entrepreneurial Management

BUSI 411 LaunchPad I

BUSI 412 LaunchPad II

BUSI 413 LaunchPad III

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

BUSI 441 Internship I

BUSI 442 Internship II

BUSI 443 Internship III

BUSI 444 Independent Study I

BUSI 445 Independent Study II

BUSI 446 Independent Study III

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

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

### **Integrating faith and business**

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

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

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

Students work in the classroom and in the real world as part of a functioning production company. They begin by reading scripts and selecting a story that they guide from pre-production through marketing and distribution. JPCatholic faculty help students in the challenge of building an extensive professional network that will be invaluable in finding the talent and funding needed to launch their projects.

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

### **Program Learning Outcomes**

- **Production Theory:** Graduates will design a systematic and in-depth production plan, for execution within a typical production environment, from idea to distribution that analyzes, identifies and addresses ethical challenges and dilemmas based on a personal code of ethics informed by the teachings of Jesus Christ.
- **Production Analysis:** Graduates will evaluate the potentials and limitations of each medium and select the most effective medium based upon the financial return and the overall benefit to their audience.
- **Synthesis of Theory and Practice:** Graduates will successfully plan, create and distribute a significant (greater than 30 minutes) media project.
- **Critical Evaluation:** Graduates will evaluate, critique and discuss literary and other works that serve as a basis for a compelling visual story, with a view to generate, develop, refine and package, scripts and projects for the screen.
- **Research Skills:** Graduates, using their media market and finance research skills, will contrast and compare through careful analysis the commercial prospects for select media ideas and justify their chosen media endeavor.

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

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

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

BIBL 505 Introduction to the Bible and Catholic Theology	BUSM 524 Entertainment Law and Negotiations
BUSI 524 Project Management	BUSM 537 Strategic Management
BUSI 525 Managerial Accounting	BUSM 539 Strategic Marketing Management
BUSI 527 Leadership	BUSM 550 Thesis Development
BUSM 500 Art and Business of Producing	BUSM 599 Media Thesis
BUSM 501 Hollywood Mentor Series	ENTM 522 Introduction to Philosophy in Film
BUSM 504 TV & New Media Development	ENTM 531 Visual Storytelling
BUSM 507 Scheduling and Budgeting	ENTM 532 Entertainment Technology Management
BUSM 509 Film Finance	THEO 507 Catholic Spirituality
BUSM 511 Producing: Pre-Production	THEO 508 Morality, Theology, and Ethics
BUSM 512 Producing: Production	
BUSM 513 Producing: Post-Production	
BUSM 521 Pitching	

## **School of Communications Media**

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

Emphasis in:

- Acting
- Animation
- Game Art & Design
- New Evangelization
- Producing
- Production
- Post Production
- Screenwriting

### **Mission and Purpose**

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

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

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

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

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

### **Emphasis in Acting**

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

### **Occupations for Which Students Will be Prepared**

Graduates of the Acting Emphasis program pursue professional careers in theatre, film or television. JPCatholic's proximity to Los Angeles allows for a natural progression into Hollywood television and film careers. Others may seek a theatre-centered career in New York,

Chicago, or other major acting hub. Each actor's career is truly unique and depends on that actor's interests and skills. The acting training at John Paul the Great has left students better prepared for their careers, whether they go on to be professional actors or into another part of the entertainment industry. Actor training fosters a more fully-integrated life through the development of body, voice, and speech. This greater awareness of speech and physical presence prepares the student for success in any field.

### **Emphasis in Animation**

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

### **Occupations for Which Students Will be Prepared**

The BS degree in Communications Media with an emphasis in Animation prepares students for careers as animators; 3D modelers; web, graphic, interactive media, digital arts, educational media, and gaming designers.

### **Emphasis in Game Art & Design**

The Game Art and Design emphasis provides students with unique opportunities to study many facets of game development. From combining the artistry of game design with interactive storytelling, and creating compelling characters and backgrounds to choreographing endless hours of fun game play, and programming/scripting new game functionality students will have numerous opportunities to gain theoretical knowledge and practical skills within their individual area of interest.

### **Occupations for Which Students Will be Prepared**

The BS degree in Communications Media with an emphasis in Game Art and Design prepares students for careers as animators; 3D modelers; web, graphic, interactive media, digital arts, educational media, and gaming designers.

### **Emphasis in New Evangelization**

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

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

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

### **Occupations for Which Students Will be Prepared**

The BS degree in Communications Media with an emphasis in New Evangelization curriculum is designed for students who wish to use the tools of media creation to evangelize the world with the message of the Gospel. Students will be prepared for media careers working for a diocese or parish, religious non-profits, a Christian apostolate or to found and create their own business with a focus on faith-based content and programming.

### **Emphasis in Producing**

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

### **Occupations for Which Students Will be Prepared**

The BS degree in Communications Media with an emphasis in Producing prepares students for careers as leaders and managers of organizations and companies that create and commercialize entertainment media products and services in the global marketplace.

### **Emphasis in Production**

The BS degree in Communications Media with an emphasis in Production curriculum covers the various aspects of production with a strong emphasis on shaping the creative and artistic vision of an entire project and executing its production. This program teaches students the art and craft of film and video production, while expanding their understanding of the critical components of this art form. The program seeks to stimulate the creative imagination, combined with the sense of Christian responsibility to give the visual storyteller the ingenuity and skill to take creative risks. At every stage, students are working on their own films with



other students. The curriculum includes directing, cinematography, sound, lighting, special effects and screenwriting. The facilities, equipment, and resources provide students with an industry-standard education and experience with a soundstage, post-production lab, HD cinema cameras, and digital classrooms.

### **Occupations for Which Students Will be Prepared**

The BS degree in Communications Media with an emphasis in Production prepares students for film, industrial, television, and commercial production jobs. At JPCatholic, we are more than just a film school. The graduate may enter other areas of the entertainment industry such as film financing, film development and script development.

### **Emphasis in Post-Production**

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

### **Occupations for Which Students Will be Prepared**

Similar to the emphasis is Production, the BS degree in Communications Media with an emphasis in Post-Production prepares students for film, industrial, television, and commercial production jobs. Successful graduates may find themselves communicating with the tools of storytelling as a film editor, sound effects editor, sound designer, foley artist, sound mixer, color grader or motion graphics artist.

### **Emphasis in Screenwriting**

The BS degree in Communications Media with an emphasis in Screenwriting curriculum encompasses the visual tools of storytelling, developing stories from characters, the skills necessary to write a compelling visual story for film, TV, and the web. Also covered are financial, legal and labor issues.

### **Occupations for Which Students Will be Prepared**

Students learn to passionately pursue new and innovative story ideas, to defy conventional wisdom, and to dare mighty things. Students can expect a transforming experience, acquiring self-confidence, knowledge, and the tools they will need to write their own future, and likely in a production partnership with peers from JPCatholic. Students will be prepared for careers as freelance writers, script readers, staff writers, and creative producers.

### **Interdisciplinary Emphasis**

With approval from both the Provost and the Department Chair, a current student may declare an interdisciplinary emphasis. An interdisciplinary emphasis is appropriate when a student

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

### **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 media production from concept through end use.
- Students analyze media products at all stages of development from multiple points of view for technical and artistic excellence, effectiveness and meaning.

#### Entrepreneurial orientation

- Students analyze the commercial prospects for media products and use their understanding of the business of media to recognize and take advantage of business opportunities in both traditional and new media.

#### Professional focus

- Students identify their specialized interest and value within media and use the specialized knowledge, skills, and experience necessary to be hired by media companies, and promote themselves to such industry.

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

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

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

#### **Required Major Core Courses (9 Courses)**

ENTM 101 Story, Genre, and Structure

ENTM 102 Media Survey

ENTM 103 Fundamentals of Post-Production

ENTM 104 Fundamentals of Production

ENTM 105 Writing and Pitching a Script

ENTM 203 Producer: Planning for Production

ENTM 207 Film Criticism

ENTM 302 Directing I

ENTM 410 Media Law

**Emphasis in Acting (15 Courses)**

ENTM 130 Introduction to Acting  
 ENTM 131 Introduction to Performing Techniques  
 ENTM 231 Voice and Speech  
 ENTM 316 Acting I: Foundations  
 ENTM 319 Acting II: Action and Text  
 ENTM 320 Acting III: Character Building and Development  
 ENTM 332 Movement for the Actor  
 ENTM 333 Scene Study  
 ENTM 334 Styles in Acting  
 ENTM 335 Screen Acting  
 ENTM 336 Playing Shakespeare  
 ENTM 430 Production Project I  
 ENTM 432 Production Project II  
 ENTM 433 Screen Practicum  
 ENTM 434 Cold Reading

**Emphasis in Animation (10 Courses)**

DIGM 150 3D Fundamentals  
 DIGM 250 Object Modeling  
 DIGM 251 Texturing and Lighting  
 DIGM 350 Character Modeling  
 DIGM 351 Environment Modeling  
 DIGM 352 Character Rigging  
 DIGM 353 Character Animation  
 DIGM 390 Pre-Production Studio  
 DIGM 490 Production Studio I  
 DIGM 491 Production Studio II

**Emphasis in Game Art & Design (10 Courses)**

DIGM 150 3D Fundamentals  
 DIGM 250 Object Modeling  
 DIGM 251 Texturing and Lighting  
 DIGM 350 Character Modeling  
 DIGM 351 Environment Modeling  
 DIGM 352 Character Rigging  
 DIGM 353 Character Animation  
 DIGM 451 Interactive Character  
 DIGM 490 Production Studio I  
 DIGM 491 Production Studio II

**Emphasis in New Evangelization (21 Courses)**

BIBL 502 Philosophy and Biblical Interpretation  
 BIBL 511 Pentateuch  
 BIBL 512 Historical Books of the Old Testament  
 BIBL 513 Prophets  
 BUSI 104 Accounting I  
 BUSI 200 Project Management  
 BUSI 300 Negotiation Skills  
 PHIL 205 Ethics  
 PHIL 206 The Republic  
 PHIL 301 Epistemology  
 PHIL 402 Political Philosophy  
 PHIL 407 Metaphysics  
 PHIL 409 Natural Theology  
 PHIL 410 Capstone Seminar  
 THEO 321 Studies in John Paul II  
 THEO 322 Personal Dynamics and the New Evangelization  
 THEO 331 Applied New Evangelization  
 THEO 332 Spirituality and the New Evangelization  
 THEO 451 New Evangelization Practicum I  
 THEO 452 New Evangelization Practicum II  
 THEO 502 Fundamental Theology and Biblical Interpretation

**Emphasis in Producing (12 Courses)**

ENTM 200 Fundamentals of Story Development  
 ENTM 206 Production Execution  
 ENTM 208 Writing Short Form Cinema  
 ENTM 303 Directing II  
 ENTM 305 Film Finance  
 ENTM 311 Adaptation  
 ENTM 315 Advanced Producing  
 ENTM 401 Visual Effects  
 ENTM 420 Advanced Distribution and Marketing Strategies  
 ENTM 490 Senior Project I: Pre-Production  
 ENTM 491 Senior Project II: Production

ENTM 492 Senior Project III: Post-Production

**Emphasis in Production (9 Courses)**

ENTM 206 Production Execution  
 ENTM 208 Writing Short Form Cinema  
 ENTM 303 Directing II  
 ENTM 306 Sound in Film: Production  
 ENTM 309 Cinematography  
 ENTM 318 Lighting  
 ENTM 400 Design for the Screen: Adobe After Effects  
 ENTM 401 Visual Effects  
 ENTM 415 Advanced Cinematography

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

ENTM 206 Production Execution  
 ENTM 303 Directing II  
 ENTM 306 Sound in Film: Production  
 ENTM 308 Sound in Film: Post-Production  
 ENTM 310 Advanced Editing  
 ENTM 400 Design for the Screen: Adobe After Effects  
 ENTM 401 Visual Effects  
 ENTM 417 Compositing and Color Grading  
 ENTM 492 Senior Project III: Post-Production

**Emphasis in Screenwriting (8 Courses)**

ENTM 200 Fundamentals of Story Development  
 ENTM 201 Writing for the Screen I  
 ENTM 202 Writing for the Screen II  
 ENTM 206 Production Execution

ENTM 208 Writing Short Form Cinema  
 ENTM 311 Adaptation  
 ENTM 312 Advanced Writing Seminar I  
 ENTM 403 Advanced Writing Seminar II

**Electives**

**Choose courses from another emphasis or from this list**

DIGM 110 Drawing in Perspective  
 DIGM 111 Observational Drawing  
 DIGM 201 Advanced Image Manipulation  
 DIGM 210 Life Drawing I  
 DIGM 220 Story and Character Development  
 DIGM 310 Life Drawing II  
 DIGM 320 Environment Design  
 DIGM 330 Introduction to Programming  
 DIGM 331 Introduction to Game Scripting  
 DIGM 354 Game Engines  
 DIGM 410 Drawing on Location  
 DIGM 430 Advanced Game Scripting I  
 DIGM 431 Advanced Game Scripting II  
 DIGM 452 User Interface  
 DIGM 492 Portfolio Review  
 ENTM 232 High Style in Comedy  
 ENTM 304 Commercials & Persuasive Programming  
 ENTM 307 Documentaries  
 ENTM 481 Internship I  
 ENTM 482 Internship II  
 ENTM 483 Internship III  
 ENTM 495 Independent Study: Media I  
 ENTM 496 Independent Study: Media II  
 ENTM 497 Independent Study: Media III

## Graduate School of Biblical Theology

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

#### Program Overview

The Bible as the Soul of Theology. The Second Vatican Council explained, “the study of the sacred page is . . . the soul of theology” (*Dei Verbum* 24). The M.A. in Biblical Theology Program seeks to implement what the Council called for, namely, a biblical approach to theology. Indeed, our program aligns well with the teaching of Benedict XVI, who asserted,

“where exegesis is not theology, Scripture cannot be the soul of theology, and conversely, where theology is not essentially the interpretation of the Church’s Scripture, such a theology no longer has a foundation” (*Verbum Domini* 35).

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

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

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

### **Program Learning Outcomes**

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

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

### **Unique Curriculum**

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

**Prospective Students**

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

**Relationship With JPCatholic Undergraduate School**

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

**Two Tracks**

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

**Catechetical Track**

Students will be trained to effectively communicate what they have learned to others and focus on ways to apply what they have learned in their own lives and thus be well formed for the task of evangelization. The Catechetical track is ideal for those interested in working in pastoral ministry or religious education, as well as those who simply want to have a better understanding of their faith. Graduates from our program will be in great demand within the 18,000 Catholic parishes across the United States who need staff educated in faith formation, Christian initiation and evangelization, catechesis, K-12 teaching, pastoral and campus ministry, and other parish work.

**Exegetical Track**

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

**Online Learning**

The Masters in Biblical Theology program is entirely available online. Distance students have the opportunity to take any of the classes from our academically rigorous program. Our online learning tools ensure that students get a virtual equivalent to the experience of students

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

### **Biblical Theology Certificate Programs**

Certificates are a widely respected credential offered by many colleges and universities to those who want to acquire a new body of knowledge. Most certificate students already have a bachelor's degree, while some do not. Some students use it to test the water in order to determine whether they will pursue a Masters degree in Biblical Theology. Courses may be completed in the classroom or through our online program.

The Certificate programs meet our high academic standards. The Certificate documents the student's completion of the rigorous and focused program of study.

The Certificates are composed of undergraduate level coursework, while the post-baccalaureate Graduate Certificate programs require units of graduate level academic credit.

A **Certificate** is ideal for the inquisitive lifelong learner and documents the student's success. It has no prerequisites.

A **Graduate Certificate** provides access to our top-notch graduate courses for the serious learner and documents his/her accomplishments. This program has prerequisites, usually a bachelor's degree in the field or the completion of the Certificate of Philosophy and Certificate in Catholic Theology.

### **Certificate in Philosophy**

(15 Credits)

HUMA 106 Logic

PHIL 203 Philosophy of Nature

PHIL 204 Philosophy of Man

PHIL 301 Epistemology

PHIL 408 Philosophy of God

### **Certificate in Catholic Theology**

(15 Credits)

THEO 100 Introduction to Scripture I

THEO 200 Introduction to Scripture II

THEO 311 Fundamentals of Catholicism

THEO 312 Sacraments, Liturgy, and Prayer

THEO 313 Moral Theology and Ethics

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

(16 Credits)

BIBL 511 Pentateuch

BIBL 513 Prophets

BIBL 521 Synoptic Gospels and Acts

THEO 502 Fundamental Theology and Biblical Interpretation

THEO 505 Ecclesiology and Eschatology

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

(16 Credits)

BIBL 502 Philosophy and Biblical Interpretation

BIBL 512 Historical Books of the Old Testament

BIBL 523 Pauline Epistles

THEO 503 Trinity and the Divine Economy

THEO 504 Christology and Soteriology

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

(16 Credits)

BIBL 526 Johannine Literature and the Apocalypse

THEO 511 Liturgical and Sacramental Theology

THEO 532 Moral Theology and Spiritual Theology

Elective I

Elective II

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

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

Note: Students should check the catalog for enrollment requirements. Those without an undergraduate degree in theology or those who have not previously taken philosophy courses may be required to take certain pre-requisite courses. Students who believe they already have achieved competence in particular areas of study may apply to test out of particular courses or they may receive special permission to enroll in graduate courses because of extenuating circumstances.

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



**Required Core Courses**

BIBL 502 Philosophy and Biblical Interpretation  
 BIBL 511 Pentateuch  
 BIBL 512 Historical Books of the Old Testament  
 BIBL 513 Prophets  
 BIBL 521 Synoptic Gospels and Acts  
 BIBL 523 Pauline Epistles  
 BIBL 526 Johannine Literature and the Apocalypse

THEO 502 Fundamental Theology and Biblical Interpretation  
 THEO 503 Trinity and Divine Economy  
 THEO 504 Christology and Soteriology  
 THEO 505 Ecclesiology and Eschatology  
 THEO 511 Liturgical and Sacramental Theology  
 THEO 532 Moral Theology and Spiritual Theology

Elective I  
 Elective II

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

BIBL 531 New Testament Greek I  
 BIBL 532 New Testament Greek II

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

THEO 551 Practicum I  
 THEO 552 Practicum II

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

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

**Comprehensive Exams**

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

**M.A. Thesis**

Students in the academic track may choose to write a M.A. Thesis. In order to do so, students must complete a proposal before they have completed more than 50% of their course work, though students are encouraged to begin the process as early as possible in their studies. Once a student opts to write a thesis, a thesis director will be assigned him or her. A proposal will then be submitted which is to be approved by the director. The director and the student

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

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

Students may be able to transfer units taken at another university or classes. Undergraduate level courses however cannot be substituted for graduate level courses. The Chair of the Biblical Theology program must approve requests for the transfer of credits.

### **Policy Regarding Transferring Units**

Transfer credits may not exceed 50% of the curriculum. In addition, unless formal written approval is granted, the following courses may not be transferred in from another institution.

- BIBL 502 Philosophy and Biblical Interpretation
- BIBL 511 Pentateuch
- BIBL 521 Synoptic Gospels and Acts
- BIBL 523 Pauline Epistles
- THEO 502 Fundamental Theology and Biblical Interpretation
- THEO 503 Trinity and the Divine Economy
- THEO 504 Christology and Soteriology
- THEO 532 Moral Theology and Spiritual Theology

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

It is expected that a full-time student would be able to complete the degree as a "standard plan: in six quarters (a year and half, taking no less than 3 courses a quarter). Students may opt to enter the "accelerated track" which will enable them to finish the program in 4 quarters, or there is the option for an "extended plan" for 12 quarters (3 years). The maps below show sample course plans for the various timeframes.

<b>Catechetical Track: Six Quarter Plan (18 Months)</b>				
<b>Year</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
1	BIBL 502 Philosophy and Biblical Interpretation  THEO 502 Fundamental Theology and Biblical Interpretation	BIBL 511 Pentateuch  BIBL 512 Historical Books of the Old Testament  THEO 505 Ecclesiology and Eschatology	BIBL 513 Prophets  THEO 503 Trinity and the Divine Economy  Elective I	BIBL 521 Synoptic Gospels and Acts  BIBL 523 Pauline Epistles  THEO 504 Christology and Soteriology
2	THEO 532 Moral Theology and Spiritual Theology  BIBL 526 Johannine Literature and the Apocalypse  THEO 551 Practicum I	Elective II  THEO 511 Liturgical and Sacramental Theology  THEO 552 Practicum II  THEO 598 Comprehensive Exams or THEO 599 MA Thesis		

<b>Exegetical Track: Six Quarter Plan (18 Months)</b>				
<b>Year</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
1	BIBL 502 Philosophy and Biblical Interpretation  THEO 502 Fundamental Theology and Biblical Interpretation	BIBL 511 Pentateuch  BIBL 512 Historical Books of the Old Testament  BIBL 531 New Testament Greek I	BIBL 513 Prophets  THEO 503 Trinity and the Divine Economy  BIBL 532 New Testament Greek II	BIBL 521 Synoptic Gospels and Acts  BIBL 523 Pauline Epistles  THEO 504 Christology and Soteriology
2	THEO 532 Moral Theology and Spiritual Theology  BIBL 526 Johannine Literature and the Apocalypse  Elective I	THEO 505 Ecclesiology and Eschatology  Elective II  THEO 511 Liturgical and Sacramental Theology  THEO 598 Comprehensive Exams or THEO 599 MA Thesis		

<b>Exegetical / Catechetical Accelerated Track: Four Quarter Plan (12 Months)</b>				
<b>Year</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>
1	BIBL 502 Philosophy and Biblical Interpretation  THEO 502 Fundamental Theology and Biblical Interpretation  THEO 532 Moral Theology and Spiritual Theology	BIBL 511 Pentateuch  BIBL 512 Historical Books of the Old Testament  THEO 505 Ecclesiology and Eschatology  THEO 511 Liturgical and Sacramental Theology  BIBL 531 New Testament Greek I or THEO 551 Practicum I	BIBL 513 Prophets  THEO 503 Trinity and the Divine Economy  Elective I  BIBL 532 New Testament Greek II or THEO 552 Practicum II  Elective II	BIBL 521 Synoptic Gospels and Acts  BIBL 523 Pauline Epistles  BIBL 526 Johannine Literature and the Apocalypse  THEO 504 Christology and Soteriology  THEO 598 Comprehensive Exams or THEO 599 MA Thesis

Extended Plan (3 Years)				
Year	Fall	Winter	Spring	Summer
1	THEO 502 Fundamental Theology and Biblical Interpretation	BIBL 511 Pentateuch  THEO 505 Ecclesiology and Eschatology	BIBL 513 Prophets	BIBL 521 Synoptic Gospels and Acts
2	BIBL 502 Philosophy and Biblical Interpretation	BIBL 512 Historical Books of the Old Testament	THEO 503 Trinity and the Divine Economy	BIBL 523 Pauline Epistles  THEO 504 Christology and Soteriology
3	THEO 532 Moral Theology and Spiritual Theology  Elective I	BIBL 531 New Testament Greek I or THEO 551 Practicum I  THEO 511 Liturgical and Sacramental Theology	BIBL 532 New Testament Greek II or THEO 552 Practicum II  Elective II	BIBL 526 Johannine Literature and the Apocalypse  THEO 598 Comprehensive Exams or THEO 599 MA Thesis

## Academic Policies

### Bachelor's Degree Requirements

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

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

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

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

## **Graduation and Commencement**

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

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

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

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

## **Credit Hour Policy**

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

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

## **Standard Undergraduate Courses**

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

**Standard Graduate Courses**

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

**Other Academic Activities**

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

**Internship Courses**

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

**Independent Study Courses**

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

**Practicum Courses**

The MA in Biblical Theology program (Catechetical track) requires students to complete two practicum courses in classrooms. Each practicum experience is allocated three units (7.5 hours of teaching and 82.5 hours of independent preparation and assessment). Experienced teachers observe practicum students and provide supervision and feedback.

**Online and Hybrid Courses**

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

**Attendance Policy**

JPCatholic's policy relating to student attendance, academic progress and performance is derived from its fundamental belief that the student's success is core to its mission. It recognizes that students in general will not share the same levels of commitment and



motivation. The Dean of Students tracks the progress of all students in real-time, and notifying both students and parents in real-time of that progress, mirroring the financial tracking of Return on Investment (ROI) used in major companies. Particular attention will be paid to raising an alert when a student's performance has started to spiral downwards.

### **For Traditional Undergraduate Courses Taken on Campus**

Physical attendance is mandatory for undergraduate students taking a course on campus. Students must be present at the beginning and remain for the entirety of each class session or they will be marked absent. In addition, student participation will involve participating in class discussion. Students who miss more than 20% of classroom sessions cannot receive a passing grade.<sup>1</sup>

### **Dealing with an absence**

In the case a student is aware s/he is going to be absent for a particular session or sessions, arrangements may be made with the professor. However, barring a medical emergency or other extreme circumstance, such arrangements must be made prior to the course session to be missed.

## **Academic Standing**

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

## **Progress Toward Degrees**

### **Undergraduate Students**

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

### **Graduate Students**

In order to apply the credit units of a course toward the unit requirements for a degree, a student must receive an A, B, or P. (Plus or minus suffixes (+/-) may be affixed to A & B.)

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<sup>1</sup> This does not apply to M.A. courses, which may involve online/on-campus participation.

<sup>2</sup> Contact information for the Dean of Students and other administrators can be found at [www.jpccatholic.com](http://www.jpccatholic.com) or in person at the main office, 200 W. Grand Ave, Escondido, CA 92025.

<sup>3</sup> In cases involving sex discrimination, including sexual assault, domestic or relationship violence, or stalking, the victim need not be physically present. The victim may choose to participate in the hearing through the means of technology from an off-site location or at the

Students who receive a C will need to retake the course, unless an exception is granted by the department chair of the relevant program. A grade below C- cannot apply towards a graduate degree. The university requires graduate students to maintain a minimum cumulative GPA of 2.75. A department may implement a standard higher than the minimum university GPA. A graduate degree will not be awarded to a student whose overall cumulative GPA does not meet the university's standard or their program standard, whichever is higher. A student may repeat a class once to improve his or her GPA.

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

MA Biblical Theology	3.0
MBA Film Producing	2.75

### **Satisfactory Academic Progress for Federal Financial Aid – Effective 10/1/2014**

#### **Undergraduate Students**

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

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

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

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

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

for one quarter. If, at the end of that quarter the student still has not met the GPA and pace standards outlined above, they will lose all eligibility for Title IV aid.

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

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

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

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

1. The GPA Standard
  - a. Meet the minimum cumulative grade point average required (2.75).
2. The Pace Standard
  - a. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted.
3. The Maximum Time Frame Standard
  - a. Maximum timeframe for completion of the MBA degree while receiving Title IV (Federal Financial Aid) funds is 103.5 credit hours.

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

Maximum timeframe for completion of the MBA degree while receiving Title IV (Federal Financial Aid) funds is 103.5 credit hours. At the time of each determination, each student's GPA must be 2.75 or higher. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted. If students do not meet the GPA and/or Pace requirements, they are not maintaining Satisfactory Academic Progress and will be placed on Financial Aid Warning for one quarter. If, at the end of that quarter the student still has not met the GPA and pace standards outlined above, they will lose all eligibility for Title IV aid.

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

**Graduate Students – MA Program**

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

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

1. The GPA Standard
  - a. Meet the minimum cumulative grade point average required (3.0).
2. The Pace Standard
  - a. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted.
3. The Maximum Time Frame Standard
  - a. Maximum timeframe for completion of the MA degree while receiving Title IV (Federal Financial Aid) funds is 85.5 credit hours.

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

Maximum timeframe for completion of the MA degree while receiving Title IV (Federal Financial Aid) funds is 85.5 credit hours. At the time of each determination, each student's GPA must be 3.0 or higher. The minimum pace required for a student to maintain Satisfactory Academic Progress is 67%. This means that students must complete at least 67% of the credits attempted. If students do not meet the GPA and/or Pace requirements, they are not maintaining Satisfactory Academic Progress and will be placed on Financial Aid Warning for one quarter. If, at the end of that quarter the student still has not met the GPA and pace standards outlined above, they will lose all eligibility for Title IV aid.

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

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

Be aware that ACADEMIC policy is different from FINANCIAL AID policy. There are instances where students are eligible to attend school, but not eligible for financial aid. Contact the Financial Aid office if you have questions regarding Financial Aid eligibility. Students receiving

institutional financial assistance should refer to information in the Financial Aid section of this catalog; unique scholarship eligibility requirements must be met.

## **Probation**

### **Undergraduate Students**

An undergraduate student is subject to academic probation if at the end of a term his or her GPA for that term or his or her cumulative GPA is less than 2.5. At the end of each academic year, the student's GPA must be 2.5 or higher to maintain Satisfactory Academic Progress. The Registrar will check grades and credits at the end of each academic year to determine satisfactory progress of each student, documenting by letter (copy in file) whether a student has kept, lost, or reestablished satisfactory progress.

### **Graduate Students**

A graduate student is required by the university to maintain a minimum cumulative grade point average of 2.75 in his/her program. A department may implement a standard higher than the minimum university GPA (see Progress Toward Degrees). If a student's cumulative GPA drops below the minimum, he/she will be placed on academic probation.

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

MA Biblical Theology	3.0
MBA Film Producing	2.75

## **Dismissal Policy**

### **Undergraduate Students**

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

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

### **Graduate Students**

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

**Academic Dismissal Appeals**

Students who are academically dismissed from the University may appeal that dismissal. Students wishing to initiate the appeal should do so as quickly as possible by meeting with the Provost.

**Withdrawing from the University**

JPCatholic recognizes that there are various reasons for students withdrawing from the university. Enrolled or registered (paid fees) students who wish to withdraw either prior to or during the quarter will be required to complete the Application for Withdrawal. The form should be filed with the Registrar's Office. These forms will serve two purposes 1) a means to provide a refund of fees, if appropriate; 2) automatic withdrawal from classes (see also the section on "The W Grade"). Students considering withdrawing will be urged to consult with their academic advisor.

A student may withdraw from the university before the end of the seventh 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.

Each student will receive a final grade for each course in which the student was enrolled at the end of the ninth week of instruction of the quarter.

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

**Leave-of-Absence Policy**

Students, in good academic standing, who will be taking a leave of absence should complete the appropriate form with the Registrar and with the Department of Student Life (if applicable). A leave of absence is defined as being absent from the university between one and three quarters. Students who are absent for more than three quarters are considered to be withdrawn. Students who are taking a leave of absence are considered to be continuing students and should contact the Admissions Office for readmission no later than four weeks

prior to the beginning of the next quarter they wish to re-enroll. A nonrefundable fee of \$40 is charged.

Students in good academic standing, who were absent for more than three quarters and who have been readmitted, must consult with an academic adviser before enrollment. Students must adhere to the graduation requirements in effect at the time of readmission or those subsequently established.

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

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

Students who attended another institution since leaving JPCatholic must submit official transcripts for academic work completed. This work must have a passing grade.

### **Residency Requirements**

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

### **Adding or Dropping a Class**

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

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

A student may not drop a course after the end of the seventh week of instruction.

### **Repetition of Courses**

Repetition of courses for credit has the following limitations:

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

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

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

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

Note:

- Although GPA will not include these repeated courses, other institutions/graduate programs, and agencies may recalculate the GPA to reflect all assigned grades.
- A student must declare his or her intent to repeat a course prior to re-enrolling in the course by filling out a "Notice of Intent to Repeat a Course" form which can be retrieved from the Office of the Registrar. The form must be submitted to the Registrar's Office no later than two weeks after the start of the quarter in which the course is being repeated.

### **Auditing a Class**

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

### **Credit by Examination**

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

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



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

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

## Final Examinations

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

## Retention of Examination Papers

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

## Independent Study

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

An Independent Study Course:

- Is available to juniors, seniors, and graduate students.
- May only be used to satisfy a program major requirement.
- Must meet one of the following three criteria:
  - Supplements existing courses in the curriculum with deeper study in a subject area,
  - Delves into topics of special interest not currently covered by a regular course in the JPCatholic curriculum, or
  - Includes work on specific projects designed to extend the student’s knowledge in a particular subject area.
- Is a three credit-hour course, equivalent to:
  - 30 instructional hours per 10-week quarter (averaging 3 hours per week), and
  - 60 additional out-of-class hours per 10-week quarter (averaging 6 hours per week) preparing for class, studying, doing homework or research for undergraduate students, or 60 to 90 additional out-of-class hours per 10-week quarter (6 to 9 hours per week) preparing for class, studying, doing homework or research for graduate students.

- Occurs under the direction of an Independent Study Supervising Instructor (full-time or adjunct faculty member). A student wishing to complete an Independent Study Course must approach the faculty member directly.
- Requires students to:
  - Complete an Independent Study Proposal
  - Create a workload to be commensurate with other courses at the same level.
  - Seek consultation with the Independent Study Supervising Instructor who approves the requirements to be completed including, but not limited to textbooks, tests, term papers.
  - Obtain faculty approval and required signatures by the add/drop deadline and submit forms to the Registrar's office.

## Grading Policy

Grades are defined as follows

A, excellent

B, good

C, fair

D, poor

F, fail

P, passing

I, incomplete (work of passing quality but incomplete for good cause)

IP (In Progress courses approved for more than a one-quarter sequence)

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

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

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

## Grade Points

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

JPCatholic uses the following grading system:

A+	4.0	B+	3.3	C+	2.3	D+	1.3	F	0
A	4.0	B	3.0	C	2.0	D	1.0		
A-	3.7	B-	2.7	C-	1.7	D-	0.7		

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

### Changes in Grades

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

### No Report/No Record

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

### The In Progress (IP) Grade

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

An Incomplete may not be used simply to allow a bit more time for a student who has fallen behind for no good reason. An "I grade" may be granted only to students who have a legitimate excuse. Examples of unacceptable reasons for approving an Incomplete include the need to rewrite a paper; the demands of a time-consuming job; the desire to leave town for a vacation, family gathering, or athletic contest; and the desire to do well on business plan work.

### **Extension of Incomplete**

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

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

### **The W Grade**

When a student withdraws from JPCatholic or drops a course between the beginning of the third week of instruction and the end of the seventh week of instruction of a quarter, the Registrar will assign a W to the student for each course affected. Only the Registrar may assign a W.

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

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

## **Student Copy of Final Grades**

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

## **Grade Appeals**

If a student believes that nonacademic criteria have been used in determining his or her grade in a course, he or she may appeal to the Committee of Grade Appeal (CGA). Nonacademic criteria mean criteria not directly reflective of academic performance in this course. It includes discrimination on political grounds or for reasons of race, religion, sex, or ethnic origin. Appeals to the CGA are confidential unless both the complainant and the instructor agree otherwise. They may agree to allow the student representatives to the committee to participate in the deliberations of the committee, or they may agree to open the deliberations to members of the university community.

The student may attempt to resolve the grievance with the instructor. If the grievance is not resolved to the student's satisfaction, he or she may then attempt to resolve the grievance through written appeal to the department chair or equivalent, who shall attempt to adjudicate the case with the instructor and the student within two weeks. If the grievance still is not resolved to the student's satisfaction, he or she may then attempt to resolve the grievance through written appeal to the provost, who shall attempt to adjudicate the case with the instructor, the chair, and the student within two weeks. If the grievance is not resolved to the student's satisfaction by the provost, the student may request consideration of the appeal by the CGA. This request must be submitted before the last day of instruction of the quarter following the quarter in which the course was taken.

## **Integrity of Scholarship**

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

## **Academic Ethics and Honesty Policy**

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

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

other than the student's own mind is expressly prohibited in test taking and the violation of this policy can result in 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 quotation marks and a source citation). It is a grave offense and can lead to academic dismissal.

Consequences for violation of the Academic Ethics and Honesty policy **will automatically** 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.

Cases of academic dishonesty will be heard by the Disciplinary Board and will follow the Disciplinary Procedures as outlined in the Student Handbook. The Board will generally include at least one faculty, administration and student representative. Violations of the Academic Honesty Policy will result in one of the following penalties:

1. Minimum: failure for the course with a requisite GPA for the next quarter.
2. Expulsion without prejudice (meaning a student could reapply after 12 months)
3. Expulsion with prejudice (meaning a student would not be allowed to reapply)

A student acting in the capacity of an instructional assistant (IA), including but not limited to teaching assistants, readers, and tutors, has a special responsibility to safeguard the integrity of scholarship. In these roles the student functions as an apprentice instructor, under the tutelage of the responsible instructor. An IA shall equitably grade student work in the manner agreed upon with the course instructor. An IA shall not make unauthorized material related to tests, exams, home-works, etc. available to a student.

## Transcripts

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

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

Any student whose University financial account is clear may obtain a copy of his or her official transcript. Transcripts will not be released for students who have an outstanding financial obligation to the University. The request may be submitted in person, mail, or fax. Transcripts may be sent via U.S. Mail or FedEx. Transcripts are \$10.00 each with an additional \$30.00 for the expedited FedEx Delivery. Payment can be made by check or cash. Transcript requests are

processed in the order in which they are received. The normal processing time is two business days, however, during peak times and registration, this time period may be longer. It is a violation of federal law to release a copy of a transcript without the student's specific authorization.

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

### **Record Retention Policy**

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

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

Financial records are stored for 5 years.

Financial aid records are kept for 3 years from the end of the award year in which the student last attended.

Disciplinary records are stored for 5 years.

### **Use of Student Petition**

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

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

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

The Registrar's Office determines course equivalency, in consultation with the appropriate JPCatholic program faculty.



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

Sources of transfer credit may include:

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

In no case may a student earn credit for a course, or equivalent, for which prior credit was earned. Students must take the JPCatholic courses for which they have not received transfer credit.

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

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

### **Transfer Credit Evaluation Process**

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

### **General Information**

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

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

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

### **Step 1 Applicant Applies for Acceptance to JPCatholic**

The transfer credit evaluation process begins once an applicant has been officially accepted for admission to John Paul the Great Catholic University.

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

**Step 2 Applicant Provides Requested Information**

Once an applicant has been accepted for admission, the Registrar's Office will begin the Transfer Credit Evaluation process by determining whether additional information is needed to complete the evaluation.

Applicant information may include

- A list of current or most recent courses
- Course descriptions and/or syllabi
- Advanced Placement (AP) Test scores from the College Entrance Examination Board in high school are to be sent to the Admissions Office. The original board document, not documents granting credit by another college, for AP credit is required.
- Official College Level Examination Program (CLEP) scores
- Official college transcript (if not sent during application process)
- Choices of
  - Major
  - Emphasis

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

**Step 3 Registrar's Office Reviews Transfer Credits**

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

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

**Step 4 Applicant Receives and Reviews Transfer Credit Evaluation**

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

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

**Step 5 Applicant Sends Final Transcripts**

If the applicant receives the Transfer Credit Evaluation and no IP (In Progress) grades are listed, the Evaluation is complete.

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

Once official transcripts have been received, an updated Evaluation will be sent to the applicant via email.

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

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

Major Core Curriculum needs to be matched specifically by outside coursework to obtain transfer credit. For example, Media Law is required for all Communications Arts majors. The only way to receive transfer credit for that class is if you specifically took a Media Law class elsewhere.

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

Elective Credit, like General Core Curriculum, are usually easier to transfer, and do not require a specific course match.

### **Additional Information**

The Transfer Credit Evaluation includes the classification designation of Freshman, Sophomore, Junior, or Senior.

Applicant must report transfer evaluation errors as early as possible to the Registrar's Office.

If applicants enroll in a class for which transfer credit was earned, changes are possible during the class Add/Drop period in the first two weeks of the quarter.

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

Credit for prior experiential learning is not offered at the undergraduate or graduate level.

### **Residency Requirement Graduate Programs**

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

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

The Chair of the Biblical Theology program must approve requests for the transfer of credits for graduate-level courses on transcripts from other universities. Unless written approval is granted by program faculty, the following courses may not be transferred from another institution:

- BIBL 502 Philosophy and Biblical Interpretation
- BIBL 511 Pentateuch
- BIBL 521 Synoptic Gospels and Acts
- BIBL 523 Pauline Epistles
- THEO 502 Fundamental Theology and Biblical Interpretation
- THEO 503 Trinity and the Divine Economy
- THEO 504 Christology and Soteriology
- THEO 532 Moral Theology and Spiritual Theology

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

John Paul the Great Catholic University awards credit for successful completion of select CLEP subject examinations. CLEP examination credit can be applied to meet general education and major credit. CLEP information can be found at the College Board website [www.collegeboard.com/clep](http://www.collegeboard.com/clep). Credits from the CLEP Exams will transfer as outlined in the chart below.

<b>CLEP Examination</b>	<b>JPCatholic Equivalent</b>	<b>Minimum Score</b>	<b>Credit Earned</b>
College Composition	Grammar	50	3
Analyzing and Interpreting Literature	Masterpieces of Literature, Art and Music	50	3
Humanities	Poetics & Aesthetics	50	3
American Government History of the United States I History of the United States II	American Politics	50	3
Biology Chemistry Natural Sciences	Natural Science	50	3
Calculus College Algebra College Mathematics Pre-Calculus	Decisions Based on Data	50	3

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

John Paul the Great Catholic University awards college credit for select AP examinations passed with a score of 3, 4, or 5. Further information on the AP exams can be found at [www.collegeboard.com](http://www.collegeboard.com). Credits from the AP exams will transfer as outlined in the chart below.

AP Examination	JPCatholic Equivalent	Minimum Score	Credit Earned
English Language/Composition	Grammar	3	3
Art History Music Theory	Masterpieces of Literature, Art and Music	3	3
Art: Studio	Fundamentals of Art & Design	3	3
Government and Politics: US United States History Government and Politics: Comparative	American Politics	3	3
Biology Chemistry Physics	Natural Science	3	3
Calculus AB Calculus BC Statistics	Decisions Based on Data	3	3

### NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

### Articulation or Transfer Agreement

John Paul the Great Catholic University has not entered into an articulation or transfer agreement with other colleges or universities at this time. John Paul the Great Catholic University reserves the right to enter into articulation agreements with other educational institutions.

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

### What is FERPA?

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

### When do FERPA rights begin?

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

### To which information does FERPA apply?

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

### What are educational records?

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

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

- Sole possession records -- records kept in the sole possession of the maker which are used only as a personal memory aid and are not accessible or reviewed by any other person except a temporary substitute for the maker of the record;
- Medical or psychological treatment records that include those maintained by physicians, psychiatrists, and psychologists;
- Employment records, provided that employment is not contingent upon being a student;
- Law enforcement records; and
- Records collected about an individual after that person is no longer a student at JPCatholic.

### Does FERPA apply to everyone?

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

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

Under FERPA, a student has a right to:

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

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

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

**What is directory information?**

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

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

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

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

**What is legitimate educational interest?**

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

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

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

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

**Can parents access student educational records?**

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

**How are records kept?**

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

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

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

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



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

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

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

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

**FERPA and Subpoenas**

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

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

**HIPPA and FERPA**

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

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

## Student Housing at JPCatholic

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

Single undergraduate students who are under 25 years of age are required to live on campus, unless they live with their parents or in a religious community, within daily commuting distance. Single students between 25 and 28 years of age may live on or off-campus. Students who are over 28 years of age must live off-campus, as must married students.

Graduate students are not required to live on campus. Some on-campus housing may be available for single graduate students who are 28 years of age or under.

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

Annual 4-quarters cost of on-campus student housing ranges from approximately \$8,400 for a triple room to \$14,800 for a single room. Additional details on housing costs are provided in the section on Tuition and Other Expenses.

## Course Descriptions

### Arts

#### **ARTS 100 Art Humanities**

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

### Biblical Studies

#### **BIBL 501 Biblical Hermeneutics**

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

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

#### **BIBL 502 Philosophy and Biblical Interpretation (4 credits)**

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

#### **BIBL 505 Introduction to the Bible and Catholic Theology**

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

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

### **BIBL 511 Pentateuch**

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

Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)

### **BIBL 512 Historical Books of the Old Testament**

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

Pre-Requisites or Co-Requisites: BIBL 502, BIBL 511, THEO 502 (unless granted written approval)

### **BIBL 513 Prophets**

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

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

Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)  
Preferred Pre-Requisite: BIBL 512

### **BIBL 514 Psalms and Wisdom Literature**

Blessed Pope John Paul II described the Psalter as "the book of Church prayer *par excellence*." This course begins by introducing students to the literary, historical, and theological dimensions of this Old Testament book.

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

Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)  
Preferred Pre-Requisite: BIBL 512

### **BIBL 521 Synoptic Gospels and Acts**

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

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

Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)  
Preferred Pre-Requisites or Co-Requisites: BIBL 512, BIBL 513

### **BIBL 522 Johannine Literature**

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

Pre-Requisites or Co-Requisites: BIBL 502, BIBL 521 (unless granted written approval)

### **BIBL 523 Pauline Epistles**

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

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

Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)

Preferred Pre-Requisites or Co-Requisites: BIBL 511, BIBL 513

### **BIBL 524 Catholic Epistles and Hebrews**

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

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

Pre-Requisites or Co-Requisites: BIBL 502, BIBL 511, BIBL 512, BIBL 521, THEO 502 (unless granted written approval)

### **BIBL 525 Apocalyptic Literature**

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

Students will look at the literary, historical and theological issues relating to the study of these books. In addition, students will be exposed to non-biblical apocalyptic texts, such as 1 Enoch. Pre-Requisites or Co-Requisites: BIBL 502, BIBL 531, BIBL 532, BIBL 511, BIBL 512, BIBL 514, BIBL 521, BIBL 522, BIBL 523, BIBL 524 (unless granted written approval)

### **BIBL 526 Johannine Literature and the Apocalypse**

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

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

Pre-Requisites or Co-Requisites: BIBL 502, BIBL 511, BIBL 512, BIBL 521, THEO 502 (unless granted written approval)

### **BIBL 531 New Testament Greek I**

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

### **BIBL 532 New Testament Greek II**

This class builds on what was learned in Greek I (BIBL 531).

Pre-Requisite: BIBL 531.

### **BIBL 541 Biblical Hebrew I**

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

### **BIBL 542 Biblical Hebrew II**

This class builds on what was learned in Biblical Hebrew I (BIBL 541).

Pre-Requisite: BIBL 541

## **Business**

### **BUSI 100 Introduction to Products and Markets**

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

also become proficient in brief Power Point presentations.

### **BUSI 102 Decisions Based on Data I (Excel)**

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

### **BUSI 104 Accounting I**

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

### **BUSI 105 Statistics**

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

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

### **BUSI 110 Entrepreneurial Management**

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

### **BUSI 191 Entrepreneurial Thinking**

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

### **BUSI 193 Introduction to Marketing**

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

hands-on experiences and practical relevance of innovative marketing concepts.

### **BUSI 200 Project Management**

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

### **BUSI 201 Marketing Products and Services**

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

### **BUSI 202 Decisions Based on Data II (Access)**

Decision Based on Data II continues to build on the knowledge of data manipulation and analysis students acquired in BUSI 102. Utilizing Microsoft Access, this course introduces the basics of relational database principles, guiding the student through tables, queries, forms and reports. This course will



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

Pre-Requisite: BUSI 102

### **BUSI 203 Finance I**

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

### **BUSI 207 Risk Management**

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

### **BUSI 208 Macroeconomics**

This course gives an in-depth introduction to the major concepts of business macro-economics, exposing them to the issues faced by companies competing in global markets.

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

### **BUSI 211 Managerial Finance**

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

### **BUSI 220 Business Development**

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

### **BUSI 221 Small Business Principles and Practices**

This course is an introductory course for Business students. Its intent is to give an in-

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

### **BUSI 230 Public & Media Relations**

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

### **BUSI 232 Applied Market Research**

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

Pre-Requisite: BUSI 193

### **BUSI 234 E-commerce: Principles and Platforms**

This course looks into the use of e-commerce techniques for marketing, advertising, and selling a business's products and services. Included are such topics as the do's and don'ts of web site designs, the use of credit cards and PayPal services for revenue collection, and techniques for updating product and services

catalogues. Also included are discussions about selecting vendors for website development and hosting, and the use of emails to generate clientele and consumer interest.

### **BUSI 291 Business Planning**

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

### **BUSI 293 Consumer Behavior**

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

### **BUSI 300 Negotiation Skills**

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

for effective managers in a constantly changing business environment.

### **BUSI 301 Social Media Marketing**

This course will prepare you to act both strategically and tactically - utilizing social media tools like blogs, microblogs (Twitter), vodcasts, video, and networking sites to engage with your audience and sell your products and services. You will discover how to use analytic tools to gauge the effectiveness of your campaigns and communicate meaningfully with your audience. In this class, we will divide into small groups. Each group will build their own blog, as well as two accompanying social media accounts (Twitter & Facebook) for their chosen "business," and we will analyze their implementation & progress.

### **BUSI 303 Finance II**

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

Pre-Requisite: BUSI 203

### **BUSI 305 Accounting II**

This course expands upon the underlying framework and concepts of the Accounting I course in the context of how accounting fits into the overall business environment. This course provides a comprehensive review of the

accounting process that was initially discussed in Accounting I and expands on, in greater detail, the workflow of the accounting cycle. Students will also deepen their understanding of the preparation and understanding of classified financial statements and related information and apply analytical tools in making both business and financial decisions. This course requires that students have successfully completed the Accounting I course and have an intermediate-level knowledge of Microsoft Excel.

Pre-Requisite: BUSI 104

### **BUSI 308 Microeconomics**

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

### **BUSI 318 Leadership**

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

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

### **BUSI 321 Competitive Strategies**

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

### **BUSI 322 HR and Organizational Management**

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

### **BUSI 323 Supply Chain Management**

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

### **BUSI 330 Business Development & Sales Strategy**

A course designed for the entrepreneur, focusing on strategies to develop long-term business relationships. Students apply a proven process to increase sales, and are prepared for likely selling scenarios and learn the most

effective methods to handle them. Students learn different sales strategies and can determine which method works most effectively for him/her.

Pre-Requisites: BUSI 193

### **BUSI 333 Human Centered Design**

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

### **BUSI 341 Special Topics in Business**

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

### **BUSI 391 Career Strategies**

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

### **BUSI 393 Leadership and Management**

This course is an introductory-level course for students. Its intent is to give an in-depth understanding of the differences between – and similarities of – leadership and management. The course focuses on the major traits of leaders and managers, and augments these with examples of great historic leaders, including George Custer and Jesus Christ. The course also studies the many leadership traits of Abraham Lincoln, and looks at how these can

be applied in modern business to improve management techniques. As part of the learning process, students give summaries of Lincoln's leadership lessons, using short, Power Point presentations.

### **BUSI 403 Legal Considerations for Small Business**

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

### **BUSI 404 Emerging Markets**

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

### **BUSI 411 LaunchPad I**

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

### **BUSI 412 LaunchPad II**

The second in a sequence of three 3-unit classes offered to Seniors. This course works towards creating a product or service prototype,

which allows for an assessment of customer reaction to your value proposition. The team will seek to build relationships with external collaborators, develop a market entry strategy, and develop a clear awareness of the challenges of delivering your product or services idea to the market.

### **BUSI 413 LaunchPad III**

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

### **BUSI 421 Project Execution I**

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

### **BUSI 422 Project Execution II**

This course is designed for junior/senior-year Entrepreneurial Business majors, and builds upon earlier courses in leadership, project management, and Project Execution I. The course's intent is to show how to successfully visualize, plan, brief, execute, and debrief a more complex project involving the entire class. The center piece of the course is the actual execution of a three-day wilderness campout involving JPCatholic students as part of their overall academic experience. The course shows how management (represented by half students) can successfully plan and brief a project that is executed by other staff (represented by the other half), which in-turn demonstrates the importance of visualization, discussion, and tapping into the experience of

others, as well as how to successfully debrief the team to learn valuable lessons.

Consequently, the course gives valuable insight, since the division of duties mimics real-life project execution in the business world, where management and staff have different roles and responsibilities.

Pre-Requisite: BUSI 421

### **BUSI 424 Strategic Management**

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

### **BUSI 430 Global Markets**

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

### **BUSI 435 Strategic Marketing**

This course provides students with solid experience in creating market-driven and market-driving strategies for the future success of a business. Course objectives are designed to help students in discovering and developing a set of unique competencies for a firm that, through strategic differentiation, will lead to

sustainable competitive advantage in the marketplace. Students are provided with the opportunity to develop and practice creative problem-solving and decision-making skills to simulate the requirements of today's complex market environment. Industry analyses will be performed that include the following: internal/external analysis, customer analysis, competitor analysis, market/submarket analysis, and comparative strategy assessment.

Pre-Requisite: BUSI 193

### **BUSI 441 Internship I**

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

### **BUSI 442 Internship II**

Students may take up to three Internship programs if approved by faculty. See BUSI 441 Internship I course for complete description.

### **BUSI 443 Internship III**

Students may take up to three Internship programs if approved by faculty. See BUSI 441 Internship I course for complete description.

### **BUSI 444 Independent Study I**

The purpose of an Independent Study Course is to provide students with the opportunity to pursue, for academic credit, a particular area of special interest beyond the scope of current course offerings. An Independent Study Course is available to juniors, seniors, and graduate students. The course must supplement existing courses in the curriculum with deeper study in a

subject area, delve into topics of special interest not currently covered by a regular course in the JPCatholic curriculum, or work on specific projects that are designed to extend the student's knowledge in a particular subject area. This course occurs under the direction of an Independent Study Supervising Instructor. A student wishing to do an Independent Study Course must contact the faculty member directly.

### **BUSI 445 Independent Study II**

Students may take up to three Independent Study courses if approved by faculty. See BUSI 496 Independent Study course for complete description.

### **BUSI 446 Independent Study III**

Students may take up to three Independent Study courses if approved by faculty. See BUSI 496 Independent Study course for complete description.

### **BUSI 493 Overview of Deal Making**

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

Pre-Requisites: BUSI 393, BUSI 300 (recommended)

### **BUSI 524 Project Management**

This course teaches the principles of project management that are commonly used to plan and measure projects in industry. It presents

the project management mind-set, tools, and skills for successfully defining, planning, executing, monitoring, controlling, and reporting a project. Topics covered include: the project life cycle; fundamental PM processes; development of the project plan; interpersonal management skills; and managing changes during project execution. Case studies are from technology and media applications.

### **BUSI 525 Managerial Accounting**

This course is an intensive introduction to the concepts of financial and managerial reporting from the viewpoint of a reader of financial and managerial reports rather than the accountants who prepare them. It covers the preparation and interpretation of financial information. The course adopts a decision-maker perspective on accounting and finance with the goal of helping students develop a framework for understanding financial, managerial, and tax reports.

### **BUSI 527 Leadership**

Students explore the principles and practices leading and managing within complex organizational settings typical of those found in the media industry. They review: the evolution of thinking around the roles of effective leadership and management, and the difference between them; the importance of both personal and enterprise mission and vision statements; and to utilize inherent team talents and developed skills required to organize a productive teams.

### **BUSI 530 Leading and Managing an Organization**

Students explore the principles and practices leading and managing within complex organizational settings typical of those found in the media industry. They review: the evolution of thinking around the roles of effective leadership and management, and the difference between them; the importance of both personal and enterprise mission and vision statements; and to utilize inherent team talents and

developed skills required to organize a productive team.

## **Business Media**

### **BUSM 500 The Art and Business of Producing**

This course is designed to provide students with a framework for understanding the complex role of producing (as a business profession), creating a finished creative product in the entertainment industry. This includes developing a business model, and generating an income stream to provide investors with a return. The course explores script selection, finance, budgeting, timetable development, team building, talent selection, sales, contract and union negotiation, regulations, technology and other relevant core competencies. These topics are introduced to be developed further in later course work.

### **BUSM 501 Hollywood Mentor Series**

This course takes students to Hollywood for a series of meetings with working Producers, Agents, Managers and Studio Executives to both gain insight and to network with other industry professionals. Students learn how to engage in meaningful dialogue with experienced professionals, negotiate for potential job or creative opportunities and effective interview techniques for accomplished professionals.

### **BUSM 504 TV & New Media Development**

This course looks at the peculiarities of developing episodic shows for television and New Media. It covers current TV trends, network brands and their specific needs, the kinds of TV pilots executives want to today. In addition, the course explores how to get representation connections in the industry.

### **BUSM 507 Scheduling and Budgeting**

This course introduces to students the unique aspects critical to developing a production schedule and budget based upon a completed feature film script. Each student breaks down

their screenplay to produce a complete production schedule breakdown and design a budget for a feature film taking into account concepts learned in project management and specific rules required to work within union contracts. Other topics include insurance, payroll, SAG, cast releases, and location permits. Case studies demonstrate how the industry performs scheduling and budgeting.

### **BUSM 509 Film Finance**

This course is an accelerated introduction to the financing of a feature film. In this course we will focus primarily on the independent feature film after looking at how the current Hollywood economic model works. Topics include; tax incentives and shelters, bank and debt financing, private equity financing, mezzanine debt structures, gap, super gap and bridge financing.

### **BUSM 510 Finance and Accounting Fundamentals**

This course is designed to introduce students to the basic principles of accounting and finance and their application in the real world. The course will cover financial reporting techniques and include a detailed description of balance sheet, profit & loss and cash flow reporting and how each pertains to the financial health of a business. The course will also give students a solid foundation into financial institutions, investment and management. In addition, the course will cover Microsoft Excel and give students a working knowledge at the intermediate level and highlight its useful application as an accounting tool. Students will also learn personal finance techniques and be required to track the inflow and outflow of their money for the duration of the course.

### **BUSM 511 Producing: Pre-Production**

This course is designed to take students through the business side of getting ready for production. This includes closing financing, escrow arrangements, assembly, organizing and managing creative teams and allocating resources for production. Special emphasis is



placed on identifying core and assembling complimentary teams to produce a feature film.

### **BUSM 512 Producing: Production**

This course builds upon Producing: pre-production and is designed to develop ability to move from a fully funded to completed film. This looks at teams in the high stress of feature films, budgeting, and negotiating as well as planning.

### **BUSM 513 Producing: Post-Production**

This course is the third in the sequence of Producing classes and connects the elements of pre-production and production to help finalize a narrative film. Students will manage all elements and personnel associated with post-production. This course places special emphasis on working with outsourced collaborators often required to complete a feature film and managing disparate teams with competing interests.

### **BUSM 514 Producing: Distribution**

This course introduces the students to the business of distribution. This includes an in-depth analysis of the process of domestic and foreign distribution, foreign markets, the role of the sales agent, new emerging markets and distribution technologies.

### **BUSM 521 Pitching**

This course develops in MBA students a mastery of developing, delivering, receiving, and analyzing pitches of media projects and businesses, skills essential for managing business enterprises in the entertainment sector. Students develop and test an analytical framework for evaluating the business, artistic and ethical qualities of pitches, and they acquire an evidence-based understanding of the dynamics of the creative teams that develop the intellectual property underlying all pitches, an understanding that enables students to manage those teams to maximum effect.

### **BUSM 523 Media Law**

The course examines the legal relationships in the motion picture and television industries, as well as the legal relationships between artists and their personal managers. It covers the key legal principles that are involved in most media productions. This includes with trade unions, licensing, intellectual property and contract issues.

### **BUSM 524 Entertainment Law and Negotiations**

Negotiation and deal-making are essential business skills that enable professionals to grow sustainable companies. In this course, students explore the nuances of the media industry. The course examines the legal relationships in the motion picture and television industries, as well as the legal relationships between artists and their personal managers. Key topics include: deal-structuring skills, self-awareness and negotiation skill development, tools and concepts for negotiation preparation, development of deal memos and contracts including unions, negotiation and deal-making role-playing with talent, managers, agents, and critiquing the role-playing scenarios.

### **BUSM 525 Entertainment Management: Negotiation & Deal Making**

Negotiation and deal-making are essential business skills that enable professionals to grow sustainable companies. In this course, students explore the nuances of the media industry. Key topics include: deal-structuring skills, self-awareness and negotiation skill development, tools and concepts for negotiation preparation, development of deal memos and contracts including unions, negotiation and deal-making role-playing with talent, managers, agents, and critiquing the role-playing scenarios.

### **BUSM 531 Distribution Fundamentals**

Students travel to Los Angeles, CA for the annual American Film Market where they are

exposed to the business of buying and selling movies on an international scale.

### **BUSM 535 Social Media Marketing**

This course provides the practical knowledge and insights required to establish objectives and strategies, properly select the social media platforms to engage consumers, and monitor and measure the results of these efforts.

### **BUSM 537 Strategic Management**

This course is designed to expose students to foundational theories, conceptual frameworks, methodologies, and business strategies they will use throughout the MBA program. Students will identify and apply strategic models to analyze business problems, formulate strategic solutions, and make sound business decisions.

### **BUSM 539 Strategic Marketing Management**

A graduate level course that analyzes the role of strategic marketing management in helping companies better understand customer preferences, link that knowledge to designing appropriate products and services for selected customers, and determine appropriate methods to communicate, to capture, and to deliver value.

### **BUSM 550 Thesis Development**

This course explains the process and requirements for the students media thesis project that they will continue working towards. Faculty advisers will help students develop strong creative and business concepts.

### **BUSM 599 Media Thesis**

Students will develop, produce and attempt to distribute a significant media project.

## **Digital Media**

### **DIGM 100 Fundamentals of Art & Design**

Introduction to the elements and principles of design, composition design, color theory, color psychology, and basic typography. Practical

guidance in color mixing and the visual impact of specific color combinations to support traditional and digital design work.

### **DIGM 101 Image Manipulation**

Introduction to digital image manipulation in Adobe Photoshop. A comprehensive exploration into various components of Photoshop including: layers, channels, filters, brushes, pen and other image creation and manipulation tools for the purpose of designing meaningful digital artwork.

Pre-Requisite: DIGM 100

### **DIGM 110 Drawing in Perspective**

Study of fundamental drawing techniques used to represent three-dimensional objects on a two-dimensional plane and lay a strong foundation for all other drawing and design courses.

Pre-Requisite: DIGM 101

### **DIGM 111 Observational Drawing**

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

Pre-Requisite: DIGM 110

### **DIGM 120 Fundamentals of Game Design**

Introduction to basic tools and principles of Game Design. Exposure to game components and their interaction, game analysis, and game definitions. Opportunities to conceive an original idea and create a pitch to sell a game concept.

### **DIGM 121 Writing and Pitching a Script: Gaming**

This course provides students with the basic tools of Game Design. Students will be exposed to the principles of game design on a creative level, the elements that make for both interesting and commercially successful games as well as practice brainstorming game ideas.

Students will also have to conceive an original idea and create a pitch to sell the concept.

Pre-Requisite: DIGM 100

### **DIGM 150 3D Fundamentals**

Introduction to using 3D animation technology to create computer generated artwork. Comprehensive introduction to the various components of 3D animation software package including modeling, animating, rendering, and lighting.

Pre-Requisite: DIGM 101

### **DIGM 201 Advanced Image Manipulation**

Advanced exploration into image manipulation tools and techniques in Adobe Photoshop, Adobe Illustrator and Adobe After Effects for the purpose of creating high quality game texture assets.

### **DIGM 206 Flash**

Students will learn the basics of Adobe's animation program Flash. They will create Flash animations by setting stage properties, importing images into Flash, creating drawing objects and more.

### **DIGM 210 Life Drawing I**

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

Pre-Requisite: DIGM 111

### **DIGM 220 Story and Character Development**

Exploring into story and character development techniques to create memorable characters and stories. Employing written and drawing medium to develop plot, back stories, character traits and personalities, while designing inextricably intertwined story.

### **DIGM 221 Fundamentals of Production: Gaming**

This course covers an introduction to creating interactive art assets inside a game engine. Students will be given a comprehensive introduction to the various components of a game engine including: Integration between a game engine and digital content creation tools, project management, real time shaders, real time lights, particle system, and basic scripting to add functionality and animation to game assets.

Pre-Requisites: DIGM 250, DIGM 251

### **DIGM 222 The Producer: Gaming**

This course provides students with the opportunity to develop fully interactive game environment inside a game engine. Students will use basic first-person, third person, or other character controllers to navigate inside an their interactive game environment in order to validate their design work.

Pre-Requisites: DIGM 121, DIGM 351, DIGM 330

### **DIGM 223 Fundamentals of Post Production: Gaming**

This course covers introductory techniques to post production processes such as editing, compositing, development of visual effects, and sound effects. Students will work on developing creative visual and audio solutions to support specific design challenges.

Pre-Requisite: DIGM 222

### **DIGM 250 Object Modeling**

This class is designed to help students develop fundamental 3d modeling skills to produce low and high poly game models. Students will create completed game objects, while exploring into complementary techniques such as UV layout and texturing.

Pre-Requisites: DIGM 101, DIGM 150

### **DIGM 251 Texturing and Lighting**

This class revolves around creation and application of realistic and stylized textures and light schemes to produce depth and meaning in 3d computer generated scenes. Students will

explore into various texturing techniques, while generating diffuse, specular, bump, and normal maps.

Pre-Requisites: DIGM 250, DIGM 101

### **DIGM 300 Web Strategy**

This course provides the student with the fundamental understanding of Internet strategy and trends. Students will gain a thorough understanding of Web 2.0 technologies and business models.

### **DIGM 304 and 308 Computer Animation II/III**

These courses build on DIGM 210 and advance students to a solid foundation in animation using computer programs, specifically Maya.

### **DIGM 306 Computer Programming**

This course builds on the fundamentals of programming and focus on C++ language for video game programming.

### **DIGM 310 Life Drawing II**

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

Pre-Requisite: DIGM 210

### **DIGM 320 Environment Design**

This class is designed to provide students with several opportunities to explore and research into environments and complementary object designs of various art styles, to promote the development of students' individual art style

### **DIGM 330 Introduction to Programming**

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

Pre-Requisite: DIGM 221

### **DIGM 331 Introduction to Game Scripting**

This class is designed to help students further their programming and scripting skills that directly relate to video game development.

Theoretical exploration into scripting techniques reinforced by practical application of such will provide students with greater understanding of implementation strategies, and help students solve practical game functionality problems via unique scripting solutions.

Pre-Requisite: DIGM 330

### **DIGM 350 Character Modeling**

In this class, students will explore various character modeling techniques. Students will produce low and high poly game characters. In addition, complementary techniques such as box modeling, edge loop modeling, UV layout, and texturing will be explored.

Pre-Requisite: DIGM 250

### **DIGM 351 Environment Modeling**

This class is designed to provide students with opportunities to explore into various environment modeling, texturing, and lighting techniques, while supporting production of a complete game environment.

Pre-Requisite: DIGM 221

### **DIGM 352 Character Rigging**

This class is an in-depth study of developing skeletal structures for humanoid three-dimensional characters. Students will explore into a wide range of rigging techniques such as reversed foot lock, wrist control, spline IK, facial controls, cluster deformations, skin binding, and weight painting.

Pre-Requisite: DIGM 350

### **DIGM 353 Character Animation**

This class is designed to provide students with the opportunity to study principles of traditional animation, and incorporate those principles into computer animation. Students will produce several simple cyclical animations for interactive game characters.

Pre-Requisites: DIGM 350, DIGM 352

**DIGM 354 Game Engines**

This class is designed as an introduction to working with game engines. Students will create interactive objects, environments, and game assets inside a game engine. Students will be given a comprehensive introduction to the various components of a game engine including: integration between game engine, 3d and 2d content development tools. Students will work with real time shaders, lights, particle system, and basic scripting to add functionality and animation to game environments and assets.

**DIGM 390 Pre-Production Studio**

This course is designed to help students organize their production environment and begin the development of their master-game prototype. Student will start building art and scripting assets for their master-game prototype. This studio course will also support students' scripting efforts, and help them solve game functionality problems that are specific to their master-game prototypes.

**DIGM 403 3D Environments**

This course provides an introduction to the creation and implications of single and multiple participant 3D virtual environments.

**DIGM 410 Drawing on Location**

This class is designed to provide students with the opportunity to further their drawing skills. Students will draw architectural structures, landscape and people on location from direct observation.

Pre-Requisite: DIGM 310

**DIGM 430 Advanced Game Scripting I**

In this class, students will learn advanced programming and scripting techniques for video games. Students will create unique scripting solutions to drive specific game processes, animations and events within game environments.

Pre-Requisite: DIGM 331

**DIGM 431 Advanced Game Scripting II**

This course is an advanced game scripting study, which further supports students' programming/scripting efforts that relate to game interactivity. Students will work on developing creative scripting solutions to support unique game functionality problems.  
Pre-Requisite: DIGM 430

**DIGM 450 Interactive Environment**

This class will provide students with the opportunity to develop a fully interactive game environment inside a game engine. Students will use basic first-person game controller to navigate inside an interactive game environment in order to validate their designs.

**DIGM 451 Interactive Character**

This class will provide students with the opportunity to develop fully interactive game character. Students will use first and third person character controllers to drive animations of their interactive character. Students will also modifying character controller scripts to edit and expand their functionality.

Pre-Requisites: DIGM 221, DIGM 330, DIGM 352, DIGM 353

**DIGM 452 User Interface**

This class is designed to provide students with the opportunity to study the art of designing effective communication between a player and a game, while considering various gaming platform input and output capabilities, game genres, and game styles.

**DIGM 453 Visual Effects**

This class is designed as advanced study into animated visual effects that can be used in electronic games. Students will create most common effects such as explosions, fire, smoke, rain, snow, and spell casts. Students will also have the opportunity to create custom visual effects.

Pre-Requisites: DIGM 222, DIGM 223

**DIGM 490 Production Studio I**

This creative studio course is designed to help students produce their master-game prototype. At the end of this course, students are expected to complete the majority of their game production and to deliver Alpha version of their game.

Pre-Requisites: DIGM 210, DIGM 222, DIGM 331

**DIGM 491 Production Studio II**

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

Pre-Requisites: DIGM 310, DIGM 490

**DIGM 492 Portfolio Review**

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

Pre-Requisites: DIGM 410, DIGM 430, DIGM 491

**Entertainment Media****ENTM 101 Story, Genre, and Structure**

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

**ENTM 102 Media Survey**

This course introduces students to the diverse world of radio, television, news, cinema, internet, print and advertising. Students will learn how to critically experience such media

and analyze its desired results. Students will also explore how media has developed and evolved through history and examine the current influences of media on society from a cultural, artistic and economic perspective. In addition, we will explore what the role of Christians in this new media environment can and should be, and how we can best utilize the opportunities available to us to become who we want to be.

**ENTM 103 Fundamentals of Post Production**

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

**ENTM 104 Fundamentals of Production**

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

Pre-Requisite: ENTM 103

**ENTM 105 Writing and Pitching a Script**

This course builds on the storytelling fundamentals learned in Story, Genre and Structure, with specific application to writing for the screen. The student will learn the basics of scriptwriting and will combine this with previously acquired writing and storytelling skills to write a spec script for an existing half-

hour or hour-long television series. Students will hone their presentation skills to pitch their television story. Class time will be dedicated to covering beginning and intermediate topics including breaking stories, scene writing, dialogue, subtext, direction, giving and receiving notes in a writers' group, and script format. Students will critique one another's work in small groups, with instructor guidance. Considerable time will be required for students to write outside of class. Students will read and respond to the required texts as well as assigned episodic television scripts.  
Pre-Requisite: ENTM 101

### **ENTM 110 Media History & Economics**

With a special emphasis on the history of motion pictures, this course is designed to introduce the student to seminal productions spanning the silent era to the present where content, style, faith, technology, art and commerce intersect in the development of the most influential medium of the past hundred years. Students will learn about the symbiotic relationship that exists between the creative and business interests of motion pictures via production, distribution and exhibition.

### **ENTM 120 Introduction to Directing**

This course introduces students to the role of director and looks at the work of some of the greatest directors throughout film history.

### **ENTM 130 Introduction to Acting**

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

### **ENTM 131 Introduction to Performing Techniques**

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

### **ENTM 200 Fundamentals of Story Development**

This course builds on student understanding of screen storytelling established in Story, Genre and Structure and Writing and Pitching a Script. Students will develop an original feature-length screen story from multiple ideas through idea evaluation and selection, character creation and development, story structure, treatment, pitch and beat sheet. At the end of the course, students will register their work with the WGA (a \$20 fee). Students will consider more advanced screenwriting concepts presented in the text and will apply those principles to their developing stories.  
Pre-Requisites: ENTM 101, ENTM 105

### **ENTM 201 Writing for the Screen I**

This course builds on the work completed in Fundamentals of Story Development. Students will at a minimum write the first two acts of a screenplay. They will read classic and modern screenplays. Class time will be dedicated to covering intermediate topics including scene transitions, writing with subtext, visual writing, and further developing skills in scene and dialogue writing and script formatting, and finding solutions to writer's block. Students will critique one another's work in small groups, with instructor supervision and guidance. Considerable time will be required for students to write.  
Pre-Requisites: ENTM 101, ENTM 105, ENTM 200

### **ENTM 202 Writing for the Screen II**

Students will continue their study of screenwriting begun in Writing for the Screen 1. They will complete the first draft of a feature length screenplay and plan and complete a second draft of that screenplay, and they will register their finished work with the WGA. Class time will be dedicated to covering intermediate and advanced topics including rewriting, working with producers, directors and agents, types of professional meetings and how to make the most of them, how to seek buyers for scripted material, and the articulation of a well-

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

Pre-Requisites: ENTM 101, ENTM 105, ENTM 200, ENTM 201

### **ENTM 203 Producer: Planning for Production**

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

### **ENTM 206 Production Execution**

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

Pre-Requisites: ENTM 101, ENTM 103, ENTM 104, ENTM 105, ENTM 203, ENTM 302

### **ENTM 207 Film Criticism**

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

### **ENTM 208 Writing Short Form Cinema**

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

with the goal of generating one or more short scripts of high quality that can be produced either inside or outside the university setting. Students will critique one another's work with instructor supervision and guidance.

Considerable time will be required for students to write. Students will read and respond to the required texts.

Pre-Requisites: ENTM 101, ENTM 105

### **ENTM 231 Voice and Speech**

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

### **ENTM 232 High Style in Comedy**

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

### **ENTM 302 Directing I**

Students learn to analyze and exploration directorial approaches used in film, and television, looking particularly at the creative use of cameras, sound, composition, and communication with those in front of and behind the camera. They explore, from a directorial perspective, the expressive potential of the image within and beyond the. They learn methodologies, which stimulate visual creativity and positioning the image as the fundamental element of cinematic expression. They engage in exercises in the analysis of script and for purpose of directing actors to obtain the best possible performance.

Pre-Requisites: ENTM 101, ENTM 103, ENTM 104, ENTM 105, ENTM 203

### **ENTM 303 Directing II**

In this production intensive class which builds on the directing fundamentals learned in Directing I, students will work together weekly to create short film subjects, dealing with spiritual and Christian subject matter, in an attempt to connect noble themes to



photographed light. Students will be assigned weekly subjects and be expected to present them in class for feedback and analysis.

Pre-Requisites: ENTM 101, ENTM 103, ENTM 104, ENTM 203, ENTM 207, ENTM 302

### **ENTM 304 Commercials and Persuasive Programming**

This course focuses on how persuasion is effectively used in the world of media to influence viewers. Focusing primarily on its use in the world of advertising, students will identify the commercial advertising requirements of potential clients, and effectively produce television commercials to achieve identified goals. Students will also evaluate client needs, identify a target audience, craft a message promoting unique benefits and importance to customers, pitch a concept, and present the finished product to a simulated client for approval and feedback.

Pre-Requisites: ENTM 101, ENTM 103, ENTM 104, ENTM 203, ENTM 207, ENTM 302

### **ENTM 305 Film Finance**

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

Pre-Requisites: ENTM 104, ENTM 203

### **ENTM 306 Sound in Film: Production**

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

Pre-Requisites: ENTM 103, ENTM 104

### **ENTM 307 Documentaries**

In this course students will acquire the knowledge and skills necessary to effectively

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

Pre-Requisites: ENTM 101, ENTM 103, ENTM 104, ENTM 203, ENTM 302

### **ENTM 308 Sound in Film: Post-Production**

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

Pre-Requisites: ENTM 103, ENTM 104

### **ENTM 309 Cinematography**

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

Prerequisites: ENTM 103, ENTM 104

### **ENTM 310 Advanced Editing Techniques**

This class will build on the skills learned in Fundamentals of Post-Production. Students will analyze different editing styles and

techniques for impact and effectiveness. They will apply these different approaches in various exercises relating to pacing, rhythm, emotion, montage and style, as well as the interplay of picture and sound. The application of proper media management and workflow will also be incorporated.

Pre-Requisite: ENTM 103

### **ENTM 311 Adaptation**

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

Pre-Requisites: ENTM 101, ENTM 200

### **ENTM 312 Advanced Writing Seminar I**

This course provides advanced writing experience for students who have completed multiple scripts for the screen. Assignments will be individualized based on student experience, interest, and skill, and may include development and writing of feature film scripts, television episodes or pilots, short film scripts, and scripts for web-based distribution. Students may also rewrite existing works for which they've written earlier drafts. Students will read and lead discussions of numerous

screenplays. Students will pitch their stories, and may be asked to pitch to students in other courses. Students will critique one another's work in large and small groups, with instructor supervision and guidance. They will also develop a personalized career strategy as a writer for the screen. The knowledge, skills, and experience gained in this course will serve aspiring writers, writer-directors, and writer-producers for film, television, and new media. Considerable time will be required for students to write and develop scripts outside of class. Pre-Requisites: ENTM 101, ENTM 105, ENTM 200, ENTM 201, ENTM 202

### **ENTM 315 Advanced Producing**

This course will build on the principles learned in ENTM 203. Advanced Producing will provide students with an in depth study of the specific tasks and responsibilities of film producers. Students will be responsible for pre-production of a script, including green light analysis and creating a preliminary budget and schedule for a feature film script. Students will gain a better understanding of various types of specialized producing positions.

Pre-Requisites: BUSM 306, ENTM 103, ENTM 104, ENTM 105, ENTM 203, ENTM 302

### **ENTM 316 Acting I: Foundations**

The purpose of this course is the introduction to Stanislavski terminology and technique, developing character from self, beginning rehearsal techniques, and performance analysis. Meisner exercises are used to develop emotional honesty and reliance on impulse.

### **ENTM 318 Lighting**

This course concentrates on the understanding of how light works, how to manipulate it, and how to use light and its supporting instruments to light in a way that will communicate emotion and help establish the visual character of a film. Students work with various types and styles of lighting instruments, stands, grip equipment and light modifiers as they light a variety of scenes.

Pre-Requisites: ENTM 103, ENTM 104

**ENTM 319 Acting II: Action and Text**

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

**ENTM 320 Acting III: Character Building and Development**

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

**ENTM 332 Movement for the Actor**

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

**ENTM 333 Scene Study**

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

**ENTM 334 Styles in Acting**

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

**ENTM 335 Screen Acting**

This introduction to screen acting begins by analyzing the similarities and differences between stage and screen acting. Course work continues into exercises that instruct students

on basic screen techniques and will evolve into introductory scene work in front of the camera.

**ENTM 336 Playing Shakespeare**

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

**ENTM 400 Design for the Screen: Adobe After Effects**

This course is an introduction to the creative process needed when designing and producing animation for the screen. Students will complete several projects designed to introduce them to the process necessary to take an idea from the conceptual phase, further develop and refine it, and then transform it into a tangible, animated element. Students will also further develop their understanding and use of Adobe After Effects, which is the primary tool of execution for this class.

Pre-Requisites: ENTM 103, ENTM 417 (highly recommended)

**ENTM 401 Visual Effects**

Students examine the evolution and the current state of the art of visual effects, as well as problems and blessings inherent in constantly evolving technology.

Pre-Requisites: ENTM 103, ENTM 104

**ENTM 403 Advanced Writing Seminar II**

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

Students may also rewrite existing works for which they've written earlier drafts. Students will read and lead discussions of numerous

screenplays. Students will pitch their stories, and may be asked to pitch to students in other courses. Students will critique one another's work in large and small groups, with instructor supervision and guidance. They may also be asked to supervise the script development work of underclassmen. The knowledge, skills, and experience gained in this course will serve aspiring writers, writer-directors, and writer-producers for film, television, and new media. Considerable time will be required for students to write and develop scripts outside of class. Pre-Requisites: ENTM 101, ENTM 105, ENTM 200, ENTM 201, ENTM 202, ENTM 312

### **ENTM 410 Media Law**

The course examines the legal relationships in the motion picture and television industries, as well as the legal relationships between artists and their personal managers. It covers the key legal principles that are involved in most media productions. This includes with trade unions, licensing, intellectual property and contract issues.

### **ENTM 415 Advanced Cinematography**

This class focuses primarily on the role of the cinematographer. Students will learn how to visually communicate an idea through extensive use of the camera and lights. Areas of emphasis will include composition, camera techniques, camera placement and movement, lens characteristics, color, depth of field, lighting techniques, the qualities of light and color temperature.

Pre-Requisites: ENTM 103, ENTM 104, ENTM 309

### **ENTM 417 Compositing and Color Grading**

This class will expand the on the students application of the art of compositing and color grading. The class will evaluate the limits of compositing within an editing software application, and then segue into the more advanced platform of Adobe After Effects. The second half of the class will focus on color grading and how to take a project from an edited sequence into a color grading program

and manipulate its appearance to achieve a desired effect.

Pre-Requisite: ENTM 103

### **ENTM 420 Advanced Distribution and Marketing Strategies**

Advanced Distribution and Marketing Strategies is a forward-looking, upper-level course that prepares students with a knowledge of historic and existing strategies for the marketing and distribution of media products in particular as a way to understand the marketing and distribution of all products more generally. The course prepares students to appreciate the rapidly developing opportunities presented by new media, and to devise new marketing and distribution strategies which take advantage of those opportunities.

Pre-Requisites: ENTM 101, ENTM 104, ENTM 203

### **ENTM 430 Production Project I**

From first reading through to performance, students rehearse and perform a play from a classic or contemporary American writer.

### **ENTM 432 Production Project II**

From first reading through to performance, students rehearse and perform a play from a seminal writer such as Tennessee Williams, Bertolt Brecht, Noel Coward, Harold Pinter, Anton Chekhov, or Samuel Beckett.

### **ENTM 433 Screen Practicum**

Students work with a student director on a short film.

### **ENTM 434 Cold Reading**

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

### **ENTM 481 Internship I**

An internship is an opportunity to apply the knowledge and skills you have acquired in your academic studies, to a practical, workplace setting. All internship experiences should

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

### **ENTM 482 Internship II**

Students may take up to three Internship programs if approved by faculty. See ENTM 481 Internship I course for complete description.

### **ENTM 483 Internship III**

Students may take up to three Internship programs if approved by faculty. See ENTM 481 Internship I course for complete description.

### **ENTM 490 Senior Project I: Pre-Production**

The senior project is a series of courses (up to three) in which students will work either individually or as part of a team and create or contribute to a significant media project that spotlights their area of emphasis. Class I is the pre-production phase.

### **ENTM 491 Senior Project II: Production**

The senior project is a series of courses (up to three) in which students will work either individually or as part of a team and create or contribute to a significant media project that spotlights their area of emphasis. Class II is the production phase.

### **ENTM 492 Senior Project III: Post Production**

The senior project is a series of courses (up to three) in which students will work either individually or as part of a team and create or contribute to a significant media project that spotlights their area of emphasis. Class III is the post-production phase.

### **ENTM 495 Independent Study: Media I**

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

### **ENTM 496 Independent Study: Media II**

Students may take up to three Independent Study courses if approved by faculty. See ENTM 495 Independent Study: Media I course for complete description.

### **ENTM 497 Independent Study: Media III**

Students may take up to three Independent Study courses if approved by faculty. See ENTM 495 Independent Study: Media I course for complete description.

### **ENTM 501 Media History and Economics**

With a special emphasis on the history of motion pictures, this course is designed to introduce the student to seminal productions spanning the silent era to the present where content, style, faith, technology, art and commerce intersect in the development of the most influential medium of the past hundred years. Students will learn about the symbiotic relationship that exists between the creative and business interests of motion pictures via production, distribution and exhibition.

### **ENTM 502 Principles of Storytelling for the Screen**

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

### **ENTM 503 Analyzing Story**

Building on the concepts explored in Principles of Storytelling for the Screen, this graduate-level course develops and applies those concepts to prepare students with the knowledge, skills, and experience they will need to work successfully as producers, directors, agents, managers, and creative executives for the filmed entertainment industry.

### **ENTM 504 TV/New Media Development**

This course looks at the peculiarities of developing episodic shows for television and New Media. It covers current TV trends, network brands and their specific needs, the kinds of TV pilots executives want to today. In addition, the course explores how to get representation connections in the industry.

### **ENTM 505 Working on Set**

This course is designed to introduce students to the workings of a movie or television set. Students will become familiar with motion picture production equipment, soundstage facilities and the individual duties and functions of each crew member. The course culminates with a short film production where students spend time working in each crew position.

### **ENTM 506 MBA Production Experience**

This course provides the students an opportunity to produce an actual media product in a single 10-week quarter. Students will work as part of a collaborative production team and will develop, write, produce, film and edit a short-form narrative film. Students will fill key personnel positions and work with additional

outside talent to complete their short. Projects will be screened for review, critique and post analysis. A special emphasis is placed on analyzing the commercial prospects and potential revenue sources for each project.

### **ENTM 522 Introduction to Philosophy in Film**

In this course students learn to identify the way major philosophers in history impact the way we think, feel, behave, and understand the world around us through an analysis of film. Students learn to appreciate the way different philosophical systems work with special attention to Aristotle and Thomas Aquinas. With examples from ancient to postmodern thinkers, this course reveals the philosophical ideas embedded and critiqued in film and television.

### **ENTM 531 Visual Storytelling**

In this course students learn the basics of visual language and the techniques of editing.

### **ENTM 532 Entertainment Technology Management**

This course is designed to introduce the students to the technologies employed and challenges associated with an ever changing entertainment industry landscape. Topics include; digital imaging technologies, Internet technologies, IT infrastructures and anti-piracy technologies.

### **ENTM 534 Acting And Directing Workshop**

This course introduces future producers to the art of acting and directing. Students work with a coach to improve their acting skills and perform workshop scenes, and later work on the specific skills necessary to direct actors in film and television.

## **Humanities**

### **HUMA 101 Freshman Seminar**

The purpose of the Freshman Seminar is to serve as a transitional support into JPCatholic

and to contribute to a strong academic and moral foundation for students to use as a basis of their college experience.

### **HUMA 104 Grammar**

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

### **HUMA 106 Logic**

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

### **HUMA 107 Rhetoric: The Art of Persuasion**

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

### **HUMA 120 Culture Making**

This course examines how media and business shape the attitudes, practices and beliefs of individuals and groups, and develops in students a rich understanding of the subtle and powerful cultural currents swirling around them, so that they can make valuable contributions to the development of future cultures. Students will consider critically how media and business shape them, learning to recognize the attitudes, assumptions, arguments and ideas promoted by media and business enterprises and products. They will develop a full, thoughtful and practical understanding of what cultures are and how they grow, and of the university's mission to impact culture for Christ. They will gain an understanding of how Christians are perceived by the cultures around them, and appreciate how one gains the privilege of

participation in the shaping of cultures. Finally, students will learn to articulate what of value they have to offer the cultures around them, and how they hope to make that contribution over the course of their lives and careers.

### **HUMA 121 Written and Oral Communication**

In this class students learn how to write effective research papers and reports as well as how to compose and deliver compelling speeches. Utilizing the classical rhetorical form with an emphasis on the three elements of persuasion (pathos, ethos and logos), students study excellent speeches (classical and contemporary) and write and deliver their own speeches before the class. An emphasis is placed on writing and delivering a personal, effective and emotionally engaging speech.

### **HUMA 200 Masterpieces of Literature, Art, and Music**

This course will advance the students' understanding through study and discussion of some of the most significant works of literature, visual arts, and music. The course teaches students to analyze literary texts and to construct intellectual arguments of increasing sophistication and complexity.

### **HUMA 202 Global Cultures – Europe**

At the highest level, the course looks at how nations and regions across the world are navigating the tumultuous currents of globalization. The course, in particular, offers a synthesis of globalization's dramatic impact on Ireland. Since 1990, Ireland has transformed from a sleepy and depressed European backwater to the 'emerald tiger', a country with a booming economy based on knowledge and high-tech industries. Not long ago it was one of the poorest and most traditional countries in Europe, yet now it is one of the wealthiest and most cosmopolitan. Using case studies the student is exposed to what this means for traditional Irish culture and society in the current globalizing Ireland.

**HUMA 204 Poetics and Aesthetics**

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

**HUMA 206 Literary Appreciation and the Power of Story**

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

**HUMA 207 Twentieth Century Literature**

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

**HUMA 211 Literature: Vision and Creativity**

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

**HUMA 301 Global Cultures, History and Politics**

This course studies a wide variety of global cultures by listening to indigenous voices expressing themselves in cultural products that include novels, films, music, poetry, essays, speeches, and journalism.

**HUMA 402 American Politics**

This course provides an overview of the American political system. Beginning with the Founding Fathers and examining their thought process and progressing through the modern day political landscape this course explores both the system and the importance of the citizen in the political process.

**Math****MATH 115 Decisions Based on Data**

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

**Philosophy****PHIL 100 Introduction to Philosophy**

This course will help guide the students as they inquire what it is to ask a philosophical question, to think philosophically, and how one learns to think in this way. Philosophy of the human person studies what it is to say that human beings are persons and have freedom and subjectivity; the different powers of the human person, including the powers of understanding, willing, feeling, and loving; the difference between body and soul in human



beings, and the unity of the two; and the question of the immortality of the soul.

### **PHIL 105 Classical Philosophy (Formerly History of Philosophy I)**

A survey course covering the history of the major thinkers and currents of thought in the philosophical tradition from the ancient world through the Middle Ages. Special emphasis will be given to the works of Plato, Aristotle, Augustine and Thomas Aquinas.

### **PHIL 106 Modern Philosophy (Formerly History of Philosophy II)**

A survey course covering the major thinkers and currents of thought in the philosophical tradition typically described today as "modernism". Students will study the influential ideas of thinkers such as Descartes, Kant and Nietzsche.

### **PHIL203 Philosophy of Nature**

This course is a detailed study in the various understandings of nature, beginning from the mythology of the *Enuma Elish* as a primitive attempt at grasping the world, to the classical understanding found in Aristotle's *Physics* and *Parts of Animals* and their Medieval development in Thomas Aquinas's *The Principles of Nature*, to foundational texts in modern natural sciences such as those of Descartes, Galileo and Newton, to discussions of evolution found in Darwin, and finally to near-contemporary physicists such as Heisenberg. The contrast between the classical stress on substantial form and formal causality and the modern method of material causality and mathematical law will be brought to the forefront, as will the emphasis on technology as a mastery of nature in modern science and the question of teleology, whether nature acts for a purpose.

### **PHIL 204 Philosophy of Man**

After providing an overview of the basic principles of the Philosophy of Nature, this course examines the nature of the human being, beginning from the *Epic of Gilgamesh*,

continuing through the Classical period by means of Aristotle, the Middle Ages in St. Thomas Aquinas, the Renaissance via Blaise Pascal, and concluding in the modern period in Nietzsche, Freud and T. S. Eliot.

Pre-Requisite: PHIL 203

### **PHIL 205 Ethics**

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

Pre-Requisite: PHIL 204

### **PHIL 206 The Republic**

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

### **PHIL 301 Epistemology**

Building upon previous philosophy courses, this class examines the causes of human

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

Pre-Requisites: HUMA 106, PHIL 203, PHIL 204

### **PHIL 402 Political Philosophy**

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

### **PHIL 407 Metaphysics**

This course offers a comprehensive study of the nature of being and its characteristics. After examining the subject and scope of this branch of philosophy, the course will cover topics such as the problem of the one and the many, the analogous nature of being, the attributes and divisions of being as well as the causes of being. The course also provides a basic introduction to natural theology, that is, what can be known about God through reason apart from divine revelation. Texts used begin with Plato's *Timaeus*, continuing through the

Classical period by means of Aristotle, the Middle Ages in St. Thomas Aquinas, the end of Scholasticism in Ockham, the Renaissance via Hume and Kant, and concluding in the 20th Century in Martin Heidegger.

Pre-Requisites: HUMA 106, PHIL 203, PHIL 204

### **PHIL 408 Philosophy of God**

This is a course in the various understandings of metaphysics, or the nature of being as being, beginning from Plato's *Timaeus*, continuing through the Classical period by means of Aristotle, and the Middle Ages in St. Thomas Aquinas. The course continues by covering several related questions, beginning with Natural Theology (discussing the traditional proofs for the existence of God, the Divine Attributes that can be understood using reason alone, the analogy of being, and the act of creation), continuing with the "problem of evil" and the question of free will.

Pre-Requisites: HUMA 106, PHIL 203, PHIL 204

### **PHIL 409 Natural Theology**

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

### **PHIL 410 Capstone Seminar**

This course is a seminar integrating the major disciplines of the philosophy program (philosophy, theology and the liberal arts). Classic texts from the major disciplines are read and then discussed in class. These texts will be approached with philosophical questions in mind, as befits the capstone to the philosophy program. In order to bring about a genuine integration of the different disciplines, the seminar revolves around the theme of love and friendship, a theme common to the major

disciplines. This theme is chosen not only because of its integrating character, but also because of its importance for philosophy and liberal education in general, and its peculiar relevance for seminary training in particular.

### **PHIL 503 Philosophy in Film**

This course offers MBA students a survey of the major philosophical figures and movements of western civilization. In particular, it will analyze the way different philosophical approaches are evident in film. Special attention will be paid to the Aristotelian-Thomistic tradition and how it can be brought into conversation with other philosophical perspectives of modernity and postmodernity.

## **Psychology**

### **PSYC 210 Psychology**

This course examines the scientific study of human behavior and mental processes. The student will explore, among other things, the factors that shape human thought, emotions, memory, sensation, motivation and perception. The principles learned here will help students better understand their own actions as well as those of others.

## **Science**

### **SCI 200 Natural Science**

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

## **Theology**

### **THEO 100 Introduction to Scripture I**

In this course the student explores the Scriptures, particularly the four Gospels (Matthew, Mark, Luke and John) to understand the person of Jesus Christ. This Scripture course serves as the starting point for JPCatholic University's religion curriculum. While examining some of the basic literary and historical issues relating to Scripture study, the

course also introduces students to the theological principles of Catholic biblical exegesis. The course also explores ways the study of Scripture enhances the life of prayer.

### **THEO 110 The Intellectual Life & Virtue**

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

### **THEO 200 Introduction to Scripture II**

This course is a continuation of THEO 100. Whereas THEO 100 focuses largely on the Gospels, this course takes a closer look at the major figures and events of the Old Testament. After a discussion of the literary and historical issues relating to biblical study, students learn the basic structure of the story of salvation history, surveying the books of the Old Testament. Special attention is given to the way the Old Testament books relate to those in the New Testament. As in THEO 100 students also focus on how Scripture study relates to the life of prayer.

### **THEO 202 Early Church Fathers**

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

### **THEO 311 Fundamentals of Catholicism**

The *Catechism of the Catholic Church* explains that there is a three-fold dimension to the mystery of the Catholic faith: the Church

believes it (Creed), celebrates it (Liturgy) and lives it (Morality, Prayer) (cf. no. 2558). This course begins a sequence of three courses (THEO 311, THEO 312, THEO 313) that cover these aspects of the Catholic faith, offering students a comprehensive study of the *Catechism of the Catholic Church*, a document Saint John Paul II described as a “sure norm for teaching the faith”. After introducing students to the structure and features of the *Catechism*, this course focuses on its commentary on the Creed. Among other core Christian beliefs, this course examines the following: divine revelation and its sources, the role of faith, the nature and purpose of the Magisterium, the development of doctrine, monotheism, Trinitarian theology, the doctrine of creation, angels and demons, Christian anthropology and the effects of the fall, the Incarnation, Christ’s work of redemption, beliefs about Mary and the communion of saints, the nature and mission of the Church, and eschatology.

### **THEO 312 Sacraments, Liturgy and Prayer**

This course builds on THEO 311 and offers students an in-depth study of the second and fourth pillars of the *Catechism of the Catholic Church*, i.e., the sections dealing with the sacraments, liturgy, spirituality and prayer. The course examines the challenges of developing an interior life, focusing on the nature and difficulties of prayer. In addition, students analyze the Church’s liturgical life, with special emphasis on the seven sacraments. Alongside their reading of the *Catechism*, students also read the works of spiritual masters in the Church’s tradition as well as treatments on sacramental theology.

### **THEO 313 Moral Theology and Ethics**

Building on THEO 311 and THEO 312, this course rounds out the study of the *Catechism of the Catholic Church*, offering an in-depth analysis of the third pillar, namely, the section on Catholic morality.

### **THEO 321 Studies in John Paul II**

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

### **THEO 322 Personal Dynamics and the New Evangelization**

Personal Dynamics and the New Evangelization approaches the topic of evangelization through the lens of Pope John Paul II’s personal humanism. Students study JP2’s unique philosophical anthropology and learn to incorporate their unique God-given talents, vision and passion for Christ and His Church into their personal mission of impacting culture for Christ. The writings of JP2 as well as Jaroslaw Kupczak, Kenneth Schmitz and Henri Nouwen are utilized. This course is limited to students in the New Evangelization track.

### **THEO 331 Applied New Evangelization**

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

### **THEO 332 Spirituality and the New Evangelization**

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

### **THEO 400 Catholic Social Teaching**

Building upon what had been discussed in THEO 313, this course is a broad study of general Church teaching on social questions, with strong emphasis on the papal encyclicals and other Church documents. Special attention is paid to the principles of the dignity of the human person, the common good, solidarity, and subsidiarity. Major issues explored include the role of the State, poverty, war, structures of sin, the duties of employers and employees, and challenges to building a culture of life.

### **THEO 401 Marriage and Family**

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

### **THEO 451 New Evangelization Practicum I**

In addition to their in-class work, two *practica* (THEO 451, THEO 452) are also required in which students will learn how to communicate what they have learned effectively as teachers. The *practica* involves teaching an introductory level course on Scripture or Theology in a classroom setting outside of the university (elementary school, high school, parish-based religious education, etc.). Unless given written approval, students should begin their practicum

experience in their second to last quarter as a student.

### **THEO 452 New Evangelization Practicum II**

See the description of THEO 451.

Pre-Requisite: THEO 451.

### **THEO 501 Fundamental Theology**

This course will examine the relationship between faith and reason, the role of natural theology, divine revelation, the sources of divine revelation (Scripture and Tradition), as well as the role of the Magisterium. Students will carefully read the important magisterial documents, particularly, the Dogmatic Constitution on Divine Revelation (*Dei Verbum*), promulgated by the Second Vatican Council.

### **THEO 502 Fundamental Theology and Biblical Interpretation (4 credits)**

This course will first introduce students to Fundamental Theology, which analyzes the role of natural theology and divine revelation, the channels of divine revelation (Scripture and Tradition), as well as the role of the Magisterium. Building upon this analysis, the course goes on to form students in the tools necessary to interpret the Bible in a rigorously academic way that remains faithful to Catholic tradition, so that "the study of the sacred page" might truly become "the soul of sacred theology" (Vatican II, *Dei Verbum*, no. 24). Students will examine the fundamental tenants of early Christian biblical interpretation as expressed in particular patristic writers (e.g., Origen, Irenaeus, John Chrysostom, the Alexandrian and Antiochene schools, Augustine, and Jerome) as well those of later medieval writers, particularly, Thomas Aquinas. The philosophical and theological currents that helped shape the Protestant Reformation and the rise of modern critical scholarship are also briefly explored. Throughout the course, students are introduced to the official magisterial texts of the Catholic Church dealing with the study of Scripture (e.g., the Second Vatican Council's Dogmatic Constitution on Divine Revelation, *Dei Verbum*). In addition, the

students study the synchronic and diachronic methods utilized in contemporary critical scholarship, guided by the Pontifical Biblical Commission's document, *The Interpretation of the Bible in the Church* (1993). Finally, the course explores the work of Cardinal Joseph Ratzinger / Pope Benedict XVI dealing with the role of Scripture in Catholic theology. The principal learning outcome is to form students to interpret Scripture in an integrated manner that is both exegetically responsible and theologically informed.

### **THEO 503 Trinity and the Divine Economy**

St. Augustine once wrote, "There is no subject where error is more dangerous, research more laborious, and discovery more fruitful than the oneness of the Trinity (*unitas Trinitatis*) of the Father, the Son, and the Holy Spirit" (*De Trinitate*, 1.3.5.). Catholic theology thus recognizes the Trinity as the central mystery of Christianity. Among other things, then, this course will analyze the unity and simplicity of God, the distinct relations and personal properties of the three divine persons, and the relationship of the inner life of the Trinity to the divine economy. The question of predestination in the divine economy will also be explored. Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)

### **THEO 504 Christology and Soteriology**

This course focuses on the person and salvific work of Jesus Christ. After an analysis of some of the key issues arising from specific biblical texts, students will work through the Christological debates of the early Church. Drawing on the early fathers (e.g., Athanasius, Anselm) and councils (e.g., Nicaea, Chalcedon, Ephesus) as well as latter sources (the writings of Aquinas, the Council of Trent, the *Catechism of the Catholic Church*), students will examine key theological issues, such as the relationship of Christ's divine and human natures. In addition, students will gain a deeper understanding of the meaning and application of Christ's salvific work. The course will explore different theological models of soteriology,

among other things, analyzing the differences between Catholic and non-Catholic Christian approaches.

Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)

### **THEO 505 Ecclesiology and Eschatology**

This course begins by introducing students to the study of the nature and mission of the Church. Beginning with the biblical texts, the course examines the way the Church is prefigured in the Old Testament as well as how it is established and described in the New Testament. The course will then analyze the development of ecclesiology in the patristic period and in later writers. Special emphasis will also be given to the contributions made by the Second Vatican Council. In addition, students will study the relationship of the Catholic Church to Israel as well as other Christian churches and ecclesial communities. The course will then proceed to introduce students to the study of eschatology. Beginning with the Old Testament, students will be introduced to the key biblical texts relating to the question of "life after death", immortality, resurrection and judgment. Going on, students will examine the New Testament's eschatological teachings and their Christocentric orientation. Special attention will also be paid to the Jewish context of the New Testament writers. The course will also examine the development of eschatology in the early Church and in later conciliar and magisterial sources. In light of their study of ecclesiology and eschatology, students will be taught to articulate the Christian understanding of the relationship between the Church, established by Christ, and the eschatological fulfillment of creation.

Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)

### **THEO 507 Catholic Spirituality**

This course examines the treatment of sacraments, liturgy, spirituality and prayer in the *Catechism of the Catholic Church*. Specifically, students analyze the challenges of developing

an interior life, focusing on the nature and difficulties of prayer. In addition, students study the Church's liturgical life, with special emphasis on the seven sacraments. Alongside their reading of the *Catechism*, students also read the works of spiritual masters such as St. Francis De Sales as well as other important contemporary writers.

### **THEO 508 Morality, Theology, and Ethics**

This course examines the philosophical, biblical and theological principles of Catholic moral theology, specifically, ethical decision making in the light of Scripture, Tradition, and the Magisterium. Special attention is given to the way such material relates to the needs and concerns of MBA students. Among other things, the course analyzes the following topics: freedom, natural law, sin and conversion, the role of conscience, virtues, and the criteria for determining the ethical value of an act. The course also looks at the concrete application of Catholic moral principles by examining the Social Teaching of the Church. Major issues explored include the role of the government, poverty, war, and the responsibilities of employers and employees.

### **THEO 511 Liturgical and Sacramental Theology**

According to the Second Vatican Council, the Eucharistic celebration marks the "source and summit" of the Christian life. In this course students will analyze the fields of "liturgical" and "sacramental" theology. Beginning with a careful biblical analysis, students will examine how the study of the sacred page forms the soul of both liturgical and sacramental theology. Moreover, students will explore the implications of the axiom that the *lex orandi* (law of prayer) establishes the *lex credendi* (law of belief). In addition, students will analyze various theological debates about the role and nature of the seven sacraments celebrated by the Catholic Church.

Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)

### **THEO 521 Moral Theology and Ethics**

This course examines the philosophical, biblical and theological principles of Catholic moral theology, specifically, ethical decision making in light of Scripture, Tradition, and the Magisterium. Among other things, the student analyzes the following topics: freedom, natural law, sin and conversion, the role of conscience, virtues, and criteria for determining the ethical value of an act.

Pre-Requisite or Co-Requisite: THEO 502 (unless granted written approval)

### **THEO 531 Contemporary Theological Debates**

Students examine particular issues surrounding the *nouvelle theologie*, particularly debates concerning the relationship of nature and grace. In addition, students learn how the "new theology movement" of the twentieth century affected trajectories in dogmatic, biblical, moral and liturgical theological research.

Pre-Requisites: BIBL 502, THEO 502

### **THEO 532 Moral Theology and Spiritual Theology (4 credits)**

Since the Second Vatican Council there has been an emerging recognition among Catholic theologians that the study of Catholic moral theology must be carefully integrated with biblical studies, dogmatic theology, and spiritual theology. This course aims at doing just that. The first part of this course examines the philosophical, biblical, and theological principles of Catholic moral theology, specifically, ethical decision making in the light of Scripture, Tradition, and the Magisterium. Among other things, the course analyzes the following topics: freedom, natural law, sin and conversion, the role of conscience, virtues, and the criteria for determining the ethical value of an act. The course also looks at the way Catholic moral theology must be informed by Catholic spiritual theology, especially with an understanding of the life of prayer and Christian asceticism. Among other things, students will read works of great spiritual masters from

Catholic tradition, such as Francis De Sales, Theresa of Avila, and John of the Cross.  
Pre-Requisites or Co-Requisites: BIBL 502, THEO 502 (unless granted written approval)

### **THEO 551 Practicum I**

In addition to their in-class work, two *practica* (THEO 551, THEO 552) are also required in the Catechetical Track through which students learn how to communicate what they have learned effectively as teachers. The *practica* involves teaching an introductory level course on Scripture or Theology in a classroom setting outside of the university (elementary school, high school, parish-based religious education, etc.). Unless given written approval, students should begin their practicum experience in their second to last quarter as a student.

### **THEO 552 Practicum II**

See the description of THEO 551.  
Pre-Requisite: THEO 551

### **THEO 598 Comprehensive Exams**

One of two options that a student has to demonstrate that they have mastered the material covered in their various classes. It will encompass each of the courses taken and focus the student's attention on bringing together all that the student has learned in the program.

### **THEO 599 MA Thesis**

One of two options that a student has to demonstrate that they have mastered the material covered in their various classes. Those expecting to go on to pursue further academic work are highly encouraged to consider this option. Once the student has taken about 50% of his course work, s/he will be assigned a thesis director. The director and the student should remain in frequent contact regarding the chosen topic from that time forward. A proposal will then be submitted which is to be approved by the director. The thesis itself is to be about 60–80 pages in length, and demonstrate the student's ability to identify and investigate a question relating to

the field of Biblical theology, to carry out research appropriate to the topic and to organize and present his or her work in a critical and coherent manner. A final draft of the thesis is due by the fifth week of the quarter in which they are enrolled in the thesis course. The director will either pass the thesis on to the Chair of the department or make further suggestions. The student has three weeks to make whatever changes need to be made. A committee of at least two faculty members will read the final submitted form of the thesis. Together they will decide to either pass or fail the thesis. A public defense may be scheduled if the director and student agree that such is desirable.



## **Academic Administration**

### **Office of the Registrar**

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

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

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

### **Office of the Dean of Students and Department of Student Life**

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

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

### **Information Technology**

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

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

## **Library**

### **Print Holdings, Checking Out Books and Course Reserves**

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

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

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

### **On-Line Resources**

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

### **Library Staff**

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

### **Contact the Librarian**

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

### **Library Services for eLearning Students**

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

## Career Services Center

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

### Mission Statement

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

### Services

Explore Careers. Discover and explore the true breadth of careers available to you. Assessment tools can help identify a student's interests, skills, and work values. Assessments available annually to interested students include the Myers-Briggs Type Indicator, among others.

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

Get a Job. The CSC helps students to build their network, to have their resume critiqued, to utilize online resources, and to meet employers. The CSC does not offer career placement services.

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

## Student Services

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

**Students with Disabilities**

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

**Learning Disabilities**

JPCatholic supports student learning in several ways. When students with learning disabilities who require learning accommodations inform the University, the Dean of Students and Provost collaborate with faculty who provide learning accommodations, as appropriate to the course situation.

**English Language Services**

JPCatholic assists student development of English as a second language through writing center appointments and additional mentoring with faculty and staff. While the University does not offer English language classes, the Dean of Students or Provost can assist students in finding such classes off campus; the normal fee for that class would apply.

**Academic Mentoring / Career Planning**

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

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

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

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

**Counseling Services**

Psychological and pastoral counseling referrals are provided proactively by the Dean of Students to meet the wide array of personal difficulties that may interfere with a student's success. Specific concerns for which students often seek assistance include the following: loneliness and isolation; homesickness; parent/family conflict; difficulty in studying, concentrating or test taking; challenges in interpersonal relations and communication;

educational/career concerns; mental issues; depression; and anxiety. Students who feel these symptoms weighing on them should speak with the Dean of Students or the student life staff as soon as possible. Such matters will be kept confidential except those mandated by law such as when serious and imminent physical danger is concerned.

JPCatholic provides referrals to qualified counselors in the area. Students should check the Student Handbook or contact the Dean of Students for referral information.

### **Health Services**

Students must have major medical health insurance as a condition of enrollment, and should be prepared to assume the costs of their medical care. JPCatholic Student Life can provide referrals to local practitioners, hospitals, or clinics.

### **Student Work Opportunities**

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

### **Jobs and Internships**

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

### **Student Groups and Activities**

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

## **Student Complaints and Concerns**

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

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

## Student Grievance Procedures

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

Formal grievances must be filed as soon as possible following the alleged violation, or from the time that the student learns of the basis of the grievance. Students should meet with the Dean of Students<sup>2</sup> regarding the complaint/grievance prior to starting the process. Student grievances commonly fall into one of three categories: Academic, Non-Academic, and Discriminational.

### Academic Grievances

When the student believes that a grade for any course is in error, he/she must follow the Grievance Procedure.

### Non-Academic Grievances

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

- Any act or threat of intimidation or harassment.
- Any act or threat of physical aggression.
- Arbitrary action, violation of student rights, or imposition of sanctions without proper regard to University policy.

### Grievances Alleging Discrimination

Students wishing to file complaints alleging discrimination on the basis of race, religion, age, gender, color, physical disability, mental disability or any other category of unlawful discrimination should also contact the Dean of Students.

### Grievance Procedure – Level I (Informal)

Any student who believes an injustice has occurred against him/her should try to resolve the problem through an informal conversation with the Professor, staff member, or University official involved before filing a formal grievance. If the student finds no resolution after these informal meetings, or if the accused refuses to meet or respond within 14 days, the student may proceed by meeting again with the Dean of Students. If the Dean of Students is unable to assist the student in resolving the issue satisfactorily, the student may take the grievance to the next level.

Note: if the grievance involves the Dean of Students, the student shall follow the subsequent procedures with the help of the Provost.

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<sup>2</sup> Contact information for the Dean of Students and other administrators can be found at [www.jpccatholic.com](http://www.jpccatholic.com) or in person at the main office, 200 W. Grand Ave, Escondido, CA 92025.

In cases involving sex discrimination (including sexual harassment), students may withdraw from the informal grievance process at any point and proceed to Level II (Formal). In cases involving sexual assault, domestic or relationship violence, or stalking, the informal grievance process is not appropriate and the complaint will proceed directly to Level II (Formal).

### **Grievance Procedure – Level II (Formal)**

After meeting with the Dean of Students and still finding no resolution to the issue, the student shall complete a “Statement of Grievance,” containing their name, the name of the accused, a brief summary of the complaint (including all significant dates, locations and circumstances related to the incidents in question), and documentation of the failed attempts to resolve the issue informally. Copies of any additional evidence may be attached to the form. The “Statement of Grievance” must be completed within 14 days of the meeting with the Dean of Students. Once filed, the University will take the following actions:

1. The Dean of Students shall inform the aggrieved student of the procedures, and of their associated rights and responsibilities.
2. The accused faculty/staff member shall receive a copy of the “Statement of Grievance” from the Dean of Student’s Office within 14 days.
3. The accused will have 14 days to respond in writing. The accused has the right to ask any other member of the University community to serve as an advisor.
4. Both the aggrieved student and the accused may solicit documentation from other persons to support their positions.
5. Once the Dean of Students receives the response of the accused, he shall forward all documents to the Provost, who convenes the Grievance Review Committee.
6. The Grievance Review Committee shall normally be comprised of the Provost, the Dean of Students, and a senior administrator. This committee will make one of the following determinations within 2 days:
  - a. The complaint of the student is not grievable.
  - b. There is insufficient evidence to warrant further action.
  - c. The case should proceed to formal action, Level III.
7. The Grievance Review Committee shall make a written report of its determination, which shall be sent to the aggrieved student, the accused, and the President of the University within 2 days.
8. If the grievance involves a Student Life Office staff member, naturally that member will be replaced on the Grievance Review Committee. If the grievance involves the President, Provost, or Dean of Students, the process immediately moves to a Level III Grievance Hearing.

### **Grievance Procedure – Level III (Grievance Hearing)**

If the Grievance Review Committee determines that further action is warranted, the following actions shall be taken:

1. The Provost will convoke the Grievance Hearing Committee, which must commence deliberations within 5 days of the report from the Grievance Review Committee.
2. The Provost shall send confidential packets to the members of the Grievance Hearing Committee prior to the hearing.

3. The Grievance Hearing Committee will normally be comprised of the following, at the discretion of the Provost:
  - a. The Provost, chair
  - b. The Dean of Students
  - c. Student Life staff member
  - d. One member of the faculty, usually a Professor of Theology
  - e. Two administrators, usually the Director of Admissions and CFO
4. If the President, the Provost, or the Dean of Students is the target of the grievance, the chairman of either the Board of Trustees or the Audit Committee will convoke and chair the hearing.
5. The grievant and the defendant shall be present to answer questions at the hearing.<sup>3</sup> The grievant may have an advisor. The defendant also has the right to be accompanied by an advisor in the formal grievance hearing.
6. The hearing shall be closed to the public. There shall be a single verbatim record, such as a tape recording, of the entire hearing. The record shall be the property of the University.
7. Once the hearing is convened, the Provost will state the purpose, process, and guidelines.
8. The grievant will then be allowed to make a statement specific to the grievance and the requested outcome.
9. Next, the defendant is allowed to make a statement specific to the grievance, requested outcome, and any statements/evidence presented by the student.
10. Both the grievant and the defendant have the right to present witnesses, testimony, and evidence, but only as related to the charges previously presented to the Grievance Review Committee. No new charges shall be admitted for consideration.
11. The members of the Grievance Hearing Committee may then ask questions specific to the case. Discussion, clarification and additional comments are allowed.
12. When the Provost determines that the committee has all the necessary testimony and information it needs, he calls for a recess as the members deliberate and come to a decision. The grievant and the defendant may be excused.
13. The Grievance Hearing Committee will assess whether to reject or support the grievance using a preponderance of the evidence standard. The Grievance Hearing Committee will deliver one of the following decisions within 2 days:
  - a. To reject the grievance and deny the requested outcome.
  - b. To support grievance and approve the requested outcome.
  - c. To support the grievance and approve a revised outcome.

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<sup>3</sup> In cases involving sex discrimination, including sexual assault, domestic or relationship violence, or stalking, the victim need not be physically present. The victim may choose to participate in the hearing through the means of technology from an off-site location or at the hearing location separated from the accused by a barrier. The victim's refusal to be present or participate in the hearing will not prevent the hearing from proceeding as long as there is other evidence of the sexual misconduct.



14. Within 24 hours of a decision from the Grievance Hearing Committee, the Provost will concurrently provide written notification of the decision and the process of appeal to the grievant, the defendant, and the University President.

#### **Appeal Process – Level I (University President)**

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

#### **Appeal Process – Level II (Board of Trustees)**

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

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

#### **Time Limits**

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

#### **Title IX Coordinator**

JPCatholic University is required to designate at least one employee who is responsible for coordinating the school's compliance with Title IX. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities; the University's Title IX Coordinator oversees policies and procedures that apply to complaints alleging sex discrimination (including sexual harassment, sexual assault, and sexual violence) by employees, students or third parties, and addressing any patterns or systemic problems that arise during the review of such complaints. The University's Title IX coordinator is:

Julia Carrano, Dean of Students, [jcarrano@jpcatholic.com](mailto:jcarrano@jpcatholic.com)

#### **Title IX Investigations and the Disciplinary or Grievance Process**

Complaints of sexual misconduct by a student against another student or by a student against a faculty or staff member are governed by Title IX and are, therefore, investigated by the Title IX Coordinator. The adjudication of sexual misconduct cases involving a student complaint

against another student shall follow the process outlined in Disciplinary Procedures Process, unless otherwise outlined below. The adjudication of sexual misconduct cases involving a student complaint against a faculty or staff member shall follow the process outlined in Grievance Process, unless otherwise outlined below.

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

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

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

### **Victim Services, Accommodations, and Case Management**

The law requires "procedures for ongoing case management, including procedures for keeping the victim informed of the status of any student disciplinary proceedings, the result of any disciplinary action or appeal, and helping the victim deal with academic difficulties that may arise because of the victimization and its impact." Case management will be provided by the Title IX Coordinator. The Title IX Coordinator will cooperate with others to provide effective protection of health and safety for the victim, assure strict confidentiality, initiate interim sanctions if appropriate, and maintain records.

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

The University will change a victim's academic and living situations upon request, provided such options are reasonably available.

## Facilities and Equipment

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

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

- **Cameras:** JPCatholic has a large selection of high-def, digital cinema cameras.
- **Lighting & Sound:** Lighting and sound equipment are available for student productions. The lighting kits include hard and soft lights, floodlights, spotlights, and small lights. Microphone sets include boom, wireless, microphones, and mixers.
- **Post-Production:** The post-production lab is equipped with 20 Macintosh editing systems. The editing stations come with an assortment of software for sound and picture editing, including the Abode Production Suite, and Maya. This will enable students to create motion graphics, special effects, animation, 3D compositing, and DVD authoring.
- **Sound stage:** The sound stage is outfitted with a full lighting grid and supporting grip equipment to allow students to work in a more controlled environment while working on advanced projects.

The facilities, equipment, and resources provide students with an industry-standard education and experience with a soundstage, post-production lab, digital cinema cameras, and all digital classrooms.

## University Faculty

### **Kimberly Barber, Adjunct Professor of Theology**

Kimberly earned a Bachelor's Degree in Theology from Franciscan University of Steubenville and a Masters Degree from Fuller Theological Seminary in Theology with an emphasis in Biblical Studies. Following completion of her studies, Kimberly worked as a Director of Catechetical Ministries for a Catholic parish in San Diego and serves the Diocese as a Master Catechist, teaching certification courses for catechists around the Diocese.

### **Michael Barber, Professor of Theology, Scripture and Catholic Thought**

Michael has his Ph.D. in Theology from Fuller in Pasadena, CA. His dissertation was on the Historical Jesus and Sacramental Eschatology under the world famous scholar, Colin Brown. He has an MA in Theology from Franciscan University of Steubenville and received his B. A. in Theology and Philosophy from Azusa Pacific University. He is the author of several books, including, 'Coming Soon: Unlocking the Book of Revelation and Applying Its Lessons Today' (Emmaus Road, 2006) and most recently, 'Genesis to Jesus: Studying Scripture from the Heart of the Church' (Servant, 2007), a Bible study co-authored with Kimberly Hahn. He is a Senior Fellow for the Saint Paul Center for Biblical Theology, founded by Dr. Scott Hahn. Dr. Barber has been granted the *mandatum* by Robert Brom, bishop of San Diego, as an ecclesial recognition of Michael's posture and commitment to teach always in communion with the Church.

### **Vlad Bolsakov, Professor of Accounting**

Vlad is the VP for Finance at JPCatholic University, He has over fifteen years of financial consulting experience working for Deloitte Tax LLP and Ernst & Young LLP. As a consultant for many large corporate clients, he performed financial forecasting, planning, budgeting, reporting, and financial project management. He has experience managing complex US Federal Tax projects primarily in the areas of Transfer Pricing, Extraterritorial Income Exclusion, and E&P studies. He knows GAAP, Federal and US International tax principles and has experience building financial analytical models. Vlad has an MBA (Tax) and a BSBA (Finance) from Duquesne University in Pittsburg, PA.

### **Greg Breen, Professor of Finance**

Greg is also the program manager for the MBA in Film Producing. He was formerly CFO at JPCatholic University. He has held a number of general management and operations management positions in several retail and service industries, including Dresser Wayne, Sears Roebuck, and Shell Oil Products. His expertise is in controlling costs, increasing revenue, while implementing strong operational controls. Greg received his MBA from the UC, Irvine Graduate School of Management in 2002 and a BA in Criminology, Law and Society also from UC, Irvine in 1999.

### **Kevin Clarke, Adjunct Professor of Biblical Languages**

Kevin Clarke has a Master's in theology with a specialization in catechetics from Franciscan University of Steubenville. He began his work in the media industry at 17 as an editorial assistant at The Roanoke Times, where he later served as a copy editor and page designer. He worked under Dr. Mark Miravalle, a renowned scholar on Our Lady, assisting in the publication of books, the production of radio shows and video, and the management of multiple Web sites. He previously taught theology, writing, journalism, and other subjects at St. Joseph Academy in San Marcos. In addition to teaching New Testament Greek at JPCatholic, he teaches theology at JSerra Catholic High School in San Juan Capistrano. He is the author of a chapter on Benedict XVI's Mariology in *De Maria Numquam Satis: The Significance of the Catholic Doctrines on the Blessed Virgin Mary for All People* (University Press of America, 2009), and

has contributed to the New Catholic Encyclopedia. He writes regularly for Zenit News Agency on the theology of Pope Benedict XVI.

### **Derry Connolly, Professor of Business**

Derry is President and a founder of JPCatholic University. While employed by the University of California, San Diego (UCSD), he represented them on the Executive Board of CCAT - the Center for the Commercialization of Advanced Technology, and headed up CCAT CEO mentoring services; he taught Applied Innovation at the Von Liebig Center for Entrepreneurism and Technology Advancement; and served as the Associate Dean of Continuing Education at UCSD Extension, leading a program with 40,000 part-time adult students, 125+ full time staff (academic and administrative), 1500+ part-time Instructors. Derry spent 15 years working in industrial Research and Development with IBM and Kodak. He holds 8 US patents and has numerous technical publications. He has a Ph.D. from Cal-Tech in Pasadena, CA and an M.Sc. and B.Sc. from University College, Cork, Ireland.

### **Lauri Deason, Adjunct Professor of Video Journalism**

Lauri began her career in broadcast journalism at Fox News affiliate WSVN in Miami, Florida, and went on to work for CBS News before pursuing freelance opportunities in media. She has written and produced for radio and television, published numerous print and Internet articles, and served as writer-director for Revolution Of Hope, a 2007 documentary about the orphan crisis in Romania. Her vocation has taken her from Eastern Europe to Mexico to Southeast Asia – and, most recently, to Los Angeles where she now works as a writer and media consultant. Lauri has also helped develop journalism and screenwriting curricula at the high school and university levels, and is a guest lecturer and panelist at universities, writers' conferences, and film festivals across North America and in Europe. She is a graduate of William Tyndale College and holds BA degrees in Journalism/Public Relations and Biblical Literature.

### **Thomas Deason, Adjunct Professor of Film and Business**

Thomas is a producer, pilot, and executive management consultant who left his position with Alaska Airlines' management team in 2005 to pursue an entertainment industry career. In addition to his work with Grammnet Productions and Hero Pictures, his credits include the documentary Revolution Of Hope as well as a number of commercials and award-winning short films like Mosca Amor, Jaded, Pie 'N' Burger and Fool4LuV. In 2007, he founded Fool's Errand Entertainment with his wife and professional partner, Lauri. They are currently in development and pre-production on three feature films, a web series, two music videos, and a recording project to benefit the International Justice Mission. Thom also enjoys mentoring others who share his passion for social justice and quality, thought provoking entertainment. He co-founded The Ransom Project, an initiative that unites artists and abolitionists in the fight against human trafficking; and he currently serves on the development board of a Los Angeles inner-city school. Thom received his BS degree from LeTourneau University.

**Nick diNapoli, Adjunct Professor of Cinematic Visual Effects**

Nick is the founder & creative director of Drive Studio, located in Carlsbad, CA. Nick has almost 2 decades of experience in the motion graphics industry. Drive Studio is a design and production resource specializing in network branding, identity creation, show packages, promotion and new media outlets. With a unique emphasis in designing and directing brands for international audiences, Nick's work spans the globe from the US to Scandinavia to Asia. In 2000, with his business partner, he formed Drive Studio to offer complete 'design through production' resource for the broadcast design and production industry.

**Tom Dunn, Professor of Film Production**

Tom began his professional career over 20 years ago on the Paramount Studios lot working for Entertainment Tonight in the post-production department. Since then he has gone on to produce, direct, write and edit hundreds of television commercials, documentaries, sports and entertainment programs and news stories. He has worked for local and national cable television networks, independent production companies and a local broadcast affiliate. Tom is the recipient of numerous national and regional awards for television production, including 4 Telly Awards and a Cable ACE Award. Tom served for 2 years as vice-president of the Orange County Chapter of the Media Communications Association International. Tom received his BA in Television, Radio and Film Production from California State University, Long Beach.

**Lee Eskey, Adjunct Professor of Acting**

Lee has been a professional actor, director and teacher for 20 years. Theatres include The Folger Theatre, The Denver Center Theatre Company, the Kentucky and Virginia Shakespeare Festivals and The National Players, as well as The Actor's Playground, a Los Angeles theatre company which he co-founded with Rick Wasserman. In LA he has also served on the faculty of Holy Wood Acting Studio and the Elizabeth Mestnik Acting Studio. Much of Lee's time in Hollywood has been spent as an acting coach, working with diverse talent, from comedians and magicians to series regulars on network television and in feature films. Lee incorporates Pope John Paul II's Theology of the Body (TOB) into his work with artists and he is currently completing requirements for certification from the Theology of the Body Institute. Lee has a particular interest in forming skilled actors who are ready and able to bring their craft to the service of the New Evangelization through professional careers in the performing arts. Lee holds an MFA in Acting from the National Theatre Conservatory and a BA in Drama from The Catholic University of America.

**Shun Lee Fong, Adjunct Professor of Media Law**

Shun Lee is the CEO and Creative Principal of Genuine Productions, LLC - a creative media production company with a focus on film, new media & music. He is also the founder and creative director for 'The Greenhouse' - a non-profit organization for training, equipping, and engaging creative artists. He practiced law for 5 years in Omaha, Nebraska, focusing on civil litigation, corporate transactions, intellectual property, and media law. In 2003, he left his law practice and moved to L.A. to pursue acting, writing, and other creative opportunities. He has performed in a number of productions in film, theater, commercial, and print, and is a member of the Screen Actors Guild. He has spent significant time on stage and in the recording studio

as a songwriter and musician, playing several instruments. He has written a number of screenplays, articles, essays, and other works and is an often-requested speaker. He taught the Mass Media Law class for the Journalism and Mass Communications Department at Creighton University. Shun Lee holds a Juris Doctorate from the University of Iowa College of Law and BA (summa cum laude) in Journalism & Mass Communications from Creighton University.

### **Martin Harold, Adjunct Professor of Politics**

In his American Politics class, students engage the Western political tradition, philosophy, and the unique historical experience that shaped America's founders and influenced the creation of America's Constitution and political institutions. The course gives students a basic framework for understanding the structures of federal government and the ability to define terms and concepts relevant to American national government, including separation of powers, checks and balances, and federalism. Students identify and engage competing ideologies in American political life, and study and explore different perspectives on current policy debates. While a student, he was the Founding Editor of and a regular contributor to *Lumen Vincens* - a Franciscan University literary magazine. Martin holds an MBA and a BA in Political Science from Franciscan University, Steubenville, Ohio.

### **Jerry Jackson, Professor of Business Leadership**

Jerry's 30-year career has included executive management positions at both small and large privately owned and publicly traded consulting firms. He's overseen the growth and transformation of firms involving hundreds of staff and \$100s million of revenue. An engineer by education, Jerry has also pioneered the use of innovative technologies to treat water, wastewater, and hazardous wastes. His projects have been recognized as 'outstanding' by professional organizations, and he's accompanied the US Secretary of Commerce in international trade missions, and has testified before Congress on applicable legislation. Jerry holds a BS, MS, and PhD in civil engineering, is a licensed professional engineer, and has been on the faculty at five universities in the United States and overseas. He is an avid runner, surfer, sky diver, and pilot.

### **John Kincaid, Professor of Theology**

In his thesis, entitled 'Recovering the Old Perspective on Paul: Augustine, Aquinas, and the Question of Participation in Christ,' he advocates for Augustine and Aquinas's reading of Paul regarding the nature of participation in Christ. John is the co-author with Scott W. Hahn of an article entitled, 'The Multiple Literal Sense in Thomas Aquinas's Commentary on Romans and Modern Pauline Hermeneutics,' which was published in 2012 by CUA Press in *Reading Romans with St. Thomas Aquinas*, edited by Matthew Levering and Michael Dauphinais. John's research interests center on the theological projects of Augustine and Thomas Aquinas, contemporary Pauline studies, and the relationship between Modernity and contemporary biblical studies. John will apply for the *mandatum* of Cirilo Flores, bishop of San Diego, as an ecclesial recognition of John's posture and commitment to teach always in communion with the Church. John is a PhD candidate, studying under Prof. Michael Waldstein,

at Ave Maria University. He will defend his dissertation in late 2014. He received a Th.M. from Duke Divinity School and a M.A. in Theology (MA) from Covenant Theological Seminary.

**Robert Kirbyson, Adjunct Professor of Cinematography**

Robert's feature film debut, *Snowmen*, starred Bobby Coleman, Ray Liotta & Christopher Lloyd, and was produced by Steve McEveety (Braveheart, The Passion). It received the Top Narrative Feature at the 2010 Tribeca Film Festival. In 2009, Robert wrote and directed the award-winning *CTRL* for NBC Universal, the first stand-alone web series produced by a major network. Recently named "Web Comedy of 2010" CTRL is based on Robert's short Ctrl Z, which won the Delta Shorts Competition at the 2008 Sundance Film Festival. In 2004, he directed *The Christmas Orange*, an adaptation of the award winning children's book for the Canadian Broadcasting Corporation. Robert graduated from the University of British Columbia Film School, winning the 'Top Graduate' award, while the film he shot and produced swept the local student film festival awards. From 1997 - 2004, he served as a Cinematography instructor at UBC. He has a certificate in Television Studies from Universite St. Anne and a BFA with honors from the University of Manitoba.

**Timothy Lochner, Adjunct Professor of Game Programming**

Tim is a Game Programmer at Sony Online Entertainment, where his responsibilities are far reaching, often requiring agile shifts in task priority, and include: Tools Engineering; Server Performance Optimization; Core Gameplay Systems Engineering; Game UI Programming; Client Performance Optimization; Database Management; Server to DB Communication Engineering. Tim has a BS in Communication Media, with an emphasis in Video Game Design from John Paul the Great Catholic University.

**Rob Morgenroth, Adjunct Professor of Visual Effects**

Rob is Executive Producer/Senior Director, Business Development with Dynasty FX, Sherman Oaks, CA with VFX and animation production resources in Beijing and Shanghai. Dynasty has produced visual effects for feature films, cartoon webisodes and a number of commercials. Prior, he was the Director of Development at the Visual Effects Society. He is an active in the visual effects community, currently serving as Chairman of the Program Committee for the Previsualization Society, and has been a moderator and panelist at industry events for many years, including the HD Expo, HDFEST and CASO, in addition to leading courses in VFX production at the Art Center College of Design in Pasadena and Cal Arts in Valencia, CA. In 1990, Rob founded a boutique visual effects company, E=mc2 in Glendale, CA, where he and his team produced award-winning VFX for both television and feature films. In 2001, Rob and his team were honored with an Emmy award for the visual effects for the ABC mini-series, 'Frank Herbert's Dune'. He sold the company to a Taiwan-based company in 2004, remaining on for a year as CEO and Executive Producer, and gaining valuable experience in Chinese operations. Morgenroth graduated West Virginia Wesleyan College with a BS in Business, Marketing and did graduate studies in business management and the psychology of sales/marketing at Arizona State University.



### **Vernon Mortensen, Professor of Film Producing and Distribution**

Vernon is Director of the MBA in Film Producing program. He is a filmmaker, businessman and a veteran of the international film festival scene. His many movies and television shows have been enjoyed by audiences around the world. As a filmmaker, his wide-ranging career has included writing, directing & producing the western/thriller 'The Sorrow' starring Kirk Harris, John Savage and Michael Madsen, as well as serving as an executive producer on 'The Kid: Chamaco,' starring Martin Sheen and Michael Madsen. He currently works for the motion picture production/distribution company Rogue Arts as a film and television producer and a distribution executive. Vernon has an MBA from Alliant International University; a Master of Professional Writing (screenwriting) from USC, where he studied under script guru Syd Field and was an Academy of Motion Picture Arts & Sciences Fellow. He earned a BFA in Film from the world-renowned Art Center College of Design and a received a BS from Excelsior College.

### **Jacqueline Nicolini, Adjunct Professor of Art**

Jacqueline provides instruction in Life Drawing, Portrait Drawing and Painting and Anatomy in her San Diego studio and providing instruction with life drawing and anatomy to the in-house animators at Sony Online Entertainment. She has worked as an illustrator for a product manufacturing company whose clientele included such well-known motion-picture studios as Disney, Warner Brothers and Lucas Films. There she applied her talents to designing products related to such films as The Little Mermaid, Hercules, Pocahontas, Winnie the Pooh, and the Star Wars Trilogy. Jacqueline received a Bachelor of Fine Arts in Illustration under the direction of Dick Oden at California State University Long Beach.

### **Clare Oven, Adjunct Professor of Mathematics**

Clare is the Institutional Research Analyst at JPCatholic. She previously worked in the civil engineering industry, and earned a California Preliminary Single Subject Teaching Credential for Mathematics and Chemistry before joining JPCatholic. Clare earned a BS in Mechanical Engineering from Villanova University, and a M.Ed. with a Specialization in Best Practices from National University.

### **Chris Plance, Adjunct Professor of Evangelization**

Chris graduated from Westmont College (2011) with a Bachelor of Science in Kinesiology, and from Franciscan University of Steubenville (2013) with a Masters in Theology. He is the Director for Mission and Evangelization at John Paul the Great Catholic University.

### **Christopher Riley, Professor of Film**

Chris is one of the most authoritative figures for the official screenplay format of Hollywood. He is a screenwriter whose first film, *After The Truth*, an award-winning courtroom thriller written with his wife, Kathleen Riley, sparked international controversy when it was released in Germany. Other credits include *25 To Life*, a dramatic thriller for Junction Entertainment and Touchstone Pictures; *The Other White House*, a political thriller for Sean Connery's Fountainbridge Films and Intermedia; *Aces*, an action-adventure romance for Paramount Pictures; and a screen adaptation of the book *Actual Innocence* for Mandalay Television Pictures and the Fox television network. A veteran of the Warner Bros. script department, Riley

is the author of *The Hollywood Standard: The Complete and Authoritative Guide to Script Format and Style*. From 2005 through 2008, he served as director of the acclaimed *Act One Writing Program* in Hollywood, which trains Christians for careers as writers and executives in film and TV. Chris holds a BS in Telecommunications from Oral Roberts University and was a National Merit Scholar.

**Nathan Scoggins, Adjunct Professor of Film**

An award-winning filmmaker, Nathan Scoggins' list of credits include *The Least of These*, released in 2011 by Universal and starring Isaiah Washington (*Grey's Anatomy*) and screen legend Robert Loggia (*Big, Independence Day*), as well as the upcoming TV movie *The Perfect Summer*, starring Eric Roberts. He won the Doritos Crash the Super Bowl contest in 2012 and 2013 with "Sling Baby" and "Fashionista Daddy." In addition, two of his award-winning short films were released by Lionsgate on DVD in 2008. He has written and developed projects for many companies in Hollywood. Nathan holds a BA in English and Film from Wesleyan University.

**Sam Shpigelman, Professor of Animation and Gaming**

Sam is the Chief Creative Officer with HighTech Playground. He serves as an adjunct professor and the Head of Animation and Post Production Studies at San Diego State University, was a faculty/program advisor for the Casual Game Development program at UCSD Extension, and active industry professional with extensive experience in animation, game development, medical and architectural visualization, and product design and modeling. His work includes 'Enter the Dragonfly' - a PS2 title by Universal, R&D work for Sony Interactive, full cycle character development for multiple video game projects, and product design and modeling for the next generation of cell phones from Qualcomm. Sam has an MFA in Computer Animation from Miami International University of Art and Design and a BS in Game Art and Design from the Art Institute of Pittsburgh.

**Jonathan Velasco, Adjunct Professor of Business Law**

Jonathan is registered patent attorney with QUALCOMM, providing legal counsel in various wireless technologies including client counseling, patent procurement and prosecution, acquisition analysis, and infringement analysis. Prior to joining QUALCOMM, Jonathan headed the patent prosecution group of Kyocera Wireless Corp. as Sr. IP Counsel, where he developed a growing domestic and international patent portfolio. In addition to his corporate counsel experience, Jonathan has worked as an associate with a number of law firms, practicing in all areas of intellectual property law, with a particular emphasis on U.S. and foreign patent protection in a wide variety of technologies. Jonathan received his JD from McGeorge School of Law, University of the Pacific, his BS in Electrical Engineering from University of California at Irvine and is currently pursuing his MA in Theology with Franciscan University of Steubenville's Distance Program.

**Christine E. Wood, Adjunct Professor of Theology**

Christine's research and teaching interests include Christology, Biblical Theology, Liturgy, Moral Theology, the integration of Virtue Ethics with Ascetical and Mystical Theology, the

Theology of Grace, and the Philosophy and Theology of St Thomas Aquinas. She has been granted the *mandatum* by Robert Brom, bishop of San Diego as an ecclesial recognition of Christine's posture and commitment to teach always in communion with the Church. Christine received her PhD in Systematic Theology from Marquette University, Milwaukee in 2011. Her dissertation was on 'The Metaphysics and Intellective Psychology in the Natural Desire for Seeing God: Henri de Lubac and Neo-Scholasticism.' She has an MA in Theology, as well as a Certification in Catechetics, both from Franciscan University of Steubenville. Christine received her BSc in Agriculture from the University of Sydney, Australia, and had a well-established career as an environmental scientist in Australia before embarking on her theological studies in the USA.

**Father Andrew Younan, Professor of Philosophy**

Fr. Andy serves as Rector of the Seminary of Mar Abba the Great, the seminary of the Catholic Diocese of St. Peter the Apostle for Chaldeans & Assyrians, and is the Parochial Vicar of St. Peter Chaldean Cathedral, where he holds Bible Studies on Tuesday nights. He has been granted the *mandatum* by Robert Brom, bishop of San Diego as an ecclesial recognition of Fr. Andy's posture and commitment to teach always in communion with the Church. Fr. Andrew has published two books since his ordination to the priesthood in the Chaldean Catholic Church, first 'The Book of Before & After,' a compilation and translation of prayers from the Chaldean Tradition, and recently his thesis, edited for publication. Fr. Andy received MA in Philosophy and Theology in 2004 from the Dominican School of Philosophy and Theology, with honors for his thesis: 'The Mesopotamian School and Theodore of Mopsuestia.' He received his BA in Philosophy from Sacred Heart Major Seminary in Detroit in 2001.

## University Administration

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